Newbury Park High 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	Newbury Park High	**District Name**	Conejo Valley Unified
Street	456 North Reino Rd.	**Phone Number**	(805) 497-9511
City, State, Zip	Newbury Park, CA, 91320-3798	**Web Site**	www.conejo.k12.ca.us
Phone Number	(805) 498-3676	**Superintendent**	Dr. Jeffrey Baarstad
Principal	Athol Wong, Principal	**E-mail Address**	jbaarstad@conejo.k12.ca.us
E-mail Address	awong@conejo.k12.ca.us	**CDS Code**	56737595633748

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

MISSION STATEMENT

Nobility

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

Potential

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

Humanity

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

Scholarship

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

We are Panthers!

SCHOOL DESCRIPTION

Community Newbury Park High School stands nestled against the hills at the northern end of the Conejo Valley in Ventura County, CA, approximately sixty miles north of Los Angeles. Built in 1967, the site is now one of three comprehensive high schools in the Conejo Valley Unified School District. Newbury Park is part of the larger Thousand Oaks community, a suburban community located on the 101 Freeway. NPHS serves a suburban, middle- to upper-middle-class community and provides a four-year comprehensive program for a student population that is 1% American Indian 2% African American, 8% Asian, 18% Hispanic, and 68% White. With a diverse and growing student population of 2549, the campus is home to a wide variety of programs and activities developed to meet the expanding educational needs and interests of our students in a district that educates nearly 20,000 students.

Curriculum: Adopted with input from all stakeholders, our Mission at Newbury Park High School is to provide an opportunity for each student to experience and demonstrate Nobility, Potential, Humanity, and Scholarship. Our six Expected School-wide Learning Results state (briefly): All NPHS Graduates will be critical thinkers, effective communicators, problem solvers, and active community members who possess core knowledge and are understanding and respectful of others. The ESLRs are annually monitored for relevance and serve as overarching goals for daily interaction on campus. Written benchmarks determine the level of ESLR attainment in each content area. All instruction is aligned with state and district content and performance standards. In addition, we have three school-wide goals for all students: literacy, numeracy, and support for academic achievement. These goals are monitored continuously with benchmarks and standardized test data, and amended as needed annually by the School Site Council.

Newbury Park enjoys fierce community loyalty and a history of academic and co-curricular success. NPHS has consistently had an Academic Performance Index in the top 5% of the high schools in California; as a result, we are a 2005 California Distinguished School and were named an NCLB Blue Ribbon School in 2006. In addition, NPHS was one of only six schools recognized by the state of California for excellence in Career Technical Education in 2009. Panthers consistently earn awards in the areas of yearbook, choir, band, drum line, color guard, Academic Decathlon, Mock Trial, forensics, and athletics, and over 65 clubs provide opportunities for service and deepening interests for students.

Special Programs: NPHS is home to the oldest and largest International Baccalaureate program in the region, as well as a full complement of Advanced Placement courses, due to the high expectations of the community, the staff, and our students. A full-time School-to-Career teacher oversees DATA (our Digital Arts and Technology Academy), a school within a school that provides 21st century workplace skills and academic preparation for selected students; and the Majors Program, which offers students the opportunity for internships and exploration in any of six career pathways. Homework Help, Freshman Intervention, and many other programs and courses to challenge and support students to achieve at high levels. Each year, approximately 90% of NPHS graduates enter colleges and universities all over the world. Students operate Panther Café on campus as part of Culinary Arts, and many vibrant electives allow students to connect interests to potential careers as well as future educational needs in very real ways.

Culture: Historically we were the smallest high school in the district; as a result, a culture of unparalleled individualized support is integral to NPHS. Counselors and teachers provide personal assistance to families with questions about courses, college, and private issues on a daily basis. Finding open classroom doors well into the evening hours is common. We work especially hard to meet student needs, especially those who are at-risk or whose first language is not English. We continuously identify obstacles to student achievement, implement action plans to address them, and work with the community to overcome them. Community support takes many forms: input from all stakeholders led to the development of our block schedule; bilingual tutors assist our English Language Learners with Math and science; and many more. Now the largest school in the district, we continuously plan facilities and program expansion, but we want to make sure growth does not mean the loss of personalized services and relationships that have become central to our identity. As a result of parent, community, staff, and student collaboration, our students continue to prove Panther Pride is more than a catchphrase; it is a way of life.

Opportunities for Parental Involvement (School Year 2010–11)

Parent and community groups on campus include the following:

- Parent Faculty Organization, which offers vital support ranging from hospitality to fundraising to us.
- School Site Council, which governs special programs budget allocations and school improvement planning.
- Umbrella Boosters serves to coordinate many Boosters organizations, which support specific athletic and performance groups, raising much-needed funds.

English Language Advisory Council, which supports our English Learners and assists their parents as well.
In addition, we welcome parent volunteers to informally assist with many key activities throughout the year. For more information, please call our office staff at 498-3676 or consult the school website: www.nphs.org

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	687
Grade 3	0	Grade 10	720
Grade 4	0	Grade 11	585
Grade 5	0	Grade 12	620
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2,612

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.6%
American Indian or Alaska Native	0.3%
Asian	7.8%
Filipino	1.3%
Hispanic or Latino	19.4%
Native Hawaiian or Pacific Islander	0.2%
White	67.3%
Two or More Races	2.0%
Socioeconomically Disadvantaged	15.2%
English Learners	7.9%
Students with Disabilities	8.8%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	48	9	6	23.2	38	24	14	23.3	22	31	9
Mathematics	30.0	3	15	14	24.6	19	25	11	26.4	11	22	13
Science	31.4	3	10	13	29.0	4	19	16	30.1	4	14	16
Social Science	30.0	7	11	14	28.1	15	25	22	28.0	7	14	14

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	8.0	6.0	3.9	7.1	5.0	6.1
Expulsions	0.2	0.4	0.2	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 7 full-time equivalent custodians at Newbury Park High School, and they follow District-defined cleaning standards and schedules to ensure that the school provides our students and staff with clean, healthy and attractive learning environments.

Newbury Park High School was opened in 1965. Sited on 38.7 acres of land, the school has 89 classrooms, a multipurpose room, a library and an administration building. The campus underwent a modernization beginning in 1997 with the addition of a new Performing Arts Center. In 2000, the HVAC system was replaced. In 2004, construction of an all-weather, state-of-the-art track and field facility was completed. 2004 also saw the beginning of upgrades of underground utilities, restrooms, doors, and improvements to accessibility under ADA. In 2005, unused shop areas were converted into additional state-of-the-art science labs. The current capacity at Newbury Park High School is 2,400 students. The school was inspected by the District Site Inspection Team on November 20, 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		Interior of facilities require modernization, to be completed at future date as resources allow.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
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	92	104	107	942
Without Full Credential	5	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	5	13	7	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	5	522
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	.88	
Psychologist	1.1	
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.

	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/ Language Arts	Peoples Education-Measuring Up ((10-11); Prentice Hall-Prentice Hall Reader, 2001, Timeless Voices, Timeless Themes, Gold Level, CA Edition, 2002, Timeless Voices, Timeless Themes, Platinum Level, CA Edition, 2002, Timeless Voices, Timeless Themes, The British Tradition, CA Edition, 2002, Timeless Voices, Timeless Themes, The American Experience, CA Edition, 2002, The Harper American Literature, 3rd Edition, 2000, Literature: An Introduction to Fiction, Poetry, and Drama, 8th Edition; Random House Vintage Books-Sleeping on the Wing, 1982; Holt, Rinehart, & Winston-Holt Handbook (Grammar, Usage, Mechanics, Sentences), Mastering the CA Standards in English Language Conventions, Third Course, 2003,Holt Handbook (Grammar, Usage, Mechanics, Holt Handbook (Grammar, Usage, Mechanics, Sentences), Mastering the CA Standards in English Language Conventions; Heinle and Heinle, Harcourt College Publishers-Prose Models, 2001; Glencoe McGraw-Hill-Literature: Reading Fiction, Poetry and Drama; Hampton Brown-High Point Series - Basics, A, B, C, High Point Series - Basics, A, B, C; Addison Wesley Longman-Principles of Public Speaking, 2001; McDougal Littell – Introduction to Journalism, 2001; National Textbook – Journalism Today, 4th Edition; McGraw-Hill – The Newspaper Designer's Handbook, 4th Edition 2002 (2002 Adoption)	Yes	0
Mathematics	People's Education- Measuring Up; Glencoe/McGraw-Hill-California Algebra 1: Concepts, Skills & Problem Solving, California Algebra 2: Concepts, Skills & Problem Solving, California Geometry 1: Concepts, Skills & Problem Solving, Advanced Mathematical Concepts, PreCalculus with Applications; Houghton Mifflin- Algebra and Trigonometry, 7th Edition; McDougal Littlell – Algebra 2 Larson Bosewell etc., California Algebra 2 Concepts and Skills, California Geometry Concepts and Skills, Geometry; Pearson/Prentice Hall-Excursions in Modern Mathematics, 6th Edition; Thomson, Brooks/Cole-Calculus 6th Edition, Precalculus Mathematics for Calculus 5th Edition; W.H. Freeman-The Practice of Statistics, 3rd Edition ;Wiley Publishers- Java Concepts for AP Comp Science AP 5th Edition, Functions Modeling Change: A Preparation for Calculus (2008 Adoption)	Yes	0
Science	Glencoe/McGraw Hill - Hole's Essentials of Anatomy and Physiology, Chemistry: Matter and Change, Biology CA 2007 Edition, BSCS Biology – A molecular Approach 9th Edition, Physics: Principles & Problems/Zitewitz; McGraw-Hill/ Higher Education - Marine Biology, 6th Edition, Anatomy and Physiology, Understanding Human Anatomy, Anheim's Principles of Athletic Training 12th Edition; Prentice Hall-Biology CA 2008 Edition, Pearson/Prentice Hall – Biology Exploring Life 7th Edition, Chemistry, Forensics science: An Introduction 2008 Edition, Earth Science/Tarbuck & Lutgens 2007 Edition, Physics for Scientists & Engineers; Prentice Hall/Addison Wesley-Biology, 5th Edition by Campbell; Thompson Learning – College Physics 7th Edition, Living in the Environment/Miller 15th Edition; Williams & Wilkins-Color Atlas of Anatomy; McDougal Littell – Chemistry by Zumdahl 7th Edition; Pearson/AGS-Globe – Earth Science: Concepts and Challenges; Pearson/Benjamin-Cummings – Human Anatomy and Physiology/ Seeley and Stevens & Tate (2007 Adoption) IB Chemistry: Pearson Baccalaureate – Higher Level Chemistry (2011 adoption)	Yes	0
History/ Social Science	Allyn-Bacon Publishers-Social Psychology, 11th Edition; Bedford/St. Martin's-The Making of the West: Peoples & Cultures - Combined Volume, 2nd Edition, America's History - Combined Volume, 5th Edition; Glencoe/McGraw-Hill-Glencoe World Geography, 8th Edition, United States Government: Democracy in Action, 2nd Edition; Harper- Collins-World's Religions: Our Great Wisdom Traditions, 1991	Yes	0

	Edition; Hodder Education-Theory of Knowledge, 2nd Edition; McDougal Littell- The Americans - Reconstruction to the 21st Century, World Geography, California Edition; McGraw- Hill-Psychology, 7th Edition; Pearson/ Longman- Government in America, 12th Edition; Pearson/ Prentice Hall-Economics: Principles in Action, 2007 Edition, World History - The Modern World, Living Religions, 6th Edition; Thomson-Wadsworth- Anthropology: The Human Challenge, 11th Edition, The Big Questions, A Short Introduction to Philosophy, 7th Edition, Cultural Anthropology: The Human Challenge, 11th Edition, Sociology in Our Times, 5th Edition, The Big Questions, A Short Introduction to Philosophy, 7th Edition; Worth Publishing-Psychology, 8th Edition, Exploring Psychology, 6th Edition; McGraw-Higher Education – Philosophy: The Power of Ideas, CA An Interpretive History, 8th Edition; Wiley and Sons – Human Geography: Culture, Society & Space, 7th Edition (2006 Adoption) IB Psychology: Oxford Press – IB Psychology Course Companion, Worth Publishing – Understanding research Methods in Psychology (2011 Adoption)		
Foreign Language	**Spanish:** Holt Mc Dougal **-** ¡Exprésate! 1, ¡Exprésate! 2, ¡Exprésate! 3 (2011 Adoption) EMC Publishing – Adventura Level 4; Heinle Cenage – Rumbos: Enhanced Edition, Album, Third Edition; Pearson Prentice Hall – Sendas Literarias; Prentice Hall- AP Spanish: Preparing for the Language Examination , Listening Comprehension Skills for Intermediate & Advanced Students (Adopted 2011); IB Spanish – Advance Materials – Mañana, Leer, Especular, Communicar; **French:** Holt Mc Dougal **–** Bien Dit! Level 1, Bien Dit Level 2, Bien Dit Level 3, Pearson Prentice Hall – AP French: Preparing for the Language and Culture Examination, Réseau, Allons au-delà; IB French – Advance Materials – Le monde en Français; **Japanese:** Heinle Cenage – Nakama 1a, Nakama 1b, Nakama 2; (Adoption 2011) **American Sign Language**: T.J.Publishers- A Basic Course in American Sign Language; Dawn Sign Press – Signing Naturally; **Chinese**: ChinaSoft-Ni Hao, Level 1, Simplified Edition, Ni Hao, Level 2, Simplified Edition, Ni Hao, Level 3, Ni Hao Level 4, Ni Hao Book 4; Cheng & Tsui – Integrated Chinese, Tales and Tradition: Readings in Chinese; Literature Volume 1, Integrated Chinese Level 2, Masterworks Chinese: Companion/Expressive Literacy through Reading and Composition (2010 Adoption)	Yes	0
Health	Glencoe – Glencoe Health, 9th edition (2005 Adoption)	Yes	0
Visual and Performing Arts	Harcourt Brace- Gardner's Art Through the Ages, Scenic Design and Stage Lighting, Stagecraft 1, Design, Principles and Problems Types of Drama Plays and Essays; Hayden Books-Adobe Illustrator Classroom in a Book, Adobe Photoshop Classroom in a Book; Adobe Systems: Adobe Illustrator (Software, Document and Licenses), Adobe Photoshop (Software, Documents and Licenses), Adobe Pagemaker; McGraw Hill- Creating and Understanding Drawings, Tonal Harmony; National Textbook-Black and White Photography, Theater: Art in Action, The Stage in School; Neil A. Kjos Music Co- Master Theory Book 1- Beginning Theory, Foundations for Superior Performance, Master Theory Book 2- Intermediate Theory, Master Theory Book 3 – Advanced Theory; Standards of Excellence, Jazz Ensemble Method for Group or Individual Instruction; Noonday Press-Pottery on the Wheel, Handbuilding Ceramic Forms; Prentice Hall-Art History, The Craft of Art and Clay; Rockport Publishers-Computer Graphics; Wadsworth Publishing-A Creative Approach to Music Fundamentals, 7th Edition, Video Basics II; W.W. Norton-The Enjoyment of Music; Warner Brothers Publications-20 Rhythmical Studies in Unison for Band, 40 Rhythmical Studies in Unison for Band, 101 Rhythmic Rest Patterns in Unison for Band, Symphonic Band Techniques, 204 Progressive Sight-Reading Tunes; Watson Guptil-The Art of Watercolor; Glencoe: Art Talk, Art in Focus, Photography in Focus; Glencoe/McGraw Hill: Choral Connections, Television Production Today; Davis Publications: Discovering Drawing, Claywork, Crafts, Focus on Photography, The Photographic Eye, Exploring Painting, A Beginner's Guide to Video Communication; Harcourt Brace College Publishers: Design, Principles and Problems; Putnam: Drawing on the Right Side of the Brain; NTC/Contemporary: Journalism Today; Iowa State University Press: Scholastic Journalism; Alfred Music Publishing: Strictly Strings (2007 Adoption)	Yes	0
Science Laboratory Equipment (grades 9-12)	Prentice Hall-Chemistry: The Central Science Laboratory Experiments; Allyn and Bacon-Laboratory Manual – Taffel (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	$5,072	$395	$4,677	$58,570
District			$5,330	$68,306
Percent Difference – School Site and District			-12%	-14%
State			$5,455	$69,207
Percent Difference – School Site and State			-14%	-15%

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	76%	77%	78%	72%	74%	76%	49%	52%	54%
Mathematics	46%	47%	48%	64%	65%	66%	46%	48%	50%
Science	80%	83%	82%	75%	79%	81%	50%	54%	57%
History-Social Science	68%	72%	71%	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	78%	48%	82%	71%
Male	76%	52%	85%	78%
Female	79%	44%	78%	63%
Black or African American	78%	33%	86%	75%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	93%	76%	95%	82%
Filipino	84%	53%	0%	78%
Hispanic or Latino	56%	40%	61%	51%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	81%	47%	86%	74%
Two or More Races	87%	53%	0%	90%
Socioeconomically Disadvantaged	51%	36%	57%	49%
English Learners	3%	18%	8%	4%
Students with Disabilities	40%	34%	49%	34%
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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	70%	75%	77%	73%	75%	78%	52%	54%	59%
Mathematics	73%	76%	69%	76%	75%	73%	53%	54%	56%

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	22%	26%	52%	27%	36%	38%
All Students at the School	23%	26%	51%	31%	35%	34%
Male	24%	28%	48%	25%	36%	39%
Female	23%	25%	53%	36%	34%	30%
Black or African American	21%	29%	50%	36%	57%	7%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	5%	14%	81%	3%	19%	78%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	43%	29%	28%	49%	34%	17%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	20%	27%	53%	28%	37%	34%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	49%	31%	19%	51%	40%	9%
English Learners	96%	4%	0%	85%	15%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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
9	16.30%	23.70%	47.10%

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	9	10	10
Similar Schools	7	9	7

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	24	5	12
Black or African American			
American Indian or Alaska Native			
Asian	27	-7	15
Filipino			
Hispanic or Latino	20	13	24
Native Hawaiian or Pacific Islander			
White	29	2	5
Two or More Races	N/D		
Socioeconomically Disadvantaged	18	-2	55
English Learners		-6	21
Students with Disabilities	41	-4	2

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	1,904	867	15,904	876	4,683,676	778
Black or African American	26	828	259	808	317,856	696
American Indian or Alaska Native	4		86	858	33,774	733
Asian	151	951	1,438	964	398,869	898
Filipino	31	909	214	911	123,245	859
Hispanic or Latino	360	780	3,405	773	2,406,749	729
Native Hawaiian or Pacific Islander	3		34	884	26,953	764
White	1,292	880	10,144	897	1,258,831	845
Two or More Races	37	899	310	910	76,766	836
Socioeconomically Disadvantaged	249	759	3,079	751	2,731,843	726
English Learners	148	663	2,223	731	1,521,844	707
Students with Disabilities	196	671	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	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	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	Not In PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		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

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	0.5	1.0	0.7	1.1	1.4	1.1	4.9	5.7	4.6
Graduation Rate	97.21	95.13	95.20	95.65	94.03	92.81	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	97.1	96.0	N/D
Black or African American	100.0	97.4	N/D
American Indian or Alaska Native	100.0	100.0	N/D
Asian	100.0	100.0	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	90.6	88.4	N/D
Native Hawaiian or Pacific Islander	100.0	90.3	N/D
White	98.5	97.7	N/D
Two or More Races	100.0	100.0	N/D
Socioeconomically Disadvantaged	93.1	88.8	N/D
English Learners	25.0	25.4	N/D
Students with Disabilities	77.1	85.0	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

Instructional units throughout the K-12 curriculum provide career technical education and vocational awareness and the basic and expanded skills currently demanded of entry-level workers. Basic skills conveyed to each student through their coursework include understanding, interpreting and composing written and oral material and solving mathematical problems. Expanded skills include problem solving, decision-making, interpersonal communication, leadership skills, conflict resolution, adaptability, and initiative.

The Career Technical Education (CTE) program integrates academics with CTE courses to strengthen students' academic and CTE skills. CTE courses are built on 11 Foundation Standards: Academics, Communications, Career Planning and Management, Technology, Problem Solving and Critical Thinking, Health and Safety, Responsibility and Flexibility, Ethics and Legal Responsibilities, Leadership and Teamwork, Technical Knowledge and Skills, and Demonstration and Application. CTE courses are also built on Pathway Standards, which identify the essential knowledge and skills students are expected to master to be successful in the career pathway. Pathway Standards build on existing CTE standards, academic content standards, and appropriate standards established by business and industry. There are currently 15 "Industry Sectors" identified by the California Department of Education: Agricultural and Natural Resources; Arts, Media, and Entertainment; Building Trades and Construction; Education, Child Development and Family Services; Energy and Utilities; Engineering and Design; Fashion and Interior Design; Finance and Business; Health Science and Medical Technology; Hospitality, Tourism and Recreation; Information Technology; Manufacturing and Product Development; Marketing, Sales and Service; Public Services; and Transportation.

Students have the opportunity to participate in a coherent sequence of CTE courses that leads to experience and understanding in all aspects of an industry. Progression through the CTE course of study may lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree.

The Regional Occupation Program (ROP), together with local programs, provides on-the-job entry-level skills training for juniors and seniors in 34 areas. In addition to the courses offered at CVUSD schools, courses are also available at other sites as part of the Ventura County Superintendent of Schools Office. Attendance, attitude and work habits are stressed. Upon completion of the ROP program, students receive a Certificate of Proficiency and help in finding a job. ROP courses are offered at each comprehensive high school and are available for any District student to attend as part of the Specialized Course Program described below.

The Conejo Valley Unified School District has developed a Specialized Course program in order to afford students the opportunity to take courses that are not available at each site due to low enrollment or high cost of equipment and/or technology. These courses are open to all high school students in the CVUSD regardless of their home school location. Students may attend the courses where offered for that period only and return to their home sites for the remainder of the school day, or may request an inter-district assignment to the school full-time in order to pursue interest in the subject matter courses. The Specialized Courses offered are:

Newbury Park High School:
Cabinet Making and Wood Products (ROP)
Chinese 1, 2, 3, 4
Culinary Arts (ROP)
Digital Photography (ROP)
Photo Communications (ROP)
Sports Medicine

Thousand Oaks High School
Fashion Retail Merchandising (ROP)
Health Careers (ROP)
Japanese 1, 2, 3
Machine Tool Technology (ROP)
Video Production (ROP)

Westlake High School:
Advanced Anatomy H
Chinese 1, 2, 3, 4
Environmental Science
Multimedia Information Technology CP

The Conejo Valley Unified School District's School-To-Career program continues to expand under the leadership of the CVUSD's four School-To-Career Coordinators. This program serves approximately 1,100 students district-wide. About 500 students also participate in School-to-Career's Job Shadow program.
The program is made possible through the generosity of more than 100 area businesses, civic organizations, government agencies and non-profit groups that open their doors to students, allowing them to either job shadow or work as interns.

The needs of students in Career Technical Education (CTE) programs are supported by counselors, the School-to-Career coordinators, teachers and the Student Study Team. The programs are voluntary and have a non-discriminatory recruitment and selection process. Teachers are provided with staff development, other resources, and time to develop instructional strategies that foster critical thinking, problem solving, leadership, and academic skills. Students receive support such as mentoring and tutoring. A high priority is also given to CTE programs, which have traditionally served at-risk students.

The District funds three full-time School-to-Career coordinators at the Comprehensive High Schools and a part-time School-to-Career coordinator at the Continuation High School. One of their primary tasks is to increase our outreach to business, labor, and post-secondary education. In addition information about local occupational needs is gathered from a variety of sources. District and school advisory panels include business partners, labor, post secondary representation, teachers, counselors, and administrators. School-to-Career coordinators regularly attend Chamber of Commerce Education Committee meetings. Labor Market Information for Ventura County is used to survey the fastest growing occupations for the period 1998-2008. All of this data and the Core Indicators generated for Carl Perkins reports are used by schools and the District to measure the effectiveness of their Career Technical Education programs and courses.

The CVUSD is an active participant in the East Ventura County Career Technical Education Leadership Council. This group meets on a monthly basis, with the primary objective to strengthen the senior high school (school - to - career) partnerships we currently have, and to encourage new working arrangements with the business community, Moorpark College, and the Regional Occupational Program (ROP) in Ventura County. Several articulation agreements have already been signed involving the CVUSD, Moorpark College, and ROP, with others planned in the near future. Moreover, there are also working plans to expand CTE activities to our 7th and 8th grade middle school students.

All students at Newbury Park High School have an opportunity to explore their interests and career choices in a sequential program beginning with the ninth-grade Career Choices class. In this class, students are introduced to a variety of professions. The Naviance software is introduced to all ninth graders at NPHS and offers a broader range for research and investigation for students. In the tenth grade students participate in the Majors Program that continues their career exploration providing six pathways of focus: Arts, Media & Entertainment, Business, Engineering& Environment, Health Sciences, Industrial Technology and Public and Human Services. Field trips to colleges, volunteer work, job shadows and internships and workshops affiliated with Junior Achievement and career guidance assist students in developing a more detailed vision for their future.

Students at Newbury Park High School have a variety of Career Technical Education courses available to them. Sequenced courses from introduction to completion prepare students for employment and post-secondary education. **Foods/Culinary Arts ROP** instructs students in food safety, food preparation, and food service, preparing them for jobs in the restaurant and hospitality industry. **Wood 1/Wood 2/Wood 3/Cabinet Making ROP** trains students in a range of basic woodworking skills progressing to furniture design, woodcarving and learning industry standards. Design/Mass Media leads students from the basic design and maintenance of web pages to advanced design implementing current industry software. **Programming 1/Programming 2/AP Computer Science** teaches students to plan and create applications for IT work. **Personal Computing 1, Personal Computing 2, and Web Page Design 1** teaches students basic keyboarding skills, Microsoft Office applications, HTML, JavaScript, and the design, creation and maintenance of actual web sites.

In addition to the above course progressions, we also have a Digital Arts Technology Academy. All the courses in this academy are sequenced and enhanced through teacher collaboration to assist underachieving students in preparation for college and their profession. Classes include: Webpage Design, Programming, Mass Media and Geographic Information Systems. This program focuses on our at-risk population, defined by Ed. Code, and provides mentors, fieldtrips and tutors to ensure the success of students. All courses meet the graduation requirements and satisfy the A-G requirements and provide students with marketable IT skills. Finally, we offer the AVID Program that provides guidance and direction to underserved students from ninth grade

through graduation providing them with gatekeeping skills such as tutoring, study skills, college visits, test preparation and financial aide information. Both the DATA and the AVID program work as small learning communities within the context of the comprehensive high school

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	1202
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	43.8%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	72.8%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	51.5%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	
English	2	
Fine and Performing Arts	3	
Foreign Language	3	
Mathematics	6	
Science	0	
Social Science	22	
All courses	37	10.7%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

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.