

Newbury Park High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Newbury Park High School
Street	456 North Reino Rd.
City, State, Zip	Newbury Park, CA 91320-3798
Phone Number	(805) 498-3676
Principal	Stephen Lepire
Email Address	slepire@conejousd.org
Website	www.nphs.org
County-District-School (CDS) Code	56 737595 633748

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

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT

The Mission at Newbury Park High School is to provide an opportunity for each student to experience, learn the skills of, and demonstrate Nobility, Potential, Humanity, and Scholarship. Our four Student Learner Objectives (SLOs) state: All NPHS Graduates will be critical thinkers, effective communicators, problem solvers, and active community members. The SLOs are monitored annually for relevance and serve, along with the four pillars of our Mission, as overarching guides for daily interaction on campus.

Nobility

We expect Panthers to challenge themselves and each other to show the world their best character traits. On the field, in the classroom, in the world, we expect students to learn about and value diverse opinions, values, and cultures; and to demonstrate their respect for themselves and others.

Potential

We expect Panthers to understand that every difficulty presents both risk and opportunity. Panthers are expected to access and evaluate resources as needed, develop the capability to rise to challenges, and the resiliency to recover from failure.

Humanity

We expect Panthers to contribute and interact responsibly in the community and in the world. We expect students to be kind to and respectful of others from all walks of life, to cooperate with adults and peers, to assist others in need, and to recognize that two people holding differing opinions can both be right.

Scholarship

We expect Panthers to learn the skills and core knowledge they need to be successful in life: how to think inductively, deductively, and reflectively; how to communicate; how to gather, analyze, and evaluate information and media; and how to rely on their academic skills, common sense, and creativity to solve problems.

We are Panthers!

SCHOOL DESCRIPTION

Community: Newbury Park High School stands nestled against the hills at the northern end of the Conejo Valley in Ventura County, CA, approximately sixty miles north of Los Angeles. Built in 1967, the site is one of three comprehensive high schools in the Conejo Valley Unified School District. Much of Newbury Park is located within the boundaries of the City of Thousand Oaks. NPHS serves a suburban, middle- to upper middle-income community and provides a four-year comprehensive program. With a diverse and growing student population of 2,440, the campus is home to a wide variety of programs and activities developed to meet the expanding educational needs and interests of our students in a district that educates nearly 19,000 students.

Curriculum: All instruction is aligned with state and district content and performance standards. These goals are monitored continuously with benchmarks and standardized test data, amended as needed, and have three school-wide improvement goals for all students: (1) Provide appropriate access and support to all students, (2) Provide professional development focusing on differentiated instruction, inquiry teaching, and using technology throughout instruction, and (3) Foster a safe learning environment while maintaining academic rigor. Each year’s site leadership team, School Site Council (SSC), and English Learner Advisory Committee (ELAC) vets the goals.

Newbury Park enjoys fierce community loyalty and a history of academic and co-curricular success. NPHS consistently had an Academic Performance Index in the top 5% of the high schools in California; as a result, we are a 2005 California Distinguished School and named an NCLB Blue Ribbon School in 2006. In addition, NPHS was one of only six schools recognized by the state of California for excellence in Career Technical Education in 2009. Panthers consistently earn awards in the areas of yearbook, choir, band, color guard, Academic Decathlon, Mock Trial, and athletics. Over 90 clubs provide opportunities for service and deepening interests for students.

Special Programs: NPHS is home to the oldest and largest International Baccalaureate program in the region, as well as a full complement of Advanced Placement courses, due to the high expectations of the community, the staff, and our students. A full-time Career Education Coordinator assists with coordinating DATA (our Digital Arts and Technology Academy), a school within a school that provides 21st century workplace skills and academic preparation for selected students; and the Majors Program, which offers students the opportunity for internships and exploration in career pathways. Extended Library Hours, Lunchtime tutoring Centers, Tutoring Center, Freshman Intervention, the Writing Center, and many other programs and courses challenge and support students to achieve at high levels. Each year, approximately 95% of NPHS graduates enter colleges and universities all over the world.

Culture: NPHS was once the smallest high school in the district; as a result, a culture of unparalleled individualized support is integral to NPHS. Counselors and teachers provide personal assistance to families with questions about courses, college, and private issues on a daily basis. We work especially hard to meet student needs, especially those who are at-risk or whose first language is not English. Community support takes many forms: input from all stakeholders led to the development of our block schedule, the creation of the Writing Center and Tutoring Center and many more. Now the largest school in the district, we continuously plan for program expansion, but we want to make sure growth does not mean the loss of personalized service and relationships that have become central to our identity. Because of parent, community, staff, and student collaboration, our students continue to prove Panther Pride is more than a catchphrase.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	610
Grade 10	622
Grade 11	599
Grade 12	596
Total Enrollment	2427

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	10.2
Filipino	1.2
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.3
White	60.6
Two or More Races	3.1
Socioeconomically Disadvantaged	21
English Learners	3
Students with Disabilities	9.4
Foster Youth	0
Homeless	1.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	101	101	102	850
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	10	14	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	5
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 2019-20)

Year and month in which data were collected: January 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 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 1, 2019, the CVUSD Board of Education approved a resolution for the 2019-2020 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.

LEVEL	TITLE	PUBLISHED
SCIENCE		
CP	Hole's Essentials of Anatomy and Physiology	McGraw Hill 2008
	Essentials of Anatomy and Physiology	Pearson 2005
H	Anatomy and Physiology 8th Edition	McGraw 2007
	Color Atlas of Anatomy	Williams and Wilkins 2006
CP	Biology-CA Edition	Glencoe 2008
H	Biology-A Molecular Approach	Glencoe 2008
IB	Biology	Oxford University Press 2014
AP	Campbell Biology in Focus	Pearson 2015
CP	Chemistry and Earth Science CA Edition	Prentice Hall 2008
H	Chemistry Matter and Change	Glencoe/McGraw Hill 2008
AP	Chemistry	McGraw 2014
AP	Living in the Environment: Principles, Connections and Solutions	Cengage 2014
CP	Marine Biology – NASTA Edition	McGraw Hill 2008
CP	Physics: Principles and Problems	Glencoe 2008
	Forensic Science, An Introduction	Pearson 2008
CP	Sports Medicine Essentials, Core Concepts in Athletic Training and Fitness	Cengage 2016
9-12	Chemistry: The Central Science Laboratory Experiments	Prentice Hall 2006
	Laboratory Manual	
CP	Earth Science-CA Edition 6th Edition	Prentice Hall 2005
SDAIE	Earth Science/Tarback and Lutgens	Pearson/Prentice Hall 2001
IB	Baccalaureate Chemistry	Pearson 2008
	IB Environmental Systems and Society	Perma-Bond 2016
HISTORY/SOCIAL SCIENCE		
CP	World History–California Edition: The Modern World 7th Edition	Prentice Hall 2007
AP	Western Civilization, Alternate Volume Since 1300 AP Edition	Cengage 2015

AP	The American Pageant	Cengage 2014
CP	Americans: Reconstruction to the 21st Century – CA Edition	McDougal Littell 2006
	World Geography, California Edition	
	World Geography 8th Edition	Glencoe McGraw Hill 2004
AP	Government in America NASTA edition 12th Edition	Longman, Inc. 2005
CP	United States Government: Democracy in Action 6th Edition	Glencoe 2005
CP	Economics: Principles in Action-CA Edition	Prentice Hall 2005
AP	Economics AP Edition, Sociology in Our Times 5th Edition	McGraw Hill 2013
AP	Human Geography: People, Place, and Culture 8th Edition	John Wiley & Sons, Inc. 2006
IB	A History of the Modern World, Volume 2, 10th Edition	McGraw Hill 2006
	Philosophy: The Power of Ideas, 6th Edition	
CP	The Big Questions, A Short Introduction to Philosophy 7th Edition	Thompson Wadsworth 2005
AP/IB	Myers' Psychology for AP 2nd edition	Worth Publishers, Inc. 2016
CP	Exploring Psychology 6th Edition	Worth Publishers, Inc. 2005
	Sociology in Our Times 5th Edition	Wadsworth, Inc. 2004
	Cultural Anthropology and Anthropology: The Human Challenge	Wadsworth 2004 and 2005
	World's Religions: Our Great Wisdom Traditions	Harper-Collins 1991
	Living Religions	Pearson/Prentice Hall 2005
H	The World's Religions	Perma Bond 2009
IB	America's History – Combined Volume, 5th Edition	Bedford/St. Martin's
CP	Social Psychology	Allyn-Bacon Publishers 2005
WORLD LANGUAGE		
CP	Expresate! Spanish 1, 2, 3	Holt, Rinehart & Winston 2012
CP	Bien Dit! French 1, 2, 3	Holt, Rinehart & Winston 2007
AP	Themes. 1st Edition	Vista Higher Learning 2015
4	Aventura Level 4	EMC Publishing 2008
5	Rumbos	Cengage 2011
AP	Abriendo Paso Lectura	Prentice Hall 2001
1/2	Senderos Level 4-5	Vista Higher Learning 2018
Level 1-3	Signing Naturally	Dawn Sign Press 2016
	Nakama 1b: Intro. Japanese Communication, Culture, and Context	Heinle & Heinle Publishers, Inc. 2012
1-5 CP/AP	Integrated Chinese Level 1-2 Part 1-2	Cheng & Tsui Co
	Masterworks Chinese Companion/Expressive Literacy Through Reading and Composition	ChinaSoft 2004
HEALTH		
	Glencoe Health 9th Edition	Glencoe 2004
MATHEMATICS		
CP	Big Ideas Math - Algebra 1,2, Geometry	Cengage 2018
H	Algebra 2, Larson	McDougal Littell 2006
CP	Algebra and Geometry: Concepts and Skills, 05 edition	McDougal Littell 2005/2008
H	Geometry – California (1st Edition)	
H	Precalculus with Limits and Mathematics for Calculus	Cengage 2016 and 2018
CP	Calculus for Business, Economics, Life Sciences & Social Sciences	Pearson 2010
AP	Calculus of a Single Variable AP and 7th Editions	Cengage 2016
AP	Invitation to Computer Science	
CP	Stats in Your World, 2nd Edition	Pearson 2015
H	Precalculus Enhanced, 7th Edition (by Sullivan)	Pearson 2016

AP/IB	Practices of Statistics	Bedford, Freeman, & Worth
AP	Java Concepts Early Objects	John Wiley & Sons, Inc.
CP	Functions Modeling Change: A Preparation for Calculus	Wiley 2008
CP	Excursions in Modern Math	Pearson/Prentice Hall 2007
	Mathematics for Business and Personal Finance	McGraw Hill 2016
VISUAL AND PERFORMING ARTS		
	Art History: Gardner's Art Through the Ages	Bedform, Freeman & Worth
	Scenic Design and Stage Lighting	Bedform, Freeman & Worth
	Stagecraft 1	Bedform, Freeman & Worth
	Design Principles and Problems	Bedform, Freeman & Worth
	Types of Drama Plays and Essays	Bedform, Freeman & Worth
	Adobe Illustrator Classroom in a Book	Hayden Books
	Adobe Photoshop Classroom in a Book	Hayden Books
	Adobe Illustrator	Adobe Systems
	Adobe Photoshop	Adobe Systems
	Adobe Pagemaker	Adobe Systems
	Creating and Understanding Drawings	McGraw Hill
	Tonal Harmony	McGraw Hill
	Black and White Photography	National Textbook
	Theater: Art in Action	National Textbook
	Master Theory Book 1- Beginning Theory	Neil A. Kjos Music Co
	Foundations for Superior Performance	Neil A. Kjos Music Co
	Master Theory Book 2 - Intermediate Theory	Neil A. Kjos Music Co
	Master Theory Book 3 – Advanced Theory	Neil A. Kjos Music Co
	Pottery on the Wheel	Noonday Press
	Hand building Ceramic Forms	Noonday Press
	Art History: The Craft of Art and Clay	Prentice Hall
	Computer Graphics	Rockport Publishers
	A Creative Approach to Music Fundamentals, 7th Edition	Wadsworth Publishing
	Video Basics II	Wadsworth Publishing
	The Enjoyment of Music	W.W. Norton
	20 Rhythmical Studies in Unison for Band	Warner Brothers Publications
	40 Rhythmical Studies in Unison for Band	Warner Brothers Publications
	101 Rhythmic Rest Patterns in Unison for Band	Warner Brothers Publications
	Symphonic Band Techniques	Warner Brothers Publications
	204 Progressive Sight-Reading Tunes	Warner Brothers Publications
	Alfred Music: Strictly Strings	Alfred Music: Strictly Strings
	Watson Guptil: The Art of Watercolor	Watson Guptil: The Art of Watercolor
	Glencoe Publishing Company: Art Talk, Art in Focus	Glencoe Publishing Company
	Choral Connections	Glencoe/McGraw Hill
	Television Production Today	Glencoe/McGraw Hill
	Discovering Drawing, Claywork, Crafts	Davis Publications
	Focus on Photography	Davis Publications
	The Photographic Eye	Davis Publications
	Exploring Painting	Davis Publications
	A Beginner's Guide to Video Communication	Davis Publications
	Design, Principles and Problems	Harcourt Brace College Publishers
	Drawing on the Right Side of the Brain	Putnam
	Journalism Today	NTC/Contemporary
	Scholastic Journalism	Iowa State University Press

English/Language Arts		
9-12	myPerspectives	Pearson 2017
11 AP	Prose Models, 11 th edition	Wadsworth, Inc. 1995
	Harper American Literature, Single Volume, 3 rd edition	
12 AP	Literature: An Introduction to Fiction, Poetry and Drama, 8 th edition	Prentice Hall 2001
IB 12	Literature: Reading, Fiction, Poetry & Drama	Glencoe 2001
9-12	EDGE	National Geographic
9-12 ELL	English 3D	Houghton Mifflin
CP	Prentice Hall Reader	Prentice Hall
	Sleeping on the Wing	Random House Vintage Books
CP/Adv.	The Newspaper Designer's Handbook, 7 th edition	McGraw Hill 2013
	Inside Reporting, 3 rd Edition	
Advanced	Principles of Public Speaking	Addison Wesley Longman 2001
	Everything's and Argument 6 th Edition	Time Worthy Books 2012
AP	Research Matters, 2 nd Edition	McGraw Hill 2012
	Practical Research & Planning Design	Pearson 2014
	CORE LITERATURE SELECTIONS	
Grade	The Individual and Society	Author
9	Of Mice and Men	John Steinbeck
9	Romeo and Juliet	William Shakespeare
9	To Kill a Mockingbird	Harper Lee
9	Absolutely True Diary of a Part-Time Indian	Sherman Alexie
9	Bean Trees	Barbara Kingsolver
9	Effect of Gamma Rays on...	Paul Zindel
9	House on Mango Street	Sandra Cisneros
9	Hunger Games	Suzanne Collins
9	I Know Why the Caged Bird Sings*Ultima	Maya Angelou
9	Mythology	Edith Hamilton
9	Our Town	Thornton Wilder
9	Penelopiad	Margaret Atwood
9	Princess Bride	William Goldman
9	Odyssey	Homer
9	Tale of Two Cities	Charles Dickens
	Nature of Humanity	
10	Antigone	Sophocles
10	Julius Caesar OR Macbeth	William Shakespeare
10	Lord of the Flies	William Golding
10	Bless Me Ultima	Rudolfo Anaya
10	Bless the Beasts and the Children	Glendon Swarthout
10	Cyrano de Bergerac	Edmund Rostand
10	Ender's Game	Orson Scott Card
10	Glass Castle	Jeanette Walls
10	Life of Pi	Yann Martel
10	Old Man and the Sea	Ernest Hemingway
10	Separate Peace	John Knowles
10	Skinwalkers	Tony Hillerman
10	Things Fall Apart	Chinua Achebe
10	Thousand Pieces of Gold	Ruthanne Lum McCunn
10	Twelve Angry Men	Reginald Rose

	Defining America	
11	Crucible	Arthur Miller
11	Great Gatsby	F. Scott Fitzgerald
11	Adventures of Huckleberry Finn	Mark Twain
11	Awakening	Kate Chopin
11	Bluest Eye	Toni Morrison
11	Catcher in the Rye	J.D. Salinger
11	Death of a Salesman	Arthur Miller
11	Glass Menagerie	Tennessee Williams
11	Grapes of Wrath	John Steinbeck
11	Inherit the Wind	Lawrence and Lee
11	Into the Wild	Jon Krakauer
11	Night Thoreau Spent in Jail	Lawrence and Lee
11	Raisin in the Sun	Lorraine Hansberry
11	Road	Cormac McCarthy
11	Scarlet Letter	Nathaniel Hawthorne
11	Snow Falling on Cedar	David Guterson
11	Streetcar Named Desire	Tennessee Williams
11	Things They Carried	Tim O'Brien
11	Wild Truth	Carine McCandless
	The Individual and Society	
12	Hamlet	William Shakespeare
12	1984 or Brave New World	Orwell/Huxley
12	Dr. Jekyll and Mr. Hyde	Robert Louis Stevenson,
12	Dracula	Bram Stoker
12	Frankenstein	Mary Shelley
12	Jane Eyre	Charlotte Bronte
12	Pride and Prejudice	Jane Austen
12	Wuthering Heights	Emily Bronte
12	Childhood's End	Arthur Charles Clark
12	Eaters of the Dead	Michael Crichton
12	Forever King	Molly Cochran
12	Importance of Being Earnest	Oscar Wilde
12	Kite Runner	Khaled Hosseini
12	Persepolis	Marjane Satrapi
12	Pygmalion	George Bernard Shaw
12	Rosencrantz and Guildenstern are Dead	Tom Stoppard
12	Stranger	Albert Camus
12	Waiting for Godot	Samuel Beckett
12	Wild	Cheryl Strayed
12	Yellow Birds	Kevin Powers

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.

The District provides 7 full-time custodians at Newbury Park 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. Newbury Park High School was opened in 1965. Sited on 38.7 acres of land, the school has 89 classrooms, a multipurpose room, a library, and an administration building. The campus underwent a modernization beginning in 1997 with the addition of a new Performing Arts Center. In 2000, the HVAC system was replaced. In 2004, construction of an all-weather, state-of-the-art track and field facility was completed and upgrades of underground utilities, restrooms, doors, and improvements to accessibility under ADA began. In 2005, unused shop areas were converted into additional state-of-the-art science labs. The current capacity at Newbury Park High School is 2,400 students. The District Site Inspection Team assessed the school on 12/26/19.

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

Year and month of the most recent FIT report: 12/26/2019

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Poor	28: Exterior fascia needs minor repairs and painting
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	65	71	63	66	50	50
Mathematics (grades 3-8 and 11)	50	52	57	58	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	591	562	95.09	4.91	70.82
Male	293	280	95.56	4.44	65.36
Female	298	282	94.63	5.37	76.24
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	83.93
Filipino	--	--	--	--	--
Hispanic or Latino	144	135	93.75	6.25	49.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	365	347	95.07	4.93	76.66
Two or More Races	13	12	92.31	7.69	75.00
Socioeconomically Disadvantaged	129	116	89.92	10.08	41.38
English Learners	41	36	87.80	12.20	8.33
Students with Disabilities	44	38	86.36	13.64	15.79
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	11	9	81.82	18.18	55.56

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	591	567	95.94	4.06	52.03
Male	293	284	96.93	3.07	50.70
Female	298	283	94.97	5.03	53.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100.00	0.00	73.21
Filipino	--	--	--	--	--
Hispanic or Latino	144	139	96.53	3.47	27.34
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	365	347	95.07	4.93	59.08
Two or More Races	13	12	92.31	7.69	50.00
Socioeconomically Disadvantaged	129	120	93.02	6.98	15.83
English Learners	41	39	95.12	4.88	5.13
Students with Disabilities	44	38	86.36	13.64	5.26
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	11	10	90.91	9.09	30.00

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 District funds three full-time Career Education Coordinators at the comprehensive high schools and a part-time Career Education Coordinator at the continuation High School. One of their primary tasks is to increase our outreach to business, labor, and post-secondary education. In addition, information about local occupational needs is gathered from a variety of sources. District and school advisory panels include business partners, labor, post-secondary representation, teachers, counselors, and administrators. School-to-Career coordinators regularly attend Chamber of Commerce Education Committee meetings and the Area Coordinating Team (ACT) meetings. Labor Market Information for Ventura County is used to survey the fastest growing occupations for the period 2008-2018. All of this data and the Core Indicators generated for Carl Perkins reports are used by schools and the District to measure the effectiveness of their Career Technical Education programs and courses. The district also receives funding for our CTE pathways from the Carl Perkins grant and the California Career Pathways Trust grant.

Students at Newbury Park High School (NPHS) have the opportunity to explore their career-related strengths and interests by selecting from and participating in seven different pathways:

- Biotechnology (second class in development)
- Cabinetry, Millwork, & Woodworking (3 classes)
- Culinary Arts & Hospitality (3 classes)
- Design, Visual, & Media Arts (4th class in development)
- Patient Care (3 classes)
- Production & Managerial Arts (3 classes)
- Software & Systems Development (3 classes)

The classes in these pathways are largely UC A-G approved, and seven of the courses are articulated with VCCCD for dual credit opportunities. Teachers in five of the seven pathways are CTE credentialed.

A full-time Career Education Coordinator supports students and teachers to achieve a significant number of relevant Career Connections; including internships, job shadows, and field trips to job sites. Naviance surveys and research, resume writing, and workshops in the College and Career Center provide students with a foundation before they engage in Career Connections as juniors and seniors. Additionally, the Majors Program is in place to encourage students to engage in career exploration, and receive recognition for their efforts.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1022
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.2

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.76
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	59.28

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 2018-19)

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
9	13.2	26.1	48.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

Parent and community groups on campus include the following:

- Parent Faculty Association (PFA), which offers vital support ranging from hospitality to fundraising to us.
- School Site Council (SSC), which governs special programs budget allocations and school improvement planning.
- Umbrella Boosters serves to coordinate all Boosters organizations, which support specific athletic and performance groups, raising much-needed funds.
- English Language Advisory Committee (ELAC), which supports our English Learners and assists their parents as well.

In addition, we welcome parent volunteers to informally assist with many key activities throughout the year. For more information, please call our office staff at (805) 498-3676, or consult the school website: www.nphs.org.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0.9	0.3	1	1.2	0.9	2	9.7	9.1	9.6
Graduation Rate	97.9	96.8	96.8	97.7	96.9	95.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 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
Suspensions	1.1	2.5	1.4	1.8	2.3	1.6	3.6	3.5	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 2019-20)

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. 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 installed Automated External Defibrillators in nearly all facilities.

The District works in collaboration with the City of Thousand Oaks, the Conejo Recreation and Park District, the Ventura County Sheriff's Department, and the Red Cross in coordinating response and resource allocations in major emergencies. Certain school sites have been identified for use as emergency shelters. Additionally, each comprehensive high school has a School Resource Officer assigned as part of the school community.

Newbury Park High School partnered with the VCSD to complete an inclusive active shooter training for all staff members last October. Four quarterly school safety meetings are held and are open to all stakeholders.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	23	21	28	8	24	25	29	14	21	32	26	17
Mathematics	25	19	20	16	26	19	16	17	24	21	20	16
Science	29	8	12	19	30	9	12	20	28	12	13	18
Social Science	26	20	29	17	26	24	22	23	21	42	19	26

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	411.3

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.9
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.9
Psychologist	2.2
Social Worker	0.9
Nurse	0.9
Speech/Language/Hearing Specialist	2.8
Resource Specialist (non-teaching)	12
Other	28

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7093	\$1110	\$5983	\$69,988
District	N/A	N/A	\$6268	\$83,936
Percent Difference - School Site and District	N/A	N/A	-4.7	-18.1
State	N/A	N/A	\$7507	\$82,031
Percent Difference - School Site and State	N/A	N/A	-22.6	-15.8

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 2018-19)

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 – Ventura County Innovates (CTE) – (Middle Schools & High Schools).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,144	\$51,374
Mid-Range Teacher Salary	\$76,703	\$80,151
Highest Teacher Salary	\$97,122	\$100,143
Average Principal Salary (Elementary)	\$116,639	\$126,896
Average Principal Salary (Middle)	\$119,510	\$133,668
Average Principal Salary (High)	\$131,904	\$143,746
Superintendent Salary	\$234,600	\$245,810
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	5%	5%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	5	N/A
English		N/A
Fine and Performing Arts	4	N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	28	N/A
All courses	45	30.5

Note: 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)

Measure	2017-18	2018-19	2019-20
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, 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.