

Century Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Century Academy
Street	1025 Old Farm School Rd.
City, State, Zip	Thousand Oaks, CA 91360-4941
Phone Number	(805) 496-0286
Principal	Martin Manzer
E-mail Address	mmanzer@conejousd.org
Web Site	www.conejousd.org/centuryacademy
CDS Code	56 73759 0123349

District Contact Information	
District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Mark W. McLaughlin, Ed.D.
E-mail Address	mmclaughlin@conejousd.org
Web Site	www.conejousd.org

School Description and Mission Statement (School Year 2018-19)

MISSION STATEMENT

Century Academy seeks to be an exemplary blended-learning school. We build the foundation of this community through meaningful relationships, rigorous, relevant, and engaging learning, and effective communication. We challenge ourselves to continuously evolve to meet the needs of our stakeholders. In order to prepare students to contribute to the global community, Century Academy delivers a balanced and varied school curriculum designed to meet the academic, cultural, and social-emotional needs of our diverse community.

VISION STATEMENT

There is a "Century Way". It is about customizing learning for the student, family, and community. Century's fundamental belief in academic rigor, multicultural perspective, and critical literacy are the keys to inspiring a passion for life-long learning.

SCHOOL DESCRIPTION

Century Academy, an alternative school of choice, is located in the Conejo Valley. A suburban community, the Conejo Valley is just 35 miles northwest of Los Angeles and 12 miles inland from the Pacific Ocean, nestled against the Santa Monica Mountains. The community consists of Thousand Oaks, Newbury Park, and Westlake Village and has a population of approximately 132,000. Approximately 21,000 students are enrolled in the Conejo Valley Unified School district with grades K-12. The district consists of seventeen elementary schools, five middle schools, three comprehensive high schools, an online/on ground hybrid college prep school (Century Academy,) one continuation school, and an adult school.

Century Academy is a student-centered public school serving grades 6-12. Century partners students, parents, and staff to provide a dynamic and customized learning environment that promotes high academic achievement as well as personal and social responsibility. Century Academy actively engages and empowers the student in the process of learning to responsibly participate in a diverse, complex, and ever-changing global community. We understand the importance of establishing a guiding vision and philosophy that directs and nurtures student growth and achievement and supports our expected school wide learning results. The school vision communicates our belief that students learn in a variety of ways and that we are in a shared partnership with parents and students. We are aware that our world has become a global community and that technology is one of the pathways to participation. We further understand that productivity in this community will require collaboration as well as independence. Century Academy provides unique opportunities for students to achieve high standards of academic achievement and success. We believe in creating customized learning plans which guide students in consistent academic and social growth. The individualization of our curriculum is evidence of this philosophy. A blend of learning modalities including digital learning, direct small group, and individual instruction allows Century Academy to differentiate the learning experience for all student. This practice also allows us to provide a rigorous curriculum that meets the academic needs of all students in search of a comprehensive alternative to the traditional high school setting.

An alternative education task force was created in 2009 in order to fully assess the student need, research the best possible programming, and implement a cutting edge educational opportunity to successfully lead our students into a technology driven 21st century society. Led by the Assistant Superintendent of Instruction, the Director of Secondary Education, the Alternative Education Principal, Independent Study Coordinator, and Alternative Education Counselor; discussions began taking place with school principals and other invested district staff about the creation of a school that would serve students with a wide range of academic ability and need. Visits were made to Independent Study programs and alternative schools within and outside the county. Virtual schools and on-line curriculum were researched, and the students in the CVUSD Independent Study Program were surveyed. With a thorough investigation, the team concluded that a digital curriculum supplemented with traditional teacher support would be an appropriate model to meet the needs of students and parents who desired an alternative to the traditional high school while still obtaining the highest quality education. Student coursework would be customized and designed to meet the personal goals and interests of each individual student. Plans for the school were finalized in 2010 and accepted by the Board in June of that year. Over the summer, facilities were redesigned and upgraded and APEX on-line curriculum was purchased and tested. A principal, coordinator, counselor, and four highly qualified teachers with comprehensive backgrounds in their subject area were hired. The importance of our teaching staff to our success cannot be overemphasized. Since the Century Academy staff was so small and the establishment of protocols and procedures so critical, it was essential that each member of the staff have a large breadth of knowledge and the skills to work with a diverse group of students. With a dedicated, qualified, and professional staff in place, Century Academy proudly opened its doors on August 25, 2010. Our mission remains to customize learning for the student, family, and community. Century's fundamental belief in academic rigor, multicultural perspective, and critical literacy are the keys to inspiring a passion for life-long learning.

Century Academy received a six year WASC accreditation in the fall of 2017 as well as the California Distinguished School Award in 2013.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	1
Grade 7	5
Grade 8	3
Grade 9	9
Grade 10	24
Grade 11	22
Grade 12	29
Total Enrollment	93

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.0
Asian	3.2
Filipino	4.3
Hispanic or Latino	15.1
Native Hawaiian or Pacific Islander	0.0
White	68.8
Socioeconomically Disadvantaged	5.4
English Learners	0.0
Students with Disabilities	8.6
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	5	9	11	873
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	37

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: July 2018

All K-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 K-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 laboratory 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 16, 2018, the CVUSD Board of Education approved a resolution for the 2018-2019 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 9 English: Pearson-myPerspectives (2017) Core Literature: Of Mice and Men by John Steinbeck, Romeo and Juliet by William Shakespeare, To Kill a	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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, or Absolutely True Diary of a Part-Time Indian by Sherman Alexie</p> <p>Grade 10 English: Pearson-myPerspectives (2017) Grade 10 English H: myPerspectives-British and World Traditions (2017) Core Literature: Antigone by Sophocles, Lord of the Flies by William Golding and either Julius Caesar/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, or Old Man and the Sea by Ernest Hemingway</p> <p>Grade 11 English: Pearson-myPerspectives-American Literature (2017) Grade 11 AP English Language and Composition: Wadsworth, Inc.: American Literature, Single Volume, 3rd edition (1995) and Prose Models 11th edition (2001) 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 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, or Grapes of Wrath by John Steinbeck</p> <p>Grade 12 English: myPerspectives-British and World Traditions (2017)</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Grade 12 AP English Literature and Composition: Prentice Hall: Literature: An Introduction to Fiction, Poetry and Drama, 8th edition (2001)</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, or 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, or Importance of Being Earnest by Oscar Wilde</p> <p>Grades 9-12 Language Intervention: Pearson iLit</p>		
Mathematics	<p>Algebra 1, Algebra 2, Geometry: Cengage: Big Ideas Math (2018)</p> <p>Focus on Algebra 2: McDougal Littell: Concepts and Skills (2007)</p> <p>Algebra H: Houghton, Mifflin Harcourt: Algebra 2, Larson (2007)</p> <p>Focus on Geometry: McDougall Littell: Geometry: Concepts and Skills (2007)</p> <p>Geometry H: McDougall Littell: Geometry California Edition (2007)</p> <p>Functions, Statistics and Trigonometry: University Chicago SMP: Functions, Statistics & Trigonometry (2015)</p> <p>Math Analysis CP: Cengage: Precalculus with Limits, 4th edition (2018)</p> <p>Math Analysis H (Pre Calculus): Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016)</p> <p>Calculus CP: Prentice Hall: Calculus for Business, Economics, Life Sciences and Social Sciences (2010)</p> <p>Calculus AP: Cengage: Calculus Single Variable, 8th edition (by Stewart) (2016)</p> <p>Computer Science A-AP: John Wiley and Sons, Inc.: Java Concepts Early Objects, 7th edition (2014)</p> <p>Statistics CP: Pearson: Stats in Your World 2nd edition (2015)</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Statistics AP: W.H. Freeman: Practices of Statistics for AP 5th edition (2016)</p> <p>APEX Digital Curriculum - Math</p>		
Science	<p>Biology CP: Glencoe Publishing Co: Biology – California Edition (2008)</p> <p>Biology H: Glencoe Publishing Co: Biology: A Molecular Approach (Blue Version) (2008)</p> <p>Biology AP: Pearson: Campbell Biology in Focus (AP Edition) (2014)</p> <p>Chemistry CP: Prentice Hall School Division: Chemistry – CA Edition, 7th edition (2008)</p> <p>Chemistry H: Glencoe//McGraw-Hill: Chemistry: Matter and Change (2008)</p> <p>Chemistry AP: McGraw Hill: AP Chemistry 11th edition Update Version (2013)</p> <p>Earth Science and Geoscience: Prentice Hall School Division: Earth Science – California Edition (2008)</p> <p>Environmental Science AP: Cengage: Living in the Environment: Principles, Connections and Solutions 18th edition (2014)</p> <p>Physics CP: Glencoe Publishing Co: Physics: Principles and Problems (2008)</p> <p>Physics AP: Brooks/Cole Publishing Co.: College Physics</p> <p>APEX Digital Curriculum - Science</p>	Yes	0
History-Social Science	<p>World History: Prentice Hall School Division: World History–California Edition: The Modern World 7th edition (2007)</p> <p>European History AP: Cengage: Western Civilization, Alternate Volume Since 1300 AP edition (2015)</p> <p>US History: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2006)</p> <p>US History AP: Cengage: The American Pageant (2014)</p> <p>US Government and Politics: Glencoe: United States Government: Democracy in Action 6th edition (2005)</p> <p>US Government and Politics AP: Longman, Inc.: Government in America NASTA Edition 12th edition (2005)</p> <p>Economics CP: Prentice Hall School Division: Economics: Principles in Action–California Edition (2005)</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Human Geography AP: John Wiley & Sons, Inc.: Human Geography: People, Place, and Culture (2007)</p> <p>Philosophy CP: Thompson Wadsworth: The Big Questions, A Short Introduction to Philosophy 7th edition (2005)</p> <p>Psychology CP: Worth Publishers, Inc.: Exploring Psychology 6th edition (2005)</p> <p>Psychology AP: Worth Publishers, Inc.: Myers' Psychology for AP 2nd edition (2016)</p> <p>Sociology CP: Wadsworth, Inc.: Sociology in Our Times 5th edition (2004)</p> <p>APEX Digital Curriculum: Social Science</p>		
Foreign Language	<p>Spanish 1, 2, 3 CP: Holt, Rinehart & Winston: Expresate! Spanish 8th edition (2007)</p> <p>Spanish 4: EMC Publishing: Aventura Level 4</p> <p>Spanish AP: Prentice Hall: Abriendo Paso Lectura (2001)</p> <p>French 1, 2, 3 CP: Holt, Rinehart & Winston: Bien Dit! 8th edition (2007)</p> <p>French AP: Vista Higher Learning: Themes 1e (2015)</p> <p>Chinese 1, 2, 3, 4/5: Cheng & Tsui Co.: Integrated Chinese 3rd edition (2008)</p> <p>Japanese: Heinle & Heinle Publishers, Inc.: Nakama 1b: Introductory Japanese-Communication, Culture, Context (2008)</p> <p>American Sign Language: Dawn Sign Press: Signing Naturally (2016)</p> <p>APEX Digital Curriculum - World Languages</p>	Yes	0
Health	<p>Glencoe: Glencoe Health 9th edition (2004)</p> <p>APEX Digital Curriculum - Health</p>	Yes	0
Visual and Performing Arts	<p>Harcourt Brace-Art History; Gardner's Art Through the Ages</p> <p>Hayden Books-Adobe Illustrator Classroom in a Book, Adobe Photoshop Classroom in a Book; Adobe Systems:Adobe Illustrator (Software, Document and Licenses), Adobe Photoshop (Software, Documents and Licenses), Adobe Pagemaker</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>McGraw Hill: Creating and Understanding Drawings, Tonal Harmony;</p> <p>National Textbook: Black and White Photography</p> <p>Wadsworth Publishing: A Creative Approach to Music Fundamentals, 7th Edition, Video Basics II;</p> <p>Watson Guptil: The Art of Watercolor;</p> <p>Glencoe Publishing Company: Art Talk, Art in Focus;</p> <p>Glencoe/McGraw Hill: Television Production Today;</p> <p>Davis Publications: Discovering Drawing, Claywork, Crafts, Focus on Photography, The Photographic Eye, Exploring Painting, A Beginner’s Guide to Video Communication</p> <p>Harcourt Brace College Publishers: Design, Principles and Problems; Putnam: Drawing on the Right Side of the Brain</p> <p>NTC/Contemporary: Journalism Today</p> <p>Iowa State University Press: Scholastic Journalism</p> <p>Alfred Music: Strictly Strings</p> <p>APEX Music Appreciation</p>		
Science Laboratory Equipment (grades 9-12)	<p>Prentice Hall: Chemistry: The Central Science Laboratory Experiments</p> <p>Allyn and Bacon -Laboratory Manual - Taffel</p>	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Notes include items that could improve the utility, appearance, sustainable maintenance, or safety of the school and 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 schools’ needs and the funds available to address those needs. The Board of Education approves the final list in the spring, so the majority of the projects detailed are completed the following summer. Funds available through participation in the State’s Deferred Maintenance Program represent a significant source of support for the annual Major Projects List each year. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction and has had no required contribution to the Deferred Maintenance Fund since the 2008-09 school year. Therefore, the State’s annual contribution is available to use for other “educational purposes”. This flexibility continues through the current school year. Deferred Maintenance Program projects will be prioritized and financed with carryover funds from previous budgets or as augmented by future funds.

Century Academy School was opened in 2010 as the district’s second Alternative Continuation School. The facility consists of multiple portable classrooms and office space. The current student enrollment is 65 students. The District has developed architectural plans for the construction of a Community Learning Center to serve as the new home for Conejo Valley High and Century Academy Schools. Construction will begin following final agency approvals and when funding is available. The District Site Inspection Team assessed the school in December 2018.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Gas line deteriorated.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Termite inspection needed.
Electrical: Electrical	Poor	Overloaded
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Fencing in need of maintenance.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	0.0	69.0	67.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	27.0	59.0	57.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	13	27.08	69.23
Male	12	3	25.00	100.00
Female	36	10	27.78	60.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	8	23.53	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	11	22.92	27.27
Male	12	3	25	33.33
Female	36	8	22.22	25
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	6	17.65	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

The Conejo Valley Unified School District's School-To-Career program continues to expand under the leadership of the CVUSD's four Career Education Coordinators. This program serves approximately 1,100 students district-wide. About 500 students also participate in School-to-Career's Job Shadow program. The program is made possible through the generosity of more than 100 area businesses, civic organizations, government agencies and non-profit groups that open their doors to students, allowing them to either job shadow or work as interns.

The needs of students in Career Technical Education (CTE) programs are supported by administrators, counselors, the School-to-Career coordinators, teachers and the Student Study Team. The programs are voluntary and have a non-discriminatory recruitment and selection process. Teachers are provided with staff development, other resources, and time to develop instructional strategies that foster critical thinking, problem solving, leadership, and academic skills. Students receive support such as mentoring and tutoring. A high priority is also given to CTE programs, which have traditionally served at-risk students.

The CVUSD is an active participant in the East Ventura County Career Technical Education Consortium and the VC Innovates consortium. The East County consortium group meets on a bi-monthly basis, with the primary objective to strengthen the senior high school (school - to - career) partnerships we currently have, and to encourage new working arrangements with the business community, Moorpark College, and the Regional Occupational Program (ROP) in Ventura County. Several course articulation agreements have already been signed involving the CVUSD, Moorpark College, Oxnard College, and ROP, with others planned in the near future. Moreover, through the SB70 grant attained by Moorpark College over the past five years a number of our 7th grade middle school students have attended a summer camp at Moorpark College focused on career exploration. The VC Innovates consortium meets monthly to plan and develop additional career pathways for our schools (through the use of California Career Pathways Trust Grant funds), and to ensure linked learning opportunities for our students as they move on to community college, four-year colleges and/or the work force

Century Academy students may take part in the ROP programs that are offered at both the county site and at our high school sites.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	78.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	29.4

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.

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 2018-19)

At Century Academy, parents are encouraged to participate in the School Site Council, District Advisory Council, and at Parent Nights in the fall and spring. They are also invited to participate in community service projects and special events through Parent Link, Naviance, and our consistently updated website. We share weekly bulletins with parents via smore.com to let them know what is happening on our campus. Parents are invited to attend the fall welcome back night, where we go over the program and review the expectations for their students. We also hold a Spring Parent Workshop at the start of Semester 2. Please visit our website www.conejousd.org/centuryacademy or contact the school secretary for further information at (805) 496-0286 x 100

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	3.1	2.9	0.0	1.8	1.2	0.9	10.7	9.7	9.1
Graduation Rate	96.9	97.1	100.0	97.4	97.7	96.9	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	98.2	88.7
Black or African American	0.0	97.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	98.9	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	94.1	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	99.6	92.1
Two or More Races	0.0	98.4	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	54.2	56.7
Students with Disabilities	0.0	88.8	67.1
Foster Youth	0.0	100.0	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.9	0.8	2.5	1.8	2.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Site specific District Disaster Preparedness Plans and School Safety Plans are developed, revised and updated each year through a collaborative process obtaining appropriate approvals. Safety plans address: a) child neglect and abuse reporting; b) disaster procedures; c) policies and procedures regarding dangerous students and bullying/harassment d) sexual harassment & nondiscrimination policies; e) dress code; f) safe ingress/egress; g) school rules related to discipline and safe schools. Likewise, all school sites routinely practice Fire, Earthquake and Lock Down drills throughout the school year. District policies and administrative regulations are reviewed and updated on a regular basis to remain present-day and consistent with current law.

A well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies is located at all sites for daily use and in preparation for possible emergency use. Moreover, local bond dollars support needed physical and safety upgrades at all school sites.

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 installed Automated External Defibrillators in nearly all facilities.

The District also has partnered with the City of Thousand Oaks, the Conejo Recreation and Park District and the Ventura County Sheriff's & Fire Departments for coordinating response and resource allocations in major emergencies. Additionally, with the generous support of the City of Thousand Oaks each comprehensive high school enjoys the services of a full-time Student Resource Officer (TOPD).

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6				1	1			1	4			

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8.0	8	1		8.0	9			10.0	8	1	
Mathematics	6.0	10			6.0	10			6.0	12		
Science	7.0	6			7.0	7			7.0	8		
Social Science	8.0	11	1		7.0	11			8.0	13		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	104
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	1.5	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,512	\$30	\$11,482	\$64,615
District	N/A	N/A	\$5,971	\$80,176
Percent Difference: School Site and District	N/A	N/A	63.2	-21.5
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	46.8	-20.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Per pupil expenditures include funds expended for all instructional services. These include transportation, food services, 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 transportation (school choice) and Alternative Support Services (Six elementary schools), Title IIA – Professional Development (All Schools) and Title III - English Language Learners / LEP and Immigrant (All Schools) and Perkins – Career Technology Education (High Schools). Community and parent support groups bolster many programs and services across the district. The Conejo Schools Foundation, PTA’s 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 – Ventura County Innovates (CTE) – (Middle Schools & High Schools).

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,771	\$49,512
Mid-Range Teacher Salary	\$74,469	\$77,880
Highest Teacher Salary	\$94,293	\$96,387
Average Principal Salary (Elementary)	\$113,242	\$123,139
Average Principal Salary (Middle)	\$116,029	\$129,919
Average Principal Salary (High)	\$128,062	\$140,111
Superintendent Salary	\$219,549	\$238,324
Percent of Budget for Teacher Salaries	41.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	3	N/A
All courses	7	16.1

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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, institutes and academies, as well as job-embedded activities relate to 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 bi-weekly meetings and through a full-day training at the start of the school year. In addition, 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.