

Newbury Park High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School 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	Josh Eby
E-mail Address	jeby@conejousd.org
Web Site	www.nphs.org
CDS Code	56737595633748

District Contact Information	
District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Ann N. Bonitatibus, Ed.D.
E-mail Address	abonitatibus@conejousd.org
Web Site	www.conejousd.org

School Description and Mission Statement (School Year 2016-17)

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 Student Learner Objectives are annually monitored 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, and 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 the goals are vetted by site leadership team, School Site Council (SSC) and English Learner Advisory Committee (ELAC).

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, Lunch-time 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. As a result 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 2015-16)

Grade Level	Number of Students
Grade 9	616
Grade 10	644
Grade 11	617
Grade 12	634
Total Enrollment	2,511

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	10.7
Filipino	1.4
Hispanic or Latino	20.4
Native Hawaiian or Pacific Islander	0.3
White	62.6
Two or More Races	2.5
Socioeconomically Disadvantaged	16.7
English Learners	2.8
Students with Disabilities	9.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	103	102	101	859
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	3	3	15

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

All K-12 students have current standards-based textbooks in math, science and history/social science and English/Language Arts. With each curricular cycle established by the State of California, the Conejo Valley USD 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 state current 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. CVUSD is currently working within the adoption process for Math and ELA at grades 6-12. On October 18, 2016, the CVUSD Board of Education approved a resolution for the 2016-2017 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
<p>Reading/Language Arts</p>	<p>Grade 9: Prentice Hall: Literature: Timeless Voices – Gold (2002 Edition); Core Literature: Of Mice and Men by John Steinbeck, Romeo and Juliet by William Shakespeare, To Kill a Mockingbird by Harper Lee; and one of the following: A Raisin in the Sun by Lorraine Hansberry, The Effect of Gamma rays on...by Paul Zindel; and one of the following: 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</p> <p>Grade 10 CP: Prentice Hall: Literature: Timeless Voices – Platinum (2002 Edition); Grade 10 H: Prentice Hall: Literature: British Tradition; Core Literature: Antigone by Sophocles, Lord of the Flies by William Golding; and one of the following: Jane Ayre by Charlotte Bronte (10H), Julius Caesar/MacBeth by William Shakespeare (10H); Midsummer Night's Dream by William Shakespeare, Taming of the Shrew by William Shakespeare; and 2 of the following: A Separate Place 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, Inherit the Wind by Lawrence and Lee, Old Man and the Sea by Ernest Hemingway, Things Fall Apart by Chinua Achebe, Twelve Angry Men by Reginald Rose</p> <p>Grade 11 CP: Prentice Hall: Literature: American Expanded, California Edition (2002), Grade 11 AP: Wadsworth, Inc.: American Literature, Single Volume, 3rd edition, Prose Models 11th Edition; Core Literature: The Crucible by Arthur Miller; and one of the following: Adventures of Huckleberry Finn by Mark Twain, The Great Gatsby by F. Scott Fitzgerald; and one of the following: Awakening by</p>	<p>Yes</p>	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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, Into the World by Jon Krakauer</p> <p>Grade 12 CP: Prentice Hall: Literature: British Tradition California Edition, Grade 12 AP: Prentice Hall: Literature: An Introduction to Fiction, Poetry and Drama; Core Literature: one of the following (Shakespeare): Hamlet, Macbeth, Taming of the Shrew; and one of the following (19th Century): 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; and one of the following (Drama): Pygmalion by George Bernard Shaw, Rosencrantz and Guildenstern are Dead by Tom Stoppard, Waiting for Godot by Samuel Beckett; and one of the following (Contemporary Novel): 1984 by George Orwell, Brave New World by Aldous Huxley, Childhood's End by Arthur Charles Clark, The Kite Runner by Khalad Hosseini, The Stranger by Albert Camus</p> <p>Grade 9-12 Language Intervention: Cengage: Edge Piloting Grades 9-12 ELA 2012 Adoption</p>		
Mathematics	<p>Algebra 1 CP: Glencoe Publishing Co.: California Algebra 1: Concepts, Skills, and Problem Solving, (2007) Algebra 2: Glencoe Publishing Co.: Concepts, Skills, and Problem Solving, (2008) Focus on Algebra 2: McDougal Littell: Concepts and Skills (2008) Algebra 2H: Algebra 2 (2007)</p> <p>Focus on Geometry: McDougall Littell: Geometry: Concepts and Skills (2005) Geometry CP: Glencoe Publishing Co.: Geometry California Edition (2007) Geometry H: McDougall Littell: Geometry California 1st Edition (2006)</p> <p>Functions, Statistics and Trigonometry: University Chicago SMP 2016)</p> <p>Math Analysis CP: Glencoe Publishing Co.: Advanced Math Concepts - 2005 Edition</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Math Analysis H (Pre Calc): Holt/Houghton Mifflin, Harcourt: Precalculus: Math for Calculus (2016)</p> <p>Calculus AP: Calculus of a Single Variable (2016)</p> <p>Computer Science Principles AP: Java Concepts Early Objects 7th Edition (2014)</p> <p>Statistics AP: W.H. Freeman: Practices of Statistics: TI-83/84/89 Enhanced 3rd Edition (2006)</p> <p>Statistics CP: Pearson: Stats In Your World, 2nd Edition (2015)</p> <p>Discrete Mathematics CP: Pearson/Prentice Hall: Excursions in Modern Mathematics, 6th Edition (2007)</p> <p>Math Studies IB: Pearson: The Practice of Statistics, 3rd Edition (2015)</p> <p>Multimedia Information Technology CP: Wiley Publishers: Functions Modeling Change: A Preparation for Calculus (2008)</p> <p>Local Adoption</p>		
Science	<p>Biology CP: Miller and Levine: Biology – California Edition 7th Edition (2007)</p> <p>Biology H: Glencoe Publishing Co: BSCS Biology: A Molecular Approach (Blue Version) (2004)</p> <p>Biology AP: Pearson :Campbell Biology in Focus (AP Edition) (2014)</p> <p>Biology IB: Oxford University Press.: IB Biology (2014)</p> <p>Chemistry CP: Prentice Hall: Chemistry – California Edition (2006)</p> <p>Chemistry H: Glencoe/Macmillan/McGraw-Hill: Chemistry: Matter and Change (2006)</p> <p>Chemistry AP: McGraw Hill: AP Chemistry 11th Edition Update Version (2013)</p> <p>Chemistry IB: Pearson: Baccalaureate Chemistry (2008)</p> <p>Geoscience: Prentice Hall School Division: Earth Science – California Edition (2008)</p> <p>Geoscience SDAIE: Pearson/Prentiss Hall</p> <p>Physics CP: Glencoe Publishing Co: Physics: Principles and Problems (2004)</p> <p>Physics AP: Brooks/Cole Publishing Co.: College Physics (2005)</p> <p>Local Adoption (New State adopted materials not ready at this time)</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>World History CP: 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 CP: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2006)</p> <p>US History AP: Cengage: America’s History; The American Pageant (2014)</p> <p>US Government CP: Glencoe: US Government-Democracy in Action (2005)</p> <p>US Government AP: Longman, Inc.: Government in America (NASTA Edition) (2005)</p> <p>Economics CP/H: Prentice Hall School Division: Economics: Principles in Action-California Edition (2005)</p> <p>Microeconomics AP/ Macroeconomics: McGraw Hill: Economics - AP Edition 19th (2012)</p> <p>Human Geograpy AP: John Wiley & Sons, Inc.: Human Geography: People, Place, and Culture (2007)</p> <p>California History: McGraw-Hill Higher Education: California-An Interpretive History 8th Edition (2002)</p> <p>Local Adoption (New State adopted materials not ready at this time)</p>	Yes	0
Foreign Language	<p>Spanish 1, 2, 3 CP: Holt, Rinehart & Winston: Expresate! Spanish 1,2,3 (2012)</p> <p>Spanish 4 AP: Prentice Hall: Abriendo Paso Lectura (2012)</p> <p>French 1, 2, 3 CP: Holt, Rinehart & Winston: Bien Dit! French 1, 2, 3 (2012)</p> <p>French 4 AP: Prentice Hall School Division: Allons Au Dela, Reseau (2012)</p> <p>Chinese 1, 2 CP: Cheng & Tsui Co.,:1 &2- Integrated Chinese Level 1 Part 1: Chinese 3CP Integated Chinese 3rd Edition Level Part 1 Part 2; Chinese 4 IB, Integrated Chinese 3rd Edition Level 2 Part 1; Chines 5 IBHL.SL Integrated Chinese Level 2 Part 2 (2012). Chinese Language and Culture AP: Integrated Chinese Level 2 Part 2</p> <p>American Sign Language: T.J. Publishers, Inc.: Basic Course in American Sign Language (2010)</p> <p>State Adoption 2006-11, Local Adoption 2011</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Glencoe: Glencoe Health 9th Edition 2005 Adoption	Yes	0
Visual and Performing Arts	<p>Harcourt Brace-Art History (Art Design IB); Gardner's Art Through the Ages, Scenic Design and Stage Lighting, Stagecraft 1, Design, Principles and Problems Types of Drama Plays and Essays</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> <p>McGraw Hill: Creating and Understanding Drawings, Tonal Harmony;</p> <p>National Textbook: Black and White Photography, Theater: Art in Action</p> <p>Neil A. Kjos Music Co- Master Theory Book 1- Beginning Theory, Foundations for Superior Performance, Master Theory Book 2- Intermediate Theory, Master Theory Book 3 –Advanced Theory; Standards of Excellence, Jazz Ensemble Method for Group or Individual Instruction</p> <p>Noonday Press: Pottery on the Wheel, Handbuilding Ceramic Forms</p> <p>Prentice Hall: Art History, The Craft of Art and Clay; Rockport Publishers-Computer Graphics;</p> <p>Wadsworth Publishing: A Creative Approach to Music Fundamentals, 7th Edition, Video Basics II;</p> <p>W.W. Norton: The Enjoyment of Music; Warner Brothers Publications-20 Rhythmical Studies in Unison for Band, 40 Rhythmical Studies in Unison for Band, 101 Rhythmic Rest Patterns in Unison for Band, Symphonic Band Techniques, 204 Progressive Sight-Reading Tunes;</p> <p>Watson Guptil: The Art of Watercolor;</p> <p>Glencoe Publishing Company: Art Talk, Art in Focus;</p> <p>Glencoe/McGraw Hill: Choral Connections, Television Production Today;</p> <p>Davis Publications: Discovering Drawing, Claywork, Crafts, Focus on Photography, The Photographic Eye,</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Exploring Painting, A Beginner’s Guide to Video Communication Harcourt Brace College Publishers: Design, Principles and Problems; Putnam: Drawing on the Right Side of the Brain NTC/Contemporary: Journalism Today Iowa State University Press: Scholastic Journalism Alfred Music: Strictly Strings Goodheart/Wilcox: Video Digital Communication and Production		
Science Laboratory Equipment (grades 9-12)	Prentice Hall: Chemistry: The Central Science Laboratory Experiments Allyn and Bacon -Laboratory Manual - Taffel 2007 Local Adoption	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Each Fall, all schools in the Conejo Valley Unified School District are inspected by a team which consists of all or many of the following personnel: Site Administrator, Executive Director of Maintenance, Planning and Technology, Director of Maintenance & Operations, Director of Planning, 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 condition observed that represents a concern to the health and safety of students and staff is annotated for immediate correction. Items noted which could improve the utility, appearance or safety of the school are recorded and evaluated for potential placement on the District’s annual Major Projects List. The projects included on the final Major Projects List are based upon a priority assessment of all identified District school needs, and the funds available to address those needs. The final list is approved by the Board of Education in the Spring, with the majority of projects completed the following Summer.

The District has been fortunate to have strong support from the community. A recently passed \$197 million bond measure is currently in place to address safety and security, upgrade instructional technology and modernization of the facilities, including updating of science, math, and career prep labs. Projects are on-going and will continue for the next 10 years.

The District provides 8 full-time custodians at Newbury Park 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 on a 38.7 acre site and has a capacity of 2696 students. The school has 109 classrooms, a multipurpose room, a library and an administration building and a 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. 2004 also saw the beginning of upgrades of underground utilities, restrooms, doors, and improvements to accessibility under ADA. In 2005, unused shop areas were converted into additional state-of-the-art science labs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 22, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC System to be re-controlled with Prop 39 funding.
Interior: Interior Surfaces		X		Not all interior spaces have been modernized, many rooms require modernization.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rain gutters need repair on two story buildings.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Pool deck has been patched and coated but still scheduled for replacement with Bond money.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 22, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	52	64	66	44	48
Mathematics	49	38	57	58	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	612	549	89.7	52.4
Male	11	333	308	92.5	49.5
Female	11	279	241	86.4	56.0
Black or African American	11	13	11	84.6	27.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	61	59	96.7	72.9
Filipino	11	--	--	--	--
Hispanic or Latino	11	123	111	90.2	30.6
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	383	338	88.3	56.4
Two or More Races	11	17	16	94.1	62.5
Socioeconomically Disadvantaged	11	112	104	92.9	32.7
English Learners	11	--	--	--	--
Students with Disabilities	11	62	58	93.5	17.2
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	612	552	90.2	38.0
Male	11	333	308	92.5	38.6
Female	11	279	244	87.5	37.3
Black or African American	11	13	12	92.3	16.7
American Indian or Alaska Native	11	--	--	--	--
Asian	11	61	59	96.7	71.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	--	--	--	--
Hispanic or Latino	11	123	111	90.2	17.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	383	340	88.8	37.9
Two or More Races	11	17	16	94.1	81.3
Socioeconomically Disadvantaged	11	112	104	92.9	14.4
English Learners	11	--	--	--	--
Students with Disabilities	11	62	59	95.2	3.4
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	81	80	77	81	80	77	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	637	608	95.5	76.6
Male	316	309	97.8	74.8
Female	321	299	93.2	78.6
Asian	68	61	89.7	93.4
Hispanic or Latino	133	128	96.2	55.5
White	403	388	96.3	80.2
Socioeconomically Disadvantaged	117	112	95.7	52.7
English Learners	17	16	94.1	18.8
Students with Disabilities	54	53	98.2	50.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	695
% of pupils completing a CTE program and earning a high school diploma	44.7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13.2%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	94.71
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	60.8

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.1	25.5	55.5

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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 498-3676, or consult the school website: www.nphs.org

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.20	1.60	1.20	2.20	2.30	1.80	11.40	11.50	10.70
Graduation Rate	98.50	97.76	97.66	96.32	97.00	97.36	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	98	98	86
Black or African American	100	95	78
American Indian or Alaska Native	100	70	78
Asian	95	99	93
Filipino	100	100	93
Hispanic or Latino	97	96	83
Native Hawaiian/Pacific Islander	0	100	85
White	99	99	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	88	89	66
English Learners	63	48	54
Students with Disabilities	100	100	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	1.6	1.7	3.1	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	14.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	24	22	35	16	23	32	27	16	27	7	30	12
Mathematics	26	18	16	20	25	21	19	15	26	13	23	14
Science	27	9	20	16	29	6	21	17	29	8	14	15
Social Science	25	23	23	26	26	23	18	27	28	10	17	15

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	492
Counselor (Social/Behavioral or Career Development)	.9	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	1.0	N/A
Social Worker	1.4	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	8.1	N/A
Other	26.1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,594	\$381	\$5,213	\$62,211
District	N/A	N/A	\$5,519	\$76,224
Percent Difference: School Site and District	N/A	N/A	-5.5	-18.4
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-8.2	-16.2

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,131	\$44,958
Mid-Range Teacher Salary	\$71,801	\$70,581
Highest Teacher Salary	\$90,881	\$91,469
Average Principal Salary (Elementary)	\$113,041	\$113,994
Average Principal Salary (Middle)	\$115,934	\$120,075
Average Principal Salary (High)	\$124,276	\$130,249
Superintendent Salary	\$192,503	\$218,315
Percent of Budget for Teacher Salaries	43%	38%
Percent of Budget for Administrative Salaries	5%	5%

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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English		N/A
Fine and Performing Arts	4	N/A
Foreign Language		N/A
Mathematics	5	N/A
Science	3	N/A
Social Science	10	N/A
All courses	22	28.2

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 development activities for all teachers and administrators. Both groups continue to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards and beyond. A robust professional development effort includes opportunities in researched-based instructional strategies, technological competencies, and Professional Learning Communities.

Professional development strategies such as workshops, institutes and academies, as well as job-embedded activities are related to College and Career Readiness, Smarter Balanced Assessments and other proficiencies required to meet the needs of all students. Professional development topics are aligned with District and school site needs identified through and outlined within the district and schools' LCAP goals. Professional development for high school faculty and staff members are also aligned with each school's WASC action plan.

The District also provides, at no cost to teachers, an induction program (New Teacher Induction) for first year and second year teachers, as well as both a voluntary and required Peer Assistance Review program.

The Ventura County Superintendent of Schools Office offers a professional development series that is specifically designed for district and site administrators. Administrators attend workshops in Common Core Standards, Multi-Tiered System of Supports, performance assessment, literacy intervention technology, supervision, evaluation, and leadership.

In addition to professional development 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 development activities to every educator to improve the instructional process and enhance student achievement. The District provides all teachers with 18 hours per year of staff development related to curriculum, instructional technology, assessment, report cards, instructional strategies and using data to close the achievement gap.