Glenwood Elementary School

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Glenwood Elementary	**District Name**	Conejo Valley Unified
Street	1135 Windsor Dr.	**Phone Number**	(805) 497-9511
City, State, Zip	Thousand Oaks, CA, 91360-5228	**Web Site**	www.conejo.k12.ca.us
Phone Number	(805) 495-2118	**Superintendent**	Dr. Jeffrey Baarstad
Principal	Martha Tureen, Principal	**E-mail Address**	jbaarstad@conejo.k12.ca.us
E-mail Address	mtureen@conejo.k12.ca.us	**CDS Code**	56737596055941

School Description and Mission Statement (School Year 2010–11)

MISSION STATEMENT
Glenwood Elementary School provides an educational setting that encourages students to reach their full potential academically, socially, physically and emotionally.

- Our students will experience the excitement of learning in an environment that promotes basic skills, critical thinking skills, problem solving and the ability to access information.
- Students will work toward acquiring the technological skills for the 21st century. We will create the context of "lifelong" learning through the use of computers, modern research capability, and interactive media.
- Our goal is to provide a safe and orderly school climate that promotes positive self-esteem, students' responsibilities toward citizenship, and individual improvement. We believe that good character and positive attitude are keys to success. Students will strive to develop a sense of commitment to our local and worldwide communities within a compassionate school environment.
- We honor the cultural diversity that exists at our school by celebrating the uniqueness of each individual student and staff member. We recognize that, by respecting everyone, we become a stronger learning community.
- Our plan is to meet these goals through a philosophy of "High Expectations=High Achievement", and by the cooperative efforts of a quality school staff, student commitment, parent and community support and involvement, and active business partners.

SCHOOL DESCRIPTION
Tucked away in a well-established rural neighborhood, between the trees and horse stables, stands Glenwood Elementary School. Opened in 1963, it is one of the seventeen elementary schools in the Conejo Valley Unified School District. The Glenwood community is rich with cultural, linguistic, and socioeconomic diversity. Built in the traditional-style, Glenwood Elementary's green and white exterior and fine landscape with park benches and a covered lunch shelter for gatherings, makes it an inviting place to send a child to learn and grow.

Glenwood's goals are reflected in our School Site Plan, and reflect our quest to move students ahead in both reading and math. We are specifically targeting our socioeconomically disadvantaged students this year based on the past year's testing data. In addition, we have a goal to maintain high student performance.

Student data is checked regularly through trimester progress reports and report cards. Teachers have grade-level assessments that are given regularly throughout the year (Reading Results, Trimester Writing Benchmarks, Reading Inventories, and Math Unit Tests). In addition, students are utilizing SuccessMaker on a regular basis and progress is continuously monitored.

We have several programs in place in order to work with our subgroup populations. To work with our at-risk students, we have Intervention Specialists who work with students in Kindergarten through grade 5 who work with small groups of students for 45 -60 minutes four days per week.

We have three afterschool programs which provide homework assistance, tutoring in reading and math, and enrichment and recreation opportunities in a fun, safe, and supervised setting.

Our teachers work collaboratively in order to examine data and plan appropriately, differentiating instruction based on the needs of the students. Common planning time has been arranged into their weekly schedules with tremendous success. Teachers and intervention Specialists meet monthly to review student data and plan intervention and enrichment instruction in reading and mathematics. Schoolwide English Language Development teaming each morning ensures leveled, small group instruction in oral language development for all students.

Finally, we have supported our parent population as well through an elementary counselor and a bilingual Parent Outreach Coordinator. They work with our students and their intervention groups, and coordinate our parent education meetings. They bring resources that may be of assistance to our at-risk families, and can often be found tracking down whatever a child needs and assisting families in identifying and accessing community resources.

Opportunities for Parental Involvement (School Year 2010–11)

Glenwood Elementary School has an active and supportive PTA. The PTA sponsors a once monthly newsletter and includes information in our weekly Wednesday informational packet. Glenwood has a School Site Council and an English Learner Advisory Committee composed of parents, teachers and staff. The Site Council, assisted by the English Learner Advisory Committee develops an annual School Site Plan and a budget to support implementation of the plan. They also monitor the implementation of the plan monthly.

There are many opportunities to volunteer at Glenwood. Many teachers utilize parents and other volunteers to help with materials, tutoring and reading with students, and helping to chaperone field trips.

Glenwood's Principal, Martha Tureen, may be reached at (805) 495-2118.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	50	Grade 8	0
Grade 1	51	Ungraded Elementary	0
Grade 2	48	Grade 9	0
Grade 3	59	Grade 10	0
Grade 4	53	Grade 11	0
Grade 5	57	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	318

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0.0%
Asian	1.9%
Filipino	0.3%
Hispanic or Latino	78.0%
Native Hawaiian or Pacific Islander	0.0%
White	17.3%
Two or More Races	1.9%
Socioeconomically Disadvantaged	77.7%
English Learners	51.3%
Students with Disabilities	12.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	3	0	0	21.5	1	1	0	21.5	2	0	0
1	19.5	2	0	0	22.0	2	0	0	19.3	3	0	0
2	18.0	2	0	0	22.0	2	0	0	19.5	2	0	0
3	19.7	3	0	0	22.5	2	0	0	21.3	3	0	0
4	27.5	0	2	0	27.5	2	0	0	26.0	0	2	0
5	27.5	0	2	0	29.5	2	0	0	27.0	0	2	0

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

III. School Climate

School Safety Plan (School Year 2010–11)

Approved, site specific, District Disaster Preparedness Plans and School Safety Plans covering all district and school site facilities are reviewed with staff and updated at the beginning of each school year. Safety plans address: a) child abuse reporting; b) disaster procedures; c) policies and procedures regarding dangerous students; d) sexual harassment policy; e) dress code; f) safe ingress/egress; g) school rules related to discipline and safe schools.

A well-planned communication equipment system consisting of intra-district two-way radios and walkie-talkies is located at all sites in preparation for possible emergency use. In addition, the district has completed major technology upgrades at each school site that include new alarm systems and the installation of telephones in every classroom.

The District Fiscal services staff 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. Through a generous donation, the District has installed Automated External Defibrillators.

The District also has partnered with the City of Thousand Oaks, the Conejo Recreation and Park District and the Ventura County Sheriff's Department for coordinating response and resource allocations in major emergencies.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	6.8	2.6	4.7	6.4	7.1	6.1
Expulsions	0	0	0	0.3	0.3	0.2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Each fall, all schools in the Conejo Valley Unified School District are inspected by the Principal, the Director of Planning & New Construction, and the Director of Maintenance & Operations. 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 conditions observed that represent a threat to the health and safety of students and staff are immediately corrected. 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. In the past the District has participated in the State's Deferred Maintenance Program, and these funds were a major source of support for the annual Major Projects List. Due to the State fiscal crisis CVUSD has been forced to use Deferred Maintenance funds to balance the General Fund. This has slowed down the number of Deferred Maintenance projects completed in recent years. However the district has utilized redevelopment funds as well as the remaining general obligation funds to complete projects that have been prioritized as necessary to assure our sites are safe for our students.

The District provides 2 full-time equivalent custodians at Glenwood Elementary, 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.

Glenwood Elementary was opened in 1963. Sited on 10.01 acres of land, the school had 27 classrooms, a multipurpose room, a library and an administration building until 2010 when the site was expanded and the campus divided to accommodate Bridges a new Charter school. The campus underwent modernization in 2000, replacing and upgrading underground utilities, restrooms, doors , and improving accessibility under ADA. The current capacity at Glenwood is 510 students. The school was inspected by the District Site Inspection Team on October 10, 2011.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	18	16	16	942
Without Full Credential	1	1	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	44

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0
Low-Poverty Schools in District	100%	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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	.56	
Psychologist	.2	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.
Year and month in which data were collected: September 2011

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, the Conejo Valley USD Board of Education adopts textbooks within the timeline provided. Standards-aligned books for grades 9-12 are approved locally. Those for K-8 are selected from texts chosen by the State Board of Education.

The process of selecting textbooks and materials involves the formation of a committee charged with the responsibility of reviewing state frameworks, analyzing student data, writing courses of study, and selecting and maintaining current instructional materials. The goal of the district-wide committee, comprised of teachers and administrators representing all grade levels, is to obtain high academic standards. Each major subject area, such as math, science, history/social science, foreign language and English/language arts, is reviewed every six years. 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.

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 Elementary Health committee reviewed the current courses of study and determined that teachers could teach standards based health content through curricular integration including lessons from literature, physical education, science, social science and character education. The currently adopted textbook supports the teaching of separate health lessons.

English Learners have access to the content-rich books. Instructional accommodations are included by the publishers in the standards-aligned textbooks.

On October 4, 2011, the Board of Education approved a resolution declaring for the **2011-2012** school year, 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.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton-Mifflin (2002 Adoption)	Yes	0
Mathematics	CA Every Day Math (2008 Adoption)	Yes	0
Science	Foss (K-2), Houghton-Mifflin (3-5) Foss Science Kits (K-5) (2007 Adoption)	Yes	0
History-Social Science	Scott-Foresman (2006 Adoption)	Yes	0
Health	Health Wave K-3, Healthy You gr. 4-5 (2005 Adoption)	Yes	0
Visual and Performing Arts	Share the Music McGraw-Hill, Portfolio: A State of the Art, Barrett Kendall (2007 Adoption)	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,178	$1,487	$5,691	$65,456
District			$5,330	$68,306
Percent Difference – School Site and District			+7%	-4%
State			$5,455	$69,207
Percent Difference – School Site and State			+4%	-5%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010–11)

The per pupil expenditures include money spent for all educational services including transportation, food services, health services, instructional materials and maintenance. Money was allocated from district general funds, designated one-time allocations for special needs, and special categorical funds from state and federal resources. The main programs funded from Categorical and Specialized Funds were: School Enhancement Program (SEP) - High Schools; Economic Impact Aid (EIA) - (All schools); Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools); School Improvement Program (All Schools); School Safety Program (Middle and High Schools); Gifted and Talented Education (All schools); Title I (Selected Elementary Schools), including Supplemental Educational Services (one elementary school); Title IIA - (All schools); Title III - English Language Learners (All schools).

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,699	$42,017
Mid-Range Teacher Salary	$66,218	$67,294
Highest Teacher Salary	$83,877	$86,776
Average Principal Salary (Elementary)	$105,526	$108,534
Average Principal Salary (Middle)	$108,227	$112,893
Average Principal Salary (High)	$116,517	$123,331
Superintendent Salary	$175,000	$226,417
Percent of Budget for Teacher Salaries	43.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	51%	48%	46%	72%	74%	76%	49%	52%	54%
Mathematics	54%	58%	59%	64%	65%	66%	46%	48%	50%
Science	43%	65%	49%	75%	79%	81%	50%	54%	57%
History-Social Science	0%	0%	0%	65%	70%	72%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	76%	66%	81%	72%
All Students at the School	46%	59%	49%	0%
Male	46%	56%	52%	0%
Female	47%	63%	46%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	42%	58%	40%	0%
Native Hawaiian or Pacific Islander				
White	69%	69%	67%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	40%	55%	39%	0%
English Learners	29%	54%	12%	0%
Students with Disabilities	41%	41%	0%	0%
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.90%	16.70%	27.80%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The ***statewide API rank*** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The ***similar schools API rank*** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	5	4
Similar Schools	5	5	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	3	-8	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-3	1	26
Native Hawaiian or Pacific Islander			
White	25		
Two or More Races	N/D		
Socioeconomically Disadvantaged	12	-1	32
English Learners	-8	15	21
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	208	768	15,904	876	4,683,676	778
Black or African American	2		259	808	317,856	696
American Indian or Alaska Native	0		86	858	33,774	733
Asian	4		1,438	964	398,869	898
Filipino	1		214	911	123,245	859
Hispanic or Latino	161	760	3,405	773	2,406,749	729
Native Hawaiian or Pacific Islander	0		34	884	26,953	764
White	37	824	10,144	897	1,258,831	845
Two or More Races	3		310	910	76,766	836
Socioeconomically Disadvantaged	166	750	3,079	751	2,731,843	726
English Learners	133	762	2,223	731	1,521,844	707
Students with Disabilities	40	668	2,034	712	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		15.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

This Section Does Not Apply To Elementary Schools

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Conejo Valley Unified School District is committed to providing professional development activities for all teachers because it helps teachers to more skillfully address the learning needs of every student, thereby improving the learning of all students. The district provides an induction program (Beginning Teacher Support and Assessment - BTSA) for first year and second year teachers, as well as a variety of professional development activities that are grade level or content specific.

Professional development strategies such as workshops, institutes and academies, as well as job-embedded activities are related to the California Standards for the Teaching Profession.

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 curriculum, 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 assignment.

The District is committed to providing professional development activities to every educator to improve the instructional process and enhance student achievement. The District provides one full day of staff development for all teachers. Teachers participate in additional full day and partial day staff development activities related to curriculum, assessment, report cards, and serving special populations.