

# The School Plan for Student Achievement

**School:** Conejo Valley High School  
**CDS Code:** 56 73759 5630108  
**District:** Conejo Valley Unified School District  
**Principal:** Martin Manzer  
**Revision Date:** 4/11/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on May 7, 2019.**

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## School Vision and Mission

### Conejo Valley High School's Vision and Mission Statements

The school vision for Conejo Valley High School is to maintain a student centered culture where positive relationships are the core of our success. We build powerful connections with students which encourage personal responsibility, resiliency and academic achievement. We establish a trusting and caring environment where diversity is celebrated. We offer students alternative opportunities to learn, to grow and to succeed. We believe growth occurs when individuals feel secure, respected and appreciated. We understand the need to maintain standards for structure while recognizing the importance of flexibility in meeting the educational and emotional needs of our students and staff. We provide real world connections that will lead our students to successful careers and to make valuable contributions to the community.

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

Our learning goals for students fall into three specific areas: Academics, Character and Transition (ACT).

#### 1. Academics:

We believe that achievement in a core curriculum builds the confidence, knowledge, and skills required for a successful adult life. Students will:

- listen, speak, read and write effectively
- apply math reasoning skills to solve problems
- use abstract and critical thinking to analyze problems
- identify, access, analyze, integrate and use a variety of resources and information

#### 2. Character:

We believe that character is always a work in progress, and that character is demonstrated through action. Through action we can make the world a better place for ourselves and others. Students will:

- demonstrate skills to cope appropriately with anger and disappointment
- take responsibility for their choices and their behavior
- participate in acts of service to others

#### 3. Transition

We believe that all students can be prepared to enter society as adults who make responsible decisions, knowing that every action may have wide reaching consequences. Students will:

- explore personal career options
- demonstrate positive, cooperative and productive citizenship
- effectively relate personal choices to their own health, and to the health of the community and planet.

## School Profile

The Conejo Valley Unified School District is located 50 miles northwest of Los Angeles and serves a suburban, largely middle to upper middle class 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 large parent involvement and support. The community is rich with cultural, linguistic, and socioeconomic diversity.

The District is comprised of 17 elementary schools, 5 traditional middle-schools, 1 alternative middle-school, 3 traditional high schools, 2 alternative high schools, and one adult education school. The enrollment in 2018/19 is 18,439 students in grades K-12. The Conejo Valley Unified School District encompasses the communities of Thousand Oaks, Newbury Park, Westlake and Lake Sherwood. Conejo Valley High School is centrally located on Janss Road, adjacent to the 23 freeway..

Conejo Valley High School (CVHS) opened in 1974 and is the continuation education school for the Conejo Valley Unified School District. The school serves the predominantly upper middle class communities of Thousand Oaks, Westlake and Newbury Park. Our students primarily come from three high achieving high schools, each named after one of these communities. Transfer students from other districts are also enrolled when an alternative option is required. Full-time Conejo Valley school administration consists

of a Principal, Assistant Principal, a counselor, and two clerical staff. Additional support staff includes a part-time health clerk, food services coordinator and librarian. CVHS also has a full-time custodian.

Located adjacent to the CVUSD District Office, the Conejo Valley High School campus is small and comfortable for students. Conejo Valley High School has an enrollment of approximately 120 students. However, the enrollment fluctuates throughout the school year due to referrals from the traditional schools, students returning to their home schools and graduation. There are 10 teachers in the regular program, which includes Special Education and EL classes.

When compared to the demographics of the Conejo Valley, the students disproportionately represent the lower economic ranges and ethnic minorities within the community. Once enrolled in our school, students quickly come to feel accepted in friendly and caring environments. They make new friends with others who come from widely varied backgrounds. The primary reason for student referral to Conejo Valley High School is credit deficiency. Many students are experiencing instability and dysfunction in their lives. Close relationships with Ventura County Behavioral Health, local law enforcement and probation officers, as well as partnerships with several community outreach programs for students provide additional support.

With the support of the district, the Board of Education, parents, community business and service organizations, CVHS provides a standards-based curriculum and program of instruction. The entire school community is committed to helping students to be successful in achieving their academic, social, civic, and life-long goals.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

All of our students and staff are asked to participate in the California Healthy Kids Survey on a bi-annual basis. Senior students are also surveyed on exit and parents are surveyed annually at back to school night. Sophomore students and all parents and staff were asked to participate in the district LCAP survey. The surveys reveal that the majority of students feel safe at school and feel they are treated fairly by teachers and staff. However the surveys also reveal that student academic motivation is low, truancy is relatively high and that the majority of students are using alcohol or other drugs. The LCAP survey led to the adoption of district-wide goals as stated within this document.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are formally observed by administration at least once per year. Temporary and probationary teachers are formally observed at least twice per year. Observations are based upon the California Standards for the Teaching Profession. Informal observations take place as administrators visit classes on a regular basis. Formal evaluations guide retention of non-tenured teachers. Tenured teachers identified as needing to improve in specific areas are recommended to the Peer Assistance and Review (PAR) program. Observations show positive student-teacher relationships and evidence of student learning. Improvement in the areas of collaborative learning and inquiry methods is needed.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The California High School Exit Exam (CAHSEE) and the state's Standardized Testing and Reporting (STAR) have been the primary tools of data analysis for CVHS in previous years. However, the validity of the STAR data for CVHS has been questioned due to low student participation, high transiency rates and lack of effort by many students. With the elimination of the CAHSEE in the fall of 2015, and implementation of the CAASPP in the spring of 2015 we are evaluating additional methods that will provide accurate assessment tools for our student population. In February of 2018 CVHS implemented MAP (Measurement of Academic Progress) testing. The MAP testing will be administered twice each. Once in the the early fall and once in the late spring. Students who are enroll later in the year will also be given the test.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Attendance, behavior, credit recovery and graduation rate data are monitored regularly to determine how successfully we are meeting the needs of our students.

#### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

Teachers are required to attend 10 faculty meetings per year. They are also required to attend 10 department meetings per year and participate in monthly common planning meetings.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are NCLB certified. Teachers are required to attend 12 hours of professional development. The training must be approved by the site principal and is outside of the work day.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is linked to meet the students' academic or emotional needs and the professional needs of the faculty. The teachers provide input and often lead the staff development during common planning time.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers participate in district sponsored training for adopted instructional materials and teaching strategies that are specific to their subject area.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate by department and across the curriculum during common planning time. Instruction is aligned by course and/or grade level in all core subjects.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are aligning courses, materials and instruction to content and performance standards. Upcoming adoptions should assist in this process.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our master schedule is built around our students to meet their credit recovery and academic intervention needs. The district has supported this process by staffing the site at an 18-1 student to teacher ratio.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Courses are aligned to district and state standards. Math and English /Language Arts have new adoptions. In the past some of our students have struggled with district adopted materials and other standards based instructional materials have been evaluated and approved for our site.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses are aligned to standards and appropriate access to courses is available. Special Education students are placed in the Least Restrictive Environment as determined by the IEP team.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Appropriate interventions are available to all students school-wide. The faculty meets monthly to discuss struggling students and to identify appropriate interventions that will help the students meet academic standards. The school counselor and administration regularly intervene with assistance and communication with families. Student Study Team Meetings are called regularly when a more formal and concentrated intervention is needed. Students are also referred to the district's Breakthrough Assistance Program when the family or school personnel recognizes behaviors or circumstances that put the student severely at risk.

14. Research-based educational practices to raise student achievement

Teachers and administrators attend regional, local and district sponsored conferences and training specific to their content areas and/or our student population. Professional development is required for all teachers and based on best practices.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Intervention funds are used to provide additional math support from a highly qualified bi-lingual math teacher. Accommodations have been made by the district to provide for smaller class size. The Thousand Oaks Teen Center provides significant support to students whose emotional struggles are negatively impacting academic achievement.

### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site receives feedback from SSC, ELAC, the Student Senate and school leadership in creating school goals and allocation of fiscal resources tied to ConApp Programs. District and site surveys of students, parents and staff assist in developing and articulating goals.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EIA funds are used to provide additional support to our EL students. LCFF monies are all tied to LCAP goals and approved by the school site council.

### 18. Fiscal support (EPC)

The site receives federal funding in the form of EIA which supports our EL students and Perkins which supports our career pathways. All other funds come from LCFF.

## **Description of Barriers and Related School Goals**

Data collected from our student information system, school based surveys and the California Healthy Kids survey combined with staff observation, shows that student engagement in the learning is a major concern. Data shows that much of this appears to be attributed to outside factors including truancy, involvement with alcohol and other drugs, family instability and poverty. While site-based and district interventions are in place to support students and families facing these issues there is a need for additional student support services.

Traditional methods of academic data analysis do not truly represent the learning at CVHS. Most students are enrolled at CVHS for less than one year and many arrive within a few months of standardized testing which has traditionally been administered in the spring. Additionally, much of our student population does not see the value in standardized testing and thus does not take it seriously. The only standardized test that students consistently took seriously had been the CAHSEE, With the elimination of the CAHSEE we need to determine local data that can best determine successful student outcomes.

Lack of parent involvement is a barrier to student and school success. Back to School nights, information nights and ELAC and Site Council meetings have been sparsely attended by our our parents. We believe additional parent involvement in their own student's education and overall school planning and goal setting would move us closer to our goals.

A goal of CVHS is to grow the CTE program. Increasing the number of faculty with CTE certification would help us toward this vision.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	54	62	71	43	48	58	43	48	58	79.6	77.4	81.7
All Grades	54	62	71	43	48	58	43	48	58	79.6	77.4	81.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2490.7	2455.3	2481.1	7	0.00	0.00	14	8.33	8.62	16	18.75	39.66	63	72.92	51.72
All Grades	N/A	N/A	N/A	7	0.00	0.00	14	8.33	8.62	16	18.75	39.66	63	72.92	51.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	4.17	1.72	56	35.42	55.17	33	60.42	43.10
All Grades	12	4.17	1.72	56	35.42	55.17	33	60.42	43.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	9	0.00	1.72	28	16.67	31.03	63	83.33	67.24
All Grades	9	0.00	1.72	28	16.67	31.03	63	83.33	67.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	4.17	5.17	42	50.00	62.07	51	45.83	32.76
All Grades	7	4.17	5.17	42	50.00	62.07	51	45.83	32.76



Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	2.08	0.00	49	37.50	37.93	44	60.42	62.07
All Grades	7	2.08	0.00	49	37.50	37.93	44	60.42	62.07

**Conclusions based on this data:**

1. The overall Standard Not Met percentage in 17-18 decreased by 21% over the previous year.
2. Students perform best on reading and listening portions of the ELA testing. Writing and Research/Inquiry continue to reflect the biggest area of struggle for our students. This is consistent with student performance in the classroom.
3. CVHS increased the number and percentage of students testing in 2017-18.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	54	62	71	44	52	63	44	52	63	81.5	83.9	88.7
All Grades	54	62	71	44	52	63	44	52	63	81.5	83.9	88.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2453.3	2404.9	2438.0	0	0.00	0.00	5	0.00	0.00	9	3.85	7.94	86	96.15	92.06
All Grades	N/A	N/A	N/A	0	0.00	0.00	5	0.00	0.00	9	3.85	7.94	86	96.15	92.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	0.00	0.00	9	0.00	9.52	89	100.0	90.48
All Grades	2	0.00	0.00	9	0.00	9.52	89	100.0	90.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	34	15.38	15.87	66	84.62	84.13
All Grades	0	0.00	0.00	34	15.38	15.87	66	84.62	84.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	0.00	0.00	39	46.15	39.68	59	53.85	60.32
All Grades	2	0.00	0.00	39	46.15	39.68	59	53.85	60.32

**Conclusions based on this data:**

1. While not performing well, students appear much stronger with communicating reasoning. Students tested struggle most with mathematical concepts and procedures.
2. The number of students testing and the percentage of students testing have increased in each of the past two years.
3. Math performance on testing and in the classroom continues to be a major area of concern for CVHS.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11	*	*	*	*	*	*			*
Grade 12	*	*	*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11	*	*	*	*	*	*			*
Grade 12	*	*			*	*			*
All Grades	*	*	*	*	*	*			*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11	*	*	*	*			*	*	*
Grade 12			*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10					*	*	*
Grade 11	*	*	*	*			*
Grade 12	*	*			*	*	*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*					*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10					*	*	*
Grade 11	*	*	*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*					*
Grade 11	*	*	*	*			*
Grade 12			*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

- 1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Engagement</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
<b>SCHOOL GOAL #1:</b>
Conejo Valley High School will improve student attendance and academic engagement through targeted interventions, programs and professional development.
<b>Data Used to Form this Goal:</b>
Credit recovery rate, graduation rate, save rate and attendance data.
<b>Findings from the Analysis of this Data:</b>
Student engagement measurements have a direct correlation to student attendance and connections to school personnel.
<b>How the School will Evaluate the Progress of this Goal:</b>
credit acquisition; graduation rate; home school transfer data; GPA; attendance; Save Rate; Measurement of Academic Progress (MAP); DASS Dashboard; professional development; Renaissance recognition; targeted academic intervention and support; student and parent surveys; conference participation

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Continue to provide highly qualified, properly assigned teachers.	Fall 2018-ongoing	Principal District Administration	Staff Allocation	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Do not exceed the C.D.E. recommended 15/1 student/teacher ratio for continuation education	Fall 2018-ongoing	District Administration School Administration	Staff Allocation	1000-1999: Certificated Personnel Salaries	District Funded	
3. Provide additional academic support/intervention for English Learners in English and math	Fall 2018-ongoing	District Principal Teachers	Staff Allocation EL Funding	1000-1999: Certificated Personnel Salaries	District Funded	
				4000-4999: Books And Supplies	0860	198.00
				4000-4999: Books And Supplies	OCBG	30.00
			4000-4999: Books And Supplies	OPGR	35.00	
4. Implement MAP testing as a primary tool for measuring student academic progress and the overall academic program	Fall 2018	Teachers Administration	Common Planning Time Release Time Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
				4000-4999: Books And Supplies	0860	150.00
5. Evaluate relevant data sets through PLCs to assess progress, drive instruction and guide intervention.	Fall 2018-ongoing	Teachers Administration	Professional Development Funds Release Time	0001-0999: Unrestricted: Locally Defined	OPGR	125.00
6. Provide professional development opportunities to support MAP implementation and academic intervention.	Fall 2018 ongoing	Administration Teachers	Release time District trainings Funds for professional development	0001-0999: Unrestricted: Locally Defined		
				0001-0999: Unrestricted: Locally Defined	5EEF	500.00
				4000-4999: Books And Supplies	OTRM	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				0001-0999: Unrestricted: Locally Defined	0860	41.00
				5800: Professional/Consulting Services And Operating Expenditures	OCBG	135.00
7. Provide math tutoring two days per week for our English learner Population	January 2019	Administration Teachers		0001-0999: Unrestricted: Locally Defined	OCBG	120.00
				4000-4999: Books And Supplies	OPGR	212.00
				4000-4999: Books And Supplies	0860	51.00
8. Implement additional student recognition/rewards for outstanding attendance and credit recovery	January 2019	Administration Teachers	Staff Allocation Student Recognition			
9. Maintain practice of daily attendance phone calls.	Fall 2018 ongoing	Assistant Principal				
10. Add math and ELA intervention periods to meet the needs of all students.			Staff Allocation			
11. Ensure that targeted populations (Students with Disabilities, English Learners, Low SES, Homeless and Foster Youth) maintain consistent graduation and save rate percentages relative to the entire school population.			Staff Allocation Common Planning Time Student Interventions			
12. Help to remove barriers to school attendance by providing bus tokens and bicycles to students in need of consistent transportation.						





## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Career and Technical Education</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes  CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
<b>SCHOOL GOAL #2:</b>
Conejo Valley High School will significantly expand the Career and Technical Education program to help all students find additional pathways to post-secondary education and career opportunities.
<b>Data Used to Form this Goal:</b>
Student exit interview data kept by the counselor indicates that 61% of our graduates plan on attending college (95% of those will attend community college.) 11% plan on trade school and 3% plan on joining the military. 10% plan on getting a job and not continuing their education. Nearly 15% did not provide a plan for work, training, continuing education or career goals.
<b>Findings from the Analysis of this Data:</b>
Many of our graduates do not feel prepared or struggle with the transition to college, tech schools and the workforce. We also determined that we needed to increase student participation in Career Pathways and ROP. We concluded that we also need to develop more methods of creating hard data as it relates to our career education program.
<b>How the School will Evaluate the Progress of this Goal:</b>
CTE course offerings; ROP participation; pathway completion; DASS Dashboard; FAFSA applications; ASVAB participation; CTE field trips and presentations; CTE credentialing; exit interview data; scholarship redemption; CEC professional development; CTE integration into core curriculum.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Bridge connection to community college for all students by encouraging dual credit courses through Moorpark College..	Fall 2018-ongoing	Administration, Counselor Teachers	Articulation with VCCCD Release Time	1000-1999: Certificated Personnel Salaries	District Funded	
2. Work cooperatively with the CEC to build CTE courses at CVHS	Fall 2018-ongoing	Administration, Counselor Teachers	Release Time Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
3. Increase overall student participation and completion of ROP classes.	Fall 2018-ongoing	Administration, Counselor Teachers	Student Recognition	1000-1999: Certificated Personnel Salaries 0001-0999: Unrestricted: Locally Defined 4000-4999: Books And Supplies	Local Categorical OCBG OTRM	5200.00 1500.00 355.00
4. Increase participation and completion rates of students with disabilities in ROP classes and Career Pathways.	Fall 2018-ongoing	Administration, Counselor Teachers				
5. Research and Identify additional career paths for offering at CVHS.	Fall 2018-ongoing	Administration, Counselor Teachers	Conferences/Seminars/ Site Visits	0001-0999: Unrestricted: Locally Defined 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Local Categorical OPGR OTRM	5200.00 401.00 102.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. Continue to provide relevant CTE speakers and field trips.	Fall 2018-ongoing	Administration Teachers	District Funding Grants	0001-0999: Unrestricted: Locally Defined	Local Categorical	3100.00
			Student Feedback	0001-0999: Unrestricted: Locally Defined	0860	100.00
			Teacher Feedback	0001-0999: Unrestricted: Locally Defined	OCBG	390.00
				0000: Unrestricted	Local Categorical	9050.00
7. Remain current with CTE trends in secondary education.	Fall 2018-ongoing	Administration, Counselor Teachers	Attend Conferences/Seminars/ Webinars Participate in CTE Articulation and community based career trends meetings	0001-0999: Unrestricted: Locally Defined	Local Categorical	5050.00
8. Promote the integration of career and technical education into the curriculum.	Fall 2018-ongoing	Administration, Counselor Teachers	Common Planning Time Release Time	0001-0999: Unrestricted: Locally Defined	Local Categorical	3500.00
9. Participate in CEC provided professional development	Fall 2018-ongoing	Administration, Counselor Teachers	Professional Development Release Time	0001-0999: Unrestricted: Locally Defined	Local Categorical	2500.00
10. Encourage the acquisition of CTE credentialing.	Fall 2018-ongoing	Administration, Counselor Teachers		0001-0999: Unrestricted: Locally Defined	Local Categorical	1500.00
11. Establish FBLA on campus	Fall 2018-ongoing	Administration, Counselor Teachers		0001-0999: Unrestricted: Locally Defined	Local Categorical	1200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Research and Identify additional CTE courses to add to the Master schedule.	Spring 2019	Administration, Counselor Teachers	0001-0999: Unrestricted: Locally Defined		Local Categorical	5200.00
			4000-4999: Books And Supplies	OPGR		187.00
			4000-4999: Books And Supplies	0860		100.00
			1000-1999: Certificated Personnel Salaries	OSEP		345.00
			0000: Unrestricted	OTRM		394.00

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent/Community Outreach</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
<b>SCHOOL GOAL #3:</b>
Conejo Valley High School will provide additional communication and targeted outreach to increase family involvement and support positive student outcomes for all students.
<b>Data Used to Form this Goal:</b>
Research data on the direct correlation between parent and community involvement and student success from national organizations like the NEA and the National PTA.
<b>Findings from the Analysis of this Data:</b>
Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.
<b>How the School will Evaluate the Progress of this Goal:</b>
Quarterly newsletter; monthly School Site Council meetings; weekly bulletin; social media posts; school website; participation at Back to School Night and parent information nights; parent surveys; daily attendance calling

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Establish a quarterly parent newsletter	November 2018 and ongoing	Principal Administrative staff	Staff Allocation	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
					OTRM	250.00
2. Increase parent and community School Site Council participation through additional meetings and improved notification	October 2018 and ongoing	Principal	Staff Allocation	1000-1999: Certificated Personnel Salaries	District Funded	
				0001-0999: Unrestricted: Locally Defined	OCBG	135.00
3. Social media posts promoting school events, activities and celebrations.	August 2018 and ongoing	Teacher Principal	Staff Allocation	1000-1999: Certificated Personnel Salaries	OCBG	240.00
					OTRM	250.00
4. Assuring the school website is current and contains pertinent information	August 2018 and ongoing	Administration Website Coordinator	Staff Allocation	1000-1999: Certificated Personnel Salaries	District Funded	
5. Daily attendance calls regarding unexcused absences	August 2018 and ongoing	Administration	Staff Allocation	1000-1999: Certificated Personnel Salaries	District Funded	
6. Emphasis on Faculty communication with parents regarding student successes and concerns.	August 2018 and ongoing	Administration, Counselor Teachers	Staff Allocation	1000-1999: Certificated Personnel Salaries	District Funded	
7. Maintain regular contact with Student Support Services personnel including representation on CVUSD student support related committees and professional development opportunities.	August 2018 and ongoing	Administration Counselor Teachers	Staff Allocation	1000-1999: Certificated Personnel Salaries	District Funded	
				0001-0999: Unrestricted: Locally Defined	5EEF	175.00
					OTRM	89.00
					OCBG	250.00
8. Ensure that CVHS is represented on SEDAC and that the	April 2019	Administration Special Education	Staff Allocation			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
representative is included on the Site Council.		Teacher				



## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Support</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
<b>SCHOOL GOAL #4:</b>
Conejo Valley High School will enhance student services that support the social, emotional and physical well-being of our entire student population.
<b>Data Used to Form this Goal:</b>
Suspension rates, behavioral incidents, risk-assessments and student visits related to the use of drugs and vaping. Student, parent and faculty reporting of student socio-emotional concerns was also considered.
<b>Findings from the Analysis of this Data:</b>
There has been an increase in suspension rates, behavioral incidents, risk assessments and counseling visits related to drugs, vaping and socio-emotional issues.
<b>How the School will Evaluate the Progress of this Goal:</b>
Establishment of drug and alcohol counseling services; student participation in drug and alcohol counseling; ACTIVE meetings and data; Breakthrough referrals and participation; suspension rates; DASS Dashboard; professional development; related student assemblies; student recognition; lunchtime activities; Blackboard messaging

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide Drug and Alcohol Counseling through Ventura County Behavioral Health	October 2018 and ongoing.	Administration Counselor VCBH	VCBH Counselor	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Bi-Monthly ACTIVE meetings	August 2018 and ongoing	Administration Counselor Teachers	Staff Allocation	1000-1999: Certificated Personnel Salaries		
3. Dedicated Common Planning Time related to student support issues.	October 2018 and ongoing	Administration Teachers	Staff Allocation Common Planning Time	1000-1999: Certificated Personnel Salaries		
4. Identify and provide education and interventions as an alternative to suspension when possible.	August 2018 and ongoing	Administration Counselor	Staff Allocation	1000-1999: Certificated Personnel Salaries		
5. Continue Renaissance and Student of the Month recognition and identify additional Student Recognition opportunities.	September 2018 and ongoing	Administration Teachers Leadership Class	Staff Allocation	4000-4999: Books And Supplies	OCBG	125.00
				4000-4999: Books And Supplies	OTRM	250.00
6. Promote community building Student Activities at lunchtime and outside of school hours.	August 2018 and ongoing	Administration Teachers Leadership Class	Staff Allocation Donations	4000-4999: Books And Supplies	OCBG	210.00
					OTRM	250.00
7. Continue to coordinate with Youth Outreach for referrals for counseling and emotional support.	August 2018 and ongoing	Administration Counselor	Staff Allocation Youth Outreach	None Specified		
8. Targeted student support related Professional Development	September 2018 and ongoing	Administration Counselor Teachers	Professional Development Common Planning Time	0001-0999: Unrestricted: Locally Defined	5EEF	325.00
9. Increase the use of the Student Study Team process to ensure we providing the appropriate support and interventions for all students.	September 2018 and ongoing	Administration Counselor Teachers	Staff Allocation			

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Support</b>
<b>LEA/LCAP GOAL:</b>
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
<b>SCHOOL GOAL #5:</b>
Conejo Valley High School will Increase its Least Restrictive Environment Rate by 20%.
<b>Data Used to Form this Goal:</b>
August 2018 data reflects that less than 10% of our students are in mainstream classes for less than 20% of their school day.
<b>Findings from the Analysis of this Data:</b>
Conejo Valley High School needs to review LRE placement for all students with disabilities.
<b>How the School will Evaluate the Progress of this Goal:</b>
Evidence of Students placement into less restrictive environments Individual Education Plans (IEPs) Attendance at IEPs for students being referred to CVHS Evidence of CVHS Special Education Team meetings Master Schedule

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. CVHS teacher/administration to attend all IEP meetings for students who are potentially being referred to	Fall 2018 and ongoing	Special Education Teacher Administration	Staff Allocation	1000-1999: Certificated Personnel Salaries	OTRM	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CVHS from CVUSD high schools. If team determines educational placement to be CVHS, review SAI minutes and potential placement in least restrictive environment.			Release Time	1000-1999: Certificated Personnel Salaries	OCBG	345.00
2. Monthly meetings with Special Education Team. Meetings will include review IEPs of CVHS students pertaining to LRE.	November 2018 and ongoing	CVHS Special Education Coordinator Special Education Teacher Administration	Staff Allocation	None Specified		
3. Discuss and Evaluate LRE at all initial, transition, 30 day, annual and tri-annual IEP meetings.	Fall 2018 and ongoing	CVHS Special Education Coordinator Special Education Teacher Administration General Education Teacher Parent Student	Staff Allocation Release Time	None Specified		
4. Investigate potential implementation of co-teaching model for CVHS	January 2019 and ongoing	CVHS Special Education Coordinator Special Education Teacher Administration Counselor General Education Teachers	Professional Development Release Time Common Planning Time			
5. Ensure that Special Education staffing allows for LRE and meets the academic and social/emotional needs of CVHS students with disabilities.	Fall 2018 and ongoing	Principal Human Resources Special Education Director and Coordinator	Staff Allocation	None Specified		



## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>
Provide Support Services to English Learners in order to Increase Language Acquisition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/22/2018 to 6/08/2019		Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	894.56
Support Staff	8/22/2018 to 6/08/2019		Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	4162.64
Professional Development	8/22/2018 to 6/08/2019		Costs for speakers, supplies, teacher release, etc..	4000-4999: Books And Supplies	0860	426.48

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
0860	640.00	0.00
OCBG	3480.00	0.00
OPGR	960.00	0.00
OTRM	2640.00	0.00
5EEF	1000.00	0.00
Local Categorical	41500.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	640.00
OPGR	960.00
OTRM	2,640.00
5EEF	1,000.00
Local Categorical	41,500.00
OCBG	3,480.00
OSEP	345.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	9,444.00
0001-0999: Unrestricted: Locally Defined	34,361.00
1000-1999: Certificated Personnel Salaries	1,130.00
4000-4999: Books And Supplies	4,051.00
5800: Professional/Consulting Services And Operating	135.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	0860	141.00
4000-4999: Books And Supplies	0860	499.00
0001-0999: Unrestricted: Locally Defined	OPGR	125.00
4000-4999: Books And Supplies	OPGR	835.00
	OTRM	589.00
	OTRM	605.00
0000: Unrestricted	OTRM	394.00
1000-1999: Certificated Personnel Salaries	OTRM	200.00
4000-4999: Books And Supplies	OTRM	852.00
0001-0999: Unrestricted: Locally Defined	5EEF	1,000.00
0000: Unrestricted	Local Categorical	9,050.00
0001-0999: Unrestricted: Locally Defined	Local Categorical	32,450.00
	OCBG	250.00
0001-0999: Unrestricted: Locally Defined	OCBG	645.00
1000-1999: Certificated Personnel Salaries	OCBG	585.00
4000-4999: Books And Supplies	OCBG	1,865.00
5800: Professional/Consulting Services And	OCBG	135.00
1000-1999: Certificated Personnel Salaries	OSEP	345.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	2,097.00
<b>Goal 2</b>	45,374.00
<b>Goal 3</b>	1,389.00
<b>Goal 4</b>	1,160.00
<b>Goal 5</b>	545.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Martin Manzer	X				
Robert Watson			X		
Roland Macasieb		X			
John Rivera				X	
Veronica Barraugh				X	
Marylou Escoto				X	
Eric Blanco					X
Joe Cardenas					X
Michelle Taranto		X			
<b>Numbers of members of each</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

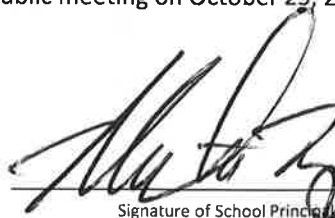
Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 25, 2017.

Attested:

Martin Manzer  
Typed Name of School Principal

  
Signature of School Principal

4/10/19  
Date

John Rivera  
Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

4/11/2019  
Date

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 25, 2017.

Attested:

Martin Manzer  
Typed Name of School Principal

  
Signature of School Principal

4/10/19  
Date

John Rivera  
Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

4/11/2019  
Date

# Budget By Expenditures

## Conejo Valley High (Continuation)

**Funding Source: 0860**

**\$640.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$198.00	Student Engagement	3. Provide additional academic support/intervention for English Learners in English and math
	4000-4999: Books And Supplies	\$150.00	Student Engagement	4. Implement MAP testing as a primary tool for measuring student academic progress and the overall academic program
	0001-0999: Unrestricted: Locally Defined	\$41.00	Student Engagement	6. Provide professional development opportunities to support MAP implementation and academic intervention.
	4000-4999: Books And Supplies	\$51.00	Student Engagement	7. Provide math tutoring two days per week for our English learner Population
	0001-0999: Unrestricted: Locally Defined	\$100.00	Career and Technical Education	6. Continue to provide relevant CTE speakers and field trips.
	4000-4999: Books And Supplies	\$100.00	Career and Technical Education	12. Research and Identify additional CTE courses to add to the Master schedule.
0860 Total Expenditures:		\$640.00		
0860 Allocation Balance:		\$0.00		

**Funding Source: 0PGR**

**\$960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$212.00	Student Engagement	7. Provide math tutoring two days per week for our English learner Population
	4000-4999: Books And Supplies	\$187.00	Career and Technical Education	12. Research and Identify additional CTE courses to add to the Master schedule.

## Conejo Valley High (Continuation)

	4000-4999: Books And Supplies	\$401.00	Career and Technical Education	5.Research and Identify additional career paths for offering at CVHS.
	4000-4999: Books And Supplies	\$35.00	Student Engagement	3.Provide additional academic support/intervention for English Learners in English and math
Professional Development Funds Release Time	0001-0999: Unrestricted: Locally Defined	\$125.00	Student Engagement	5. Evaluate relevant data sets through PLCs to assess progress, drive instruction and guide intervention.

OPGR Total Expenditures: \$960.00

OPGR Allocation Balance: \$0.00

### Funding Source: OTRM

**\$2,640.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$500.00	Student Engagement	6.Provide professional development opportunities to support MAP implementation and academic intervention.
	4000-4999: Books And Supplies	\$102.00	Career and Technical Education	5.Research and Identify additional career paths for offering at CVHS.
		\$355.00	Career and Technical Education	3. Increase overall student participation and completion of ROP classes.
	0000: Unrestricted	\$394.00	Career and Technical Education	12. Research and Identify additional CTE courses to add to the Master schedule.
		\$250.00	Parent/Community Outreach	1. Establish a quarterly parent newsletter
		\$250.00	Parent/Community Outreach	3. Social media posts promoting school events, activities and celebrations.
		\$89.00	Parent/Community Outreach	7. Maintain regular contact with Student Support Services personnel including representation on CVUSD student support related committees and professional development opportunities.

## Conejo Valley High (Continuation)

	4000-4999: Books And Supplies	\$250.00	Student Support	5. Continue Renaissance and Student of the Month recognition and identify additional Student Recognition opportunities.
		\$250.00	Student Support	6. Promote community building Student Activities at lunchtime and outside of school hours.
Staff Allocation	1000-1999: Certificated Personnel Salaries	\$200.00	Student Support	1. CVHS teacher/administration to attend all IEP meetings for students who are potentially being referred to CVHS from CVUSD high schools. If team determines educational placement to be CVHS, review SAI minutes and potential placement in least restrictive environment.

OTRM Total Expenditures: \$2,640.00

OTRM Allocation Balance: \$0.00

### Funding Source: 5EEF

**\$1,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Development Common Planning Time	0001-0999: Unrestricted: Locally Defined	\$325.00	Student Support	8. Targeted student support related Professional Development
	0001-0999: Unrestricted: Locally Defined	\$175.00	Parent/Community Outreach	7. Maintain regular contact with Student Support Services personnel including representation on CVUSD student support related committees and professional development opportunities.
	0001-0999: Unrestricted: Locally Defined	\$500.00	Student Engagement	6. Provide professional development opportunities to support MAP implementation and academic intervention.

5EEF Total Expenditures: \$1,000.00

5EEF Allocation Balance: \$0.00

### Funding Source: Local Categorical

**\$41,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Conejo Valley High (Continuation)

Conferences/Seminars/Site Visits	0001-0999: Unrestricted: Locally Defined	\$5,200.00	Career and Technical Education	5. Research and Identify additional career paths for offering at CVHS.
	0001-0999: Unrestricted: Locally Defined	\$5,200.00	Career and Technical Education	3. Increase overall student participation and completion of ROP classes.
District Funding Grants Student Feedback Teacher Feedback	0001-0999: Unrestricted: Locally Defined	\$3,100.00	Career and Technical Education	6. Continue to provide relevant CTE speakers and field trips.
	0000: Unrestricted	\$9,050.00	Career and Technical Education	6. Continue to provide relevant CTE speakers and field trips.
Attend Conferences/Seminars/Webinars Participate in CTE Articulation and community based career trends meetings	0001-0999: Unrestricted: Locally Defined	\$5,050.00	Career and Technical Education	7. Remain current with CTE trends in secondary education.
Common Planning Time Release Time	0001-0999: Unrestricted: Locally Defined	\$3,500.00	Career and Technical Education	8. Promote the integration of career and technical education into the curriculum.
Professional Development Release Time	0001-0999: Unrestricted: Locally Defined	\$2,500.00	Career and Technical Education	9. Participate in CEC provided professional development
	0001-0999: Unrestricted: Locally Defined	\$1,500.00	Career and Technical Education	10. Encourage the acquisition of CTE credentialing.
	0001-0999: Unrestricted: Locally Defined	\$1,200.00	Career and Technical Education	11. Establish FBLA on campus
	0001-0999: Unrestricted: Locally Defined	\$5,200.00	Career and Technical Education	12. Research and Identify additional CTE courses to add to the Master schedule.
Local Categorical Total Expenditures:		\$41,500.00		
Local Categorical Allocation Balance:		\$0.00		

### Funding Source: OCBG

**\$3,480.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Conejo Valley High (Continuation)

		\$250.00	Parent/Community Outreach	7. Maintain regular contact with Student Support Services personnel including representation on CVUSD student support related committees and professional development opportunities.
Staff Allocation	4000-4999: Books And Supplies	\$125.00	Student Support	5. Continue Renaissance and Student of the Month recognition and identify additional Student Recognition opportunities.
	0001-0999: Unrestricted: Locally Defined	\$135.00	Parent/Community Outreach	2. Increase parent and community School Site Council participation through additional meetings and improved notification
Staff Allocation	1000-1999: Certificated Personnel Salaries	\$240.00	Parent/Community Outreach	3. Social media posts promoting school events, activities and celebrations.
	0001-0999: Unrestricted: Locally Defined	\$390.00	Career and Technical Education	6.Continue to provide relevant CTE speakers and field trips.
	4000-4999: Books And Supplies	\$1,500.00	Career and Technical Education	3. Increase overall student participation and completion of ROP classes.
	4000-4999: Books And Supplies	\$30.00	Student Engagement	3.Provide additional academic support/intervention for English Learners in English and math
	5800: Professional/Consulting Services And Operating Expenditures	\$135.00	Student Engagement	6.Provide professional development opportunities to support MAP implementation and academic intervention.
	0001-0999: Unrestricted: Locally Defined	\$120.00	Student Engagement	7. Provide math tutoring two days per week for our English learner Population
Staff Allocation Donations	4000-4999: Books And Supplies	\$210.00	Student Support	6. Promote community building Student Activities at lunchtime and outside of school hours.
Release Time	1000-1999: Certificated Personnel Salaries	\$345.00	Student Support	1. CVHS teacher/administration to attend all IEP meetings for students who are potentially being referred to CVHS from CVUSD high schools. If team determines educational placement to be CVHS, review SAI minutes and potential placement in least restrictive environment.
OCBG Total Expenditures:		\$3,480.00		
OCBG Allocation Balance:		\$0.00		

## Conejo Valley High (Continuation)

**Funding Source: OSEP**

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$345.00	Career and Technical Education	12. Research and Identify additional CTE courses to add to the Master schedule.

OSEP Total Expenditures: \$345.00

OSEP Allocation Balance: \$0.00

Conejo Valley High (Continuation) Total Expenditures: \$50,565.00