

Conejo Valley High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Conejo Valley High School
Street	1402 East Janss Road
City, State, Zip	Thousand Oaks, CA 91362
Phone Number	(805) 498-6646
Principal	Martin Manzer
Email Address	mmanzer@conejousd.org
Website	www.conejousd.org/cvhs
County-District-School (CDS) Code	56737595630108

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Mark W. McLaughlin, Ed.D.
Email Address	mmcloughlin@conejousd.org
Website	www.conejousd.org

School Description and Mission Statement (School Year 2020-2021)

MISSION STATEMENT

Conejo Valley High School, a California Model Continuation High School, offers an outstanding alternative program for high school students in the Conejo Valley Unified School District. With strong support from the district's School Board, administration and comprehensive high schools, Conejo Valley High School is able to provide a varied curriculum to meet the needs of our students. The school and its staff are committed to giving students a place where they feel secure, providing students with hope, helping students to become resilient and assisting students to get on track for success.

The mission of Conejo Valley High School is to engage students in a safe and secure learning environment that emphasizes real world application, collaboration, innovation, self-direction, digital literacy, healthy living, social responsibility and global awareness.

SCHOOL DESCRIPTION

Conejo Valley High School is designed for students whose unique educational needs require more individualized programs. Our alternative school allows acceptance and appreciation of students with differing abilities, interests, motivations, and learning styles. These differences are addressed by small group instruction and personalized education programs that allow students the freedom to try new skills, make and correct mistakes and experience success. This personalized approach encourages the students to master a core of knowledge and develop positive self-images, thus leading to self-acceptance, healthy personal lives and becoming productive citizens.

Conejo Valley High School was opened in 1974 as the continuation high school for the Conejo Valley Unified School District. It is one of five high schools in the District, which provide services to a student population of over 6,000.

The school has a capacity of 176 students. However, enrollment has hovered between 100 and 120 students for approximately 5 years. Direct instruction is utilized in most classes. We also have individualized instruction which can be computer or text based. Students are placed in the classroom settings that meet their individual needs. This personalized program allows students to learn at their own pace and ability level. Students earn college preparatory or standard levels of credit. Courses other than Physical Education are limited to 22 students, but the average class size is one teacher per 15 students. Conejo Valley High School is accredited by WASC and identified as a Model Continuation High School by the California Department of Education in 2019. The certificated staff includes two administrators, one counselor, eight regular education teachers and one special education teacher. We also employ a part-time, fully credentialed math tutor for our EL (English Learner) population. The classified staff includes two secretaries, one custodian, one health clerk, and one instructional media technician. We also have a part-time college and career center technician, an EL coordinator and a food-services coordinator.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	8
Grade 10	36
Grade 11	38
Grade 12	20
Total Enrollment	102

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.9
Asian	4.9
Filipino	2
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	1
White	28.4
Socioeconomically Disadvantaged	69.6
English Learners	6.9
Students with Disabilities	11.8
Foster Youth	1
Homeless	4.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	9	10	844
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	5	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

All TK-12 students have current standards-based textbooks in math, science, history/social science, and English/language arts. With each curricular cycle established by the State of California, the Conejo Valley Unified School District (CVUSD) Board of Education adopts textbooks within the timeline provided. Standards-aligned books for grades 9-12 are approved locally. Textbooks in grades TK-8 are selected from lists of books and materials approved by the State Board of Education. Sufficient standards-based textbooks and instructional materials have been purchased for all students in English, math, history/social science, science, health and foreign language. In addition, annually, sites receive specific science supplementary funds to be used for consumable expenses and/or equipment. The process of selecting textbooks and materials involves the formation of a committee charged with the responsibility of reviewing current state standards and frameworks, analyzing student data, writing courses of study (as required) and selecting and maintaining current instructional materials. The goal of such district-wide committees (comprised of teachers and administrators representing all targeted grade levels), is to achieve high academic standards for all of our TK-12 students. Each major subject area, such as math, science, history/social science, foreign language, and English/language arts, is reviewed and adopted under the guidance of the California Department of Education and State Board of Education. The committee submits its recommendations to the Board of Education for final approval. The recommendation to the Board includes the basic textbook materials as well as supplementary materials within the subject. On October 6, 2020, the CVUSD Board of Education approved a resolution for the 2020-2021 school year, declaring that the Conejo Valley Unified School District has provided each pupil with sufficient standards-based textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>Grade 9: Pearson myPerspectives (2017) Core Literature: Of Mice and Men by John Steinbeck, Romeo and Juliet by William Shakespeare, To Kill a Mockingbird by Harper Lee and one of the following: The Effect of Gamma Rays on...by Paul Zindel, A Tale of Two Cities by Charles Dickens, Bean Trees by Barbara Kingsolver, House on Mango Street by Sandra Cisneros, I Know Why the Caged Bird Sings by Maya Angelou, Princess Bride by William Goldman, The Hunger Games by Suzanne Collins, The Odyssey by Homer, Mythology by Edith Hamilton, Our Town by Thornton Wilder, Penelopiad by Margaret Atwood, Absolutely True Diary of a Part-Time Indian by Sherman Alexie</p> <p>Grade 10 CP/10 H: Pearson myPerspectives (2017) Core Literature: Antigone by Sophocles, Lord of the Flies by William Golding, and either Julius Caesar or MacBeth by William Shakespeare and one of the following: A Separate Peace by John Knowles, A Thousand Pieces of Gold by Ruthanne Lum McCunn, Bless Me Ultima by Rudolfo Anaya, Bless the Beasts and the Children by Glendon Swarthout, Cyrano de Bergerac by Edmond Rostand, Ender's Game by Orson S. Card, Glass Castle by Jeannette Walls, Life of Pi by Yann Martel, Skinwalkers by Tony Hillerman, Things Fall Apart by Chinua Achebe, Twelve Angry Men by Reginald Rose, Old Man and the Sea by Ernest Hemingway</p> <p>Grade 11 CP: Pearson myPerspectives- American Literature (2017) Grade 11 AP: Wadsworth, Inc.: American Literature, Single Volume, 3rd edition, Prose Models 11th Edition Core Literature: The Crucible by Arthur Miller and The Great Gatsby by F. Scott Fitzgerald and two of the following: Adventures of Huckleberry Finn by Mark Twain, Awakening by Kate Chopin, Bluest Eye by Toni Morrison, Catcher in the Rye by J.D. Salinger, Snow Falling on Cedars by David Guterson, The Scarlet Letter by Nathaniel Hawthorne, Death of a Salesman by Arthur Miller, Streetcar Named Desire by Tennessee</p>	<p>Yes</p>	<p>0</p>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Williams, The Glass Menagerie by Tennessee Williams, The Night Thoreau Spent in Jail by Jerome Lawrence and Robert E. Lee, Into the Wild by Jon Krakauer, Raisin in the Sun by Lorraine Hansberry, Wild Truth by Carine McCandless, Things They Carried by Tim O'Brien, Road by Cormac McCarthy, Inherit the Wind by Jerome Lawrence and Robert E. Lee, Grapes of Wrath by John Steinbeck</p> <p>Grade 12 CP: myPerspectives-British and World Traditions (2017)</p> <p>Grade 12 AP: Prentice Hall: Literature: An Introduction to Fiction, Poetry and Drama</p> <p>Core Literature: Hamlet by William Shakespeare and either 1984 or Brave New World by Orwell/Huxley and one of the following: Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson, Dracula by Bram Stoker, Frankenstein by Mary Shelley, Jane Eyre by Charlotte Bronte, Pride and Prejudice by Jane Austin, Wuthering Heights by Emily Bronte and one of the following: Pygmalion by George Bernard Shaw, Rosencrantz and Guildenstern are Dead by Tom Stoppard, Waiting for Godot by Samuel Beckett, Childhood's End by Arthur Charles Clark, The Kite Runner by Khalad Hosseini, The Stranger by Albert Camus, Forever King by Molly Cochran, Yellow Birds by Kevin Powers, Wild by Cheryl Strayed, Persepolis by Marjane Satrapi, Eaters of the Dead by Michael Crichton, Importance of Being Earnest by Oscar Wilde</p> <p>Grades 9-12 Language Intervention: Pearson iLit</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Algebra 1 CP: Glencoe Publishing Co.: California Algebra 1: Concepts, Skills, and Problem Solving (2007) Algebra 2: Glencoe Publishing Co.: Concepts, Skills, and Problem Solving (2007) Focus on Algebra 2: McDougal Littell: Concepts and Skills (2007) Focus on Geometry: McDougall Littell: Geometry: Concepts and Skills (2007) Geometry: Glencoe Publishing Co.: Geometry California Edition (2007) APEX Math Proficiency; APEX Algebra 1B; APEX Introductory Algebra	Yes	0
Science	Biology CP: Glencoe Publishing Co: Biology – California Edition (2007) Chemistry CP: Prentice Hall School Division: Chemistry – California Edition (2006) Geoscience: Prentice Hall School Division: Earth Science – California Edition (2008) APEX Biology CP	Yes	0
History-Social Science	World History: Prentice Hall School Division: World History – California Edition: The Modern World (2007) US History CP: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2006) US Government CP: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2005) Economics CP: Prentice Hall School Division: Economics: Principles in Action-California Edition (2005) APEX World History; APEX US History; APEX Multicultural Studies;	Yes	0
Foreign Language	APEX Spanish 1 CP	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Glencoe: Glencoe Health (2005) APEX Health	Yes	0
Visual and Performing Arts	APEX Music Appreciation	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Each fall, a team that consists of all or many of the following personnel, inspects each school in the Conejo Valley Unified School District: Site Administrator, Director of Maintenance and Operations, Director of Planning and New Construction, and the Assistant Superintendent. A facilities evaluation is completed documenting the condition of the school in a variety of areas, including the cleanliness of restrooms, condition of roofs, paving and walkways, HVAC systems, landscape maintenance, etc. Any observed condition that represents a threat to the health and safety of students and staff is annotated for immediate correction. Items noted which could improve the utility, appearance, or safety of the school are recorded and evaluated for potential placement on the District’s annual Major Projects List. The projects included on the final Major Projects List are based upon a priority assessment of all identified District school needs and the funds available to address those needs. The final list is approved by the Board of Education in the spring, with the majority of projects completed the following summer. Each year, the District participates in the State’s Deferred Maintenance Program and these funds have been a significant source of support for the annual Major Projects List in recent years. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction (OPSC). The District has not been required to make its normal contribution to the Deferred Maintenance Fund since the 2008-09 school year and the State’s annual contribution has been utilized for other “educational purposes”, with this flexibility continuing through the current year. Deferred Maintenance Program projects will be prioritized and funded with carryover funds from previous budgets or as augmented by future funding.

The District provides 1 full-time custodian at Conejo Valley High School and they follow District-defined cleaning standards and schedules to ensure that the school provides our students and staff with clean, healthy, and attractive learning environments. Conejo Valley High School was relocated to 1402 E. Janss Road in July 2017. The school has 11,975 square feet comprised of 10 classrooms, a multipurpose room, a library, counseling, and administration offices. The building was completely remodeled to accommodate the program needs of the school prior to relocation. The current enrollment at Conejo Valley High School is 120 students. The school was inspected by the District Site Inspection Team in December 26, 2019.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/2/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	20	N/A	66	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	58	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	11	N/A	49	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Conejo Valley High School offers two Career Technical Education pathways. The Social Entrepreneurship pathway offers students the opportunity to learn the skills and competencies of enterprise in a socially conscious manner. Classes include Social Awareness (Participant), 21st Century Marketing (Concentrator), and Virtual Entrepreneurship (Capstone). The goal is to connect students' passions for helping others through projects and volunteering. Next students learn important business and marketing skills through the latest technologies. By the final class, students will have prepared a final business plan to be presented to a panel of industry experts. Currently, many of CVHS students use social media but have yet to do so in a venue that promotes their own social enterprise. This pathway is intended to lead to the creation of student small businesses with a desire to help improve their communities. Language Arts, math, government, and economics provide an abundance of germane assignments that relate to this pathway.

Conejo Valley High School's second pathway is Graphic Production Technologies. The Graphic Production Technology pathway offers students the opportunity to develop digital media skills and apply those skills in the creation of a variety products and promotional materials. Digital Media is the participant, Graphic Production Technologies is the concentrator and Advanced Digital Media is the capstone.

Work-based learning is also available to our students through our work experience class. The work experience class meets weekly and provides students with job skills designed to enhance employability.

Conejo Valley High School has a College and Career Coordinator who works out of our Career Center. Our coordinator assists our students with college and FAFSA applications, arranges college and career-related field trips, brings in career-related guest speakers, identifies student career interests, and helps students find employment and internship opportunities.

The principal represents the school on the district's CTE advisory committee and articulation committee. Additionally, CVHS CTE teachers attend advisory meetings and trainings through the Career Education Center.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	88.89
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

At Conejo Valley High School, parents are encouraged to participate in the School Site Council (SSC), District Advisory Council (DAC), English Learner Advisory Committee (ELAC), Special Education District Advisory Council (SEDAC), WASC self-studies and our Back to School Night. We also offer several parent information nights regarding college access, financial aid, parenting skills and pertinent community information relating to teens. These are available through the school and district. Parents are notified by phone and e-mail with Parent Link and our website is regularly updated. A quarterly newsletter is provided for the school community in both English and Spanish. For further information, contact the school at 498-6646 x 106.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	9.7	12.7	12.5	0.9	2	2.2	9.1	9.6	9
Graduation Rate	72.6	67.6	73.4	96.9	95.5	95.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	19.0	14.3	2.3	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.7	1.3	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Site-specific Comprehensive School Safety Plans covering school site facilities are updated each year and reviewed with site council and school staff. Safety plans include SEMS assignments, emergency response teams and contact information, emergency supply inventory, specific school site information (layouts, schedules etc.), school rules related to discipline and safe schools, staff rosters, and identification of emergency assembly areas. Related District policies and administrative regulations are reviewed and updated on a regular basis to remain current and consistent with new law.

A communication system consisting of alternate powered and mobile two-way radios has been assigned to each site and tested at least annually. Each classroom and office has a phone with dial out and 9-1-1 capability.

The District’s Human Resources Department provides training on an ongoing basis to certificated and classified staff. Each year, new employees are offered CPR and First Aid Training through organizations such as the American Red Cross and American Lung Association. The District has also employed an Automated External Defibrillator program at each location.

The District is working in collaboration with the Ventura County Department of Health and the Ventura County Office of Education to ensure that our school Reopening and COVID-19 Mitigation Plans and COVID-19 Safety Plan are in compliance with health department directives.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	5	32			5	26			5	23		
Mathematics	4	28			3	27			3	22		
Science	6	9			5	11			12	6		
Social Science	6	21			5	26			8	14		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	102

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	0.11
Social Worker	0.47
Nurse	0.04
Speech/Language/Hearing Specialist	0.03
Resource Specialist (non-teaching)	0.00
Other	5.92

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$25,333	\$2,787	\$22,546	\$87,927
District	N/A	N/A	\$6,693	\$84,606
Percent Difference - School Site and District	N/A	N/A	108.4	3.8
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	97.7	3.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Per pupil expenditures include funds expended for all instructional services. These include transportation, Child Nutrition, health services, counseling services/mental health services, instructional materials, and maintenance. The Local Control Funding Formula provides the bulk of funding for nearly all programs with the exceptions of federal categorical allocations and state and local grants.

Categorical funding provides support for Special Education Services – (All Schools), Title I Services - PI (school choice) and Alternative Support Services (seven elementary schools), Title IIA – Professional Development (All Schools) and Title III - English Language Learners/LEP, and Perkins – Career Technology Education (High Schools). Community and parent support groups bolster many programs and services across the District. The Conejo Schools Foundation, PTAs, and Booster Clubs contribute significantly to activities such as performing arts, athletics, academic competitions, etc.

Conejo Valley Unified also receives additional financial support through grant funding such as College Readiness Block Grant - Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools) and Career Technology Education Incentive Grant.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,087	\$52,484
Mid-Range Teacher Salary	\$78,237	\$81,939
Highest Teacher Salary	\$99,064	\$102,383
Average Principal Salary (Elementary)	\$118,972	\$129,392
Average Principal Salary (Middle)	\$121,900	\$136,831
Average Principal Salary (High)	\$134,542	\$147,493
Superintendent Salary	\$239,292	\$254,706
Percent of Budget for Teacher Salaries	39.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Conejo Valley Unified School District is committed to providing professional learning activities for all classified and certificated staff members. Staff continues to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards. A robust professional learning effort includes opportunities in researched-based instructional strategies, technological competencies, and Professional Learning Communities. The District's Local Control Accountability Plan (LCAP) prioritizes an entire goal with subsequent actions and services in order to "ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes."

Professional learning strategies such as workshops, virtual webinars, institutes and academies, as well as job-embedded activities relate to Universal Design for Learning, Social Emotional Learning, Educational Technology, College and Career Readiness, Positive Behavior Support, Smarter Balanced Assessments, and other required skills and competencies to meet the needs of all students. Professional learning topics align with District and school site needs identified through and outlined within the District's LCAP goals and the schools' School Plan For Student Achievement. Professional learning for high school faculty and staff members align with each school's WASC action plan.

The District also provides an accredited and free Teacher Induction Program to first and second year teachers, as well as both a voluntary and required Peer Assistance Review program.

Site administrators receive continuous training at weekly meetings and through a full-day training at the start of the school year. Furthermore, the Ventura County Office of Education offers a professional learning series specifically designed for district and site administrators. Administrators attend workshops in Common Core Standards, Multi-Tiered System of Supports, performance assessment, social-emotional learning, supervision, evaluation, and leadership.

In addition to professional learning activities offered to the District's teachers and administrators, classified employees receive training that is specific to their assignments.

The District is committed to providing professional learning activities to every educator to improve the instructional process and enhance student achievement. Teachers and administrators participate in three full-day trainings to support curriculum, instructional technology, assessment, report cards, instructional strategies, and the use of data to teach all students.