

Thousand Oaks 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	Thousand Oaks High School
Street	2323 North Moorpark Rd.
City, State, Zip	Thousand Oaks, Ca, 91360-3198
Phone Number	805-495-7491
Principal	Lou Lichtl
E-mail Address	doliveri@conejousd.org -OR- llichtl@conejousd.org
Web Site	www.conejousd.org/tohs
CDS Code	56737595637004

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

In a safe and nurturing environment, Thousand Oaks High School strives to impart the knowledge that will empower each student to be a successful, healthy adult and a responsible, contributing member of society.

Thousand Oaks High School reflects the District's mission by:

- Maintaining high expectations for all students through the offering of College Preparatory/Honors/Advanced Placement (CP/H/AP) courses that are designed to challenge students to meet their highest potential. Courses at each of these levels are offered in every academic department, are well articulated from one level to the next in an effort to assure access, rigor, and student success, and include two new AP courses that make up the College Board AP Capstone program, AP Seminar and AP Research. Thousand Oaks High School (TOHS) is one of 53 schools in the State of California that has been approved by the College Board to offer AP Capstone and is quickly becoming a model school for this new and innovative program. Results on the College Board AP exams consistently demonstrate solid achievement as nearly 72% of said exams achieve a score of three or higher on this rigorous five point rubric including an increase of over 500 exams administered in this past year as compared to the spring of 2009. The adoption of Expected School-wide Learning Results (ESLRs) delineate what students should know and be able to do upon graduation and support the school's and District's mission.
- Developing and supporting positive character traits as embedded in the Thousand Oaks High School ESLRs, including integrity, loyalty, responsibility, honesty, compassion, and service to the community and the world. These values are especially celebrated in classes such as the ASB/Leadership class and student-led clubs such as Project Concern, Pay it Forward, and Latino Connection, to name just a few. In all, Thousand Oaks High School offers in excess of 80 student clubs each with a teacher advisor, a budget, a club constitution, and the requirement of completing a service project on campus or within our community.
- Scheduling collaboration time among staff and administration on a regular basis, through observations and conferences, during Faculty Meetings, and during monthly Leadership Team meetings, as well as during the recently expanded Common Planning Time (CPT). During CPT students are dismissed early (1:20 PM) and teachers have the opportunity to meet in small groups and discuss best practices, look at data, and make plans for instruction, and intervention.
- Providing students with multiple opportunities to become involved at TOHS campus through athletics, the arts, the Majors Program, through school-wide clubs, Link Crew, and by involving all stakeholders who represent the school community, including parents, who serve on the School Site Council, PTSA, or on one of the many athletic or co-curricular booster boards/clubs.
- Responding to the most recent research that supports a focus on learning and the use of data analysis to drive instruction, and intervention. Staff continues to create benchmark assessments, some of which are in the form of Performance Tasks, to help departments gauge instructional success, and have participated in district-wide writing assessments that included a common grading rubric and opportunity for staff to meet and discuss results. As part of our District and school site staff development plan, staff engages in a minimum number of staff development hours (12 for the 2016/17 school year) focused on protocols and implementation of data teams, implementation of SBAC style performance tasks, and Common Core State Standards. Additionally, school leadership has added intervention opportunities including no-cost after-school study skills workshops and tutoring in the school library, year-long intervention sections for struggling freshmen, featuring academic peer tutors drawn from Thousand Oaks High School's highest achieving students, a writing center, and subject specific "re-teaching" opportunities for students at risk.

Reflecting the District's mission in the TOHS Expected School-wide Learning Results (ESLRs) which detail our school community's expectations for what students should know and be able to do upon graduation. These ESLRs include the following:

Productive Individuals who

- think critically and creatively
- collaborate and work well with others
- are self-motivated independent learners
- pursue goals with persistence and resilience

People preparing for their future who

- master and adapt to new technologies
- plan for post-secondary career & education
- understand the importance of physical well-being

Effective Communicators who

- master a useful and dynamic vocabulary
- convey thoughts clearly verbally and in writing
- understand and evaluate the ideas of others

People of Integrity who

- demonstrate loyalty, responsibility and honesty
- respect others and treat them with compassion
- serve their community and their world

Knowledgeable Individuals who

- master the Common Core State Standards in math, language, literature, history, science, the arts and technology, health and physical education
- demonstrate skillful application of this knowledge in their daily lives

SCHOOL DESCRIPTION

The Conejo Valley Unified School District is located 50 miles northwest of Los Angeles and serves a suburban, largely middle to upper middle income community. The student population is drawn from the communities of Newbury Park, Thousand Oaks, and Westlake Village. The District's rich history has led to strong traditions leading us toward our vision of the future. This is a family-oriented community with strong parent involvement and support. The community is rich with cultural, linguistic, and socioeconomic diversity. The community, as reflected by the parents of Thousand Oaks High School, consists of mostly active professionals with a high level of education. Of the parents surveyed, 62% are college graduates with 27% of the parents having advanced degrees. Our school community holds high expectations for all students as they matriculate through TOHS and move on to college or career. Post-secondary education is a common expectation among parents and students. Over 95% of all graduating students have enrolled in tertiary education, with 50% of those graduating attending community colleges, 45% attending other four year colleges/universities, 16% to the California State system, 22% to the University of California system, 17% attending out of state or private institutions, and 3% to trade tech or the military.

Thousand Oaks High School's ongoing effectiveness and influence as an educational cornerstone of the community reflects its leadership capacity, energy, and adaptation to change. Demanding community expectations for achievement and behavior, and dedicated professionals working together, help students learn subject matter and develop strong moral character. This school-wide commitment to high-quality education is known throughout the community as Lancer Pride.

Thousand Oaks High School serves grades nine through twelve and has a current student population of approximately 2,200 served by a teaching staff of 94. We have consistently earned regional, state, and national awards in athletics, yearbook and newspaper production, choir, band, drum line, color guard, Academic Decathlon, Mock Trial, dance, forensics, and athletics. Our legendary Lancer Band has marched on the national stage on many occasions over the last decade including the Rose and Fiesta Bowl parades, and the 2016 Paris New Year's Day Champs-Elysees Parade.

In 2015 Thousand Oaks High School was one of three high schools in Ventura County and the only CVUSD high school to be honored by the California Department of Education as a California Gold Ribbon School for its innovative STEM cohort model program that integrates Computer Programming and Space Science and Engineering, a new UC/CSU "a-g" approved science course. Continuous school-wide program development and growth are the direct result of data analysis and ongoing collaboration among teams of teachers, parents, community members, and administrators. Thousand Oaks High School takes pride in educating the whole child by meeting each individual student's academic, socio-emotional, and physical needs through a comprehensive approach that provides a plethora of curricular and co-curricular opportunities, a supportive faculty and staff, five full-time Guidance Counselors, a full time psychologist and an administrative team of five.

Teachers care about our kids! We utilize the Blackboard Connected automated phone notification system which allows staff to send regular communication via phone, and e-mail, and we are currently exploring this application's capacity to send mass text messages. Many of our school programs maintain Twitter accounts (@ThousandOaksHS) that enable staff to report our successes and keep the community informed about all events and happenings at Thousand Oaks High School.

Most important to the quality of life at Thousand Oaks High School are our outstanding students. Not only are they remarkable scholars, athletes, musicians, artists, and technicians but our students are empowered members of the school community who regularly demonstrate that they are also concerned citizens of the world. Our students participate in national programs like Relay for Life, Pennies for Patients, Red Cross Blood Drives, and Toys for Tots. They also collect money, clothing, school supplies, personal hygiene items, and blankets for relief efforts and needy people at home and all over the world. In excess of 80 clubs offer opportunities to become involved, and new clubs are forming regularly to meet student needs. Over 1200 students participate in athletics each year (approximately 55% of our students), and an equal number enroll in one or more of our Arts programs. Both of these require substantial commitments of after-school time, whether for practice, competition, or performances. As a result, the Thousand Oaks High School campus is a lively place until well into the evening, on weekends, and even during holidays and breaks. The compassion and spirit of the students at Thousand Oaks High School serves as a source of inspiration to those associated with our school community.

CAASPP Data

The 2016 California Assessment of Student Performance and Progress (CAASPP), indicates that Thousand Oaks High School students out-performing their counterparts across the state and within Ventura County. The data also demonstrates that Thousand Oaks High School students improved in both English language arts and mathematics schoolwide and within each significant sub-group including Hispanic/Latino, Students with Disabilities, R-FEP students, and those that are economically disadvantaged.

CAASPP Data for All Students:

English language arts - 81% met or exceeded State standards
 Mathematics - 59% met or exceeded State standards

CAASPP Data for Hispanic/Latino Students:

English language arts - 78% met or exceeded State standards
 Mathematics - 47% met or exceeded State standards

CAASPP Data for Students with Disabilities:

English language arts - 44% met or exceeded State standards
 Mathematics - 16% met or exceeded State standards

CAASPP Data for R-FEP Students:

English language arts - 78% met or exceeded State standards
 Mathematics - 40% met or exceeded State standards

CAASPP Data for All Students:

English language arts - 71% met or exceeded State standards
 Mathematics - 40% met or exceeded State standards

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	545
Grade 10	629
Grade 11	552
Grade 12	568
Ungraded Secondary	2
Total Enrollment	2,296

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.7
Asian	5.4
Filipino	2
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.3
White	62.4
Two or More Races	2.8
Socioeconomically Disadvantaged	20.9
English Learners	2.6
Students with Disabilities	9.9
Foster Youth	0.1

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	104	93	93	859
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4	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	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.

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
Reading/Language Arts	Grade 9: Prentice Hall: Literature: Timeless Voices – Gold; 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 Grade 10 CP: Prentice Hall: Literature: Timeless Voices – Platinum; 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	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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, 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 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>Grades 9-12 Language Intervention: Cengage: Edge</p> <p>Piloting Grades 9-12 ELA</p> <p>2012 Adoption</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Algebra 1 CP: Glencoe Publishing Co.: California Algebra 1: Concepts, Skills, and Problem Solving</p> <p>Algebra 2: Glencoe Publishing Co.: Concepts, Skills, and Problem Solving</p> <p>Focus on Algebra 2: McDougal Littell: Concepts and Skills</p> <p>Algebra H: Key Curriculum Press: Discovering Advanced Algebra</p> <p>Focus on Geometry: McDougall Littell: Geometry: Concepts and Skills</p> <p>Geometry: Glencoe Publishing Co.: Geometry California Edition</p> <p>Geometry H: McDougall Littell: Geometry California Edition</p> <p>Functions, Statistics and Trigonometry: Houghton Mifflin Harcourt: Algebra and Trigonometry</p> <p>Math Analysis CP: Glencoe Publishing Co.: Advanced Math Concepts</p> <p>Math Analysis H (Pre Calculus): Holt, Rinehart and Winston: Precalculus: A Graphing Approach</p> <p>Calculus: Prentice Hall: Calculus for Business, Economics, Life Sciences and Social Sciences, Calculus AP: Houghton Mifflin Harcourt: Calculus of the Single Variable</p> <p>Computer Science AP: John Wiley and Sons, Inc.: Java Concepts for AP Computer Science</p> <p>Statistics AP and CP: W.H. Freeman: Practices of Statistics:T I-83/84/89 Enhanced</p> <p>Local Adoption</p>	No	0
Science	<p>Biology CP: Glencoe Publishing Co: Biology – California Edition (2008)</p> <p>Biology H: Glencoe Publishing Co: Biology: A Molecular Approach (Blue Version) (2008)</p> <p>Biology AP: Pearson: Biology (AP Edition) (2015)</p> <p>Biotechnology: Pearson -Introduction to Biotechnology</p> <p>Chemistry CP: Prentice Hall School Division: Chemistry – California Edition (2008)</p> <p>Chemistry H: Glencoe/Macmillan/McGraw-Hill: Chemistry: Matter and Change (2008)</p> <p>Chemistry AP: McGraw: Chemistry AP Edition (2014)</p> <p>Geoscience: Prentice Hall School Division: Earth Science – California Edition (2008)</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Environmental Science AP: Brooks/Cole Publishing Co.: Living in the Environment: Principles, Connections and Solutions (2015)</p> <p>Marine Biology CP: McGraw-Hill Publishing Co. : Marine Biology – NASTA Edition (2008)</p> <p>Physics CP: Glencoe Publishing Co: Physics: Principles and Problems (2008)</p> <p>Physics AP: Brooks/Cole Publishing Co.: College Physics</p> <p>2007 - 2014 Adoption (New State adopted materials not ready at this time)</p>		
History-Social Science	<p>World History: Prentice Hall School Division: World History – California Edition: The Modern World (2006)</p> <p>European History AP: Cengage: Western Civilization, Alternate Volume Since 1300 (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: McDougal Littell: Americans: Reconstruction to the 21st Century – California Edition (2006)</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 (2006)</p> <p>Human Geography AP: John Wiley & Sons, Inc.: Human Geography: People, Place, and Culture (2007)</p> <p>Psychology CP: Worth Publishers, Inc.: Exploring Psychology (2006)</p> <p>Psychology AP: Worth Publishers, Inc.: Psychology In Modules (2006)</p> <p>Sociology CP: Wadsworth, Inc.: Sociology in Our times (2006)</p> <p>Local Adoption (New State adopted materials not ready at this time)</p>	Yes	0
Foreign Language	Spanish 1, 2, 3 CP: Holt, Rinehart & Winston: Expresate! Spanish 1,2,3 (2012)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<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 De La, Reseau (2012)</p> <p>Chinese 1, 2 CP, Cheng & Tsui Co,: Integrated Chinese Level 1 Part 1; 3CP Integrated Chinese Level 1 Part 2; AP/5 Chinese Integrated Chinese Level 2 Parts 1 & 2</p> <p>Japanese: Heinle & Heinle Publishers, Inc.: Nakama 1b: Introductory Japanese- Communication, Culture, Context (2012)</p> <p>American Sign Language: T.J. Publishers, Inc.: Basic Course in American Sign Language (2010)</p>		
Health	<p>Glencoe: Glencoe Health</p> <p>2005 Adoption</p>	Yes	0
Visual and Performing Arts	<p>Harcourt Brace-Art History; 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>	Yes	0

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

Thousand Oaks High School was opened in 1961 on a 50.6 acre site. The current capacity is 3,270 students. The school has 116 classrooms, a multipurpose room, a library, an administration building and a Performing Arts Center. Reconstruction and expansion of the swimming pool was completed in 2005. In 2006, a renovation of the gymnasium, including bleacher replacement, was begun. Modernization was finished with the science labs renovation in 2007. In 2009 the renovation of 6 exterior courtyards was completed along with heating project for the gymnasium.

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: December 5, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Plant HVAC system has served beyond useful life and is leaking system water underground, future replacement is required/to be completed as resources allow .
Interior: Interior Surfaces	X			Library needs renovation as resources allow.
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		Some roofing projected for Summer 2016/17.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Some concrete walkways raised, site addressing issues.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 5, 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	74	80	64	66	44	48
Mathematics	51	58	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	544	496	91.2	80.0
Male	11	276	256	92.8	75.7
Female	11	268	240	89.5	84.5
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	36	34	94.4	88.2
Filipino	11	11	10	90.9	90.0
Hispanic or Latino	11	124	116	93.5	78.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	344	308	89.5	80.9
Two or More Races	11	17	16	94.1	81.3
Socioeconomically Disadvantaged	11	105	96	91.4	70.8
English Learners	11	--	--	--	--
Students with Disabilities	11	53	49	92.5	42.5
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	544	486	89.3	58.5
Male	11	276	251	90.9	57.7
Female	11	268	235	87.7	59.2
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	36	33	91.7	81.8
Filipino	11	11	10	90.9	70.0
Hispanic or Latino	11	124	113	91.1	47.3
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	344	302	87.8	60.3
Two or More Races	11	17	16	94.1	66.7
Socioeconomically Disadvantaged	11	105	93	88.6	39.8
English Learners	11	--	--	--	--
Students with Disabilities	11	53	48	90.6	15.6
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)	76	78	75	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	624	610	97.8	74.8
Male	333	327	98.2	77.1
Female	291	283	97.3	72.1
Black or African American	14	13	92.9	84.6
Asian	38	38	100.0	89.5
Filipino	14	14	100.0	92.9
Hispanic or Latino	164	158	96.3	58.9
White	369	362	98.1	80.1
Two or More Races	20	20	100.0	65.0
Socioeconomically Disadvantaged	151	148	98.0	52.0
English Learners	21	20	95.2	10.0
Students with Disabilities	65	63	96.9	41.3

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.

Thousand Oaks High School offers five distinct Career Technical Education (CTE) pathway programs on campus. Each pathway incorporates the approved CTE standards which are cross-matrixed with the core academic courses. The CTE courses use project-based learning to help support academic achievement and engage students with hands-on instruction. CTE courses are not required for graduation, yet offer valuable opportunities for students to explore various career areas. The knowledge and experience gained through CTE courses can help guide a student toward a career path, and prepare them for their next step after high school, whatever that may be. The counseling staff informs the students and parents of the CTE course offerings at the annual course registration period. Individual teachers also recruit for their CTE courses in order to achieve the required minimum enrollment numbers in those classes. Students enrolled in CTE courses can further their career exploration by joining the extracurricular Majors Program (see below) and are eligible to join California-chartered Career Technical Student Organizations (CTSOs) of which Thousand Oaks High School offers DECA, FBLA, and Skills USA.

TOHS CTE Career Pathways

- *Machine Forming and Technology Pathway
- *Metals Manufacturing
- *Residential and Commercial Construction Pathway
- *Cabinet Making and Wood Products Pathway
- *Entrepreneurship Pathway

Our curriculum includes courses that are tailored to the special needs of all students while maintaining high expectations in preparing the over 90% of our students who will attend college after graduation. A growing College-to-Career program offers interdisciplinary coursework and a Majors program focused on career interests as well as traditional content. The Entrepreneurs of Thousand Oaks, known as ETHOS, Academy is a school within a school program rooted in Entrepreneurship and is designed for students who have an interest in becoming the Entrepreneurs of their generation. Through this Program, a cohort of tenth through twelfth grade students explore the world of small business development, entrepreneurship, marketing, and finance. Ninth grade students that are interested in entering the ETHOS Academy enroll in an ETHOS specific English 9 CP course that is known as a pre-academy course. Members of ETHOS benefit from business partnerships with local entrepreneurs and small business owners. These professionals mentor and assist the teachers as necessary. ETHOS is a California Partnership Academy program, that enjoys the support of our faculty, staff, community, District Office, and the CVUSD Board of Education.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	636
% of pupils completing a CTE program and earning a high school diploma	27.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22.7

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	97.36
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	53.9

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	16.7	21.1	42.6

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 support at Thousand Oaks High School (TOHS) is legendary. All parents are encouraged to participate in schoolwide activities and are provided information regarding what events are happening within the classroom and schoolwide at TOHS. The communication between school and home is consistent, informative, and is provided in a variety of ways including emails, the school's web site, and via the all-call system.

Parents volunteer as chaperones, assist individual teachers, feed our staff at PTSA-sponsored meals; and some even pray for us through a group called Moms in Touch. On the first day of school, parent volunteers and staff members arrive at 6:30 a.m. to begin handing out student schedules, student handbooks, and identification cards so that all students would arrive to their first class on time and prepared. Parents volunteer time in the library for general assistance during orientation and textbook distribution. They participate on several school-wide committees: School-to-Career Advisory Committee; The Center for Advanced Studies and Research Booster Club, (there are over 2000 student and volunteer participants in 24 booster clubs on campus); English Language Advisory Council (ELAC); Parent Teacher Student Association (PTSA); WASC Parent Committee; and School Site Council (SSC), in which parents and educators direct resources based on schoolwide goals as described within the TOHS Single Plan for Student Achievement (SPSA). Athletic Boosters, Visual and Performing Arts Boosters, graduation helpers, library tutors, mock trial attorney and coaches, and Academic Decathlon coaches, are all a part of the Lancer family of volunteers.

Parents know that they are a vital part of the school community and that at Thousand Oaks High School schooling is a partnership between our school staff, parents, and the community. Even more important, they know that the teaching staff is accessible and concerned about their needs.

Questions about any of our parental and community involvement opportunities can be directed to the Thousand Oaks High School Activities Office at (805) 495-7491 x1006.

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	1.50	1.20	1.70	2.20	2.30	1.80	11.40	11.50	10.70
Graduation Rate	97.38	97.96	97.42	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	100	99	93
Filipino	100	100	93
Hispanic or Latino	98	96	83
Native Hawaiian/Pacific Islander	100	100	85
White	98	99	91
Two or More Races	94	100	89
Socioeconomically Disadvantaged	86	89	66
English Learners	18	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	4.1	5.1	5.4	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	22	41	45	21	24	34	46	23	24	30	45	24
Mathematics	28	19	18	35	28	20	9	45	32	5	23	34
Science	30	11	14	34	31	12	11	38	31	10	12	34
Social Science	27	23	11	39	28	16	17	36	33	3	15	40

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	442
Counselor (Social/Behavioral or Career Development)	0.9	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	1.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	10.9	N/A
Other	25.0	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	\$5,804	\$446	\$5,358	\$68,404
District	N/A	N/A	\$5,542	\$76,224
Percent Difference: School Site and District	N/A	N/A	-3.3	-10.3
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	-5.6	-7.8

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	1	N/A
English	12	N/A
Fine and Performing Arts	6	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	9	N/A
Social Science	17	N/A
All courses	53	32.5

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.