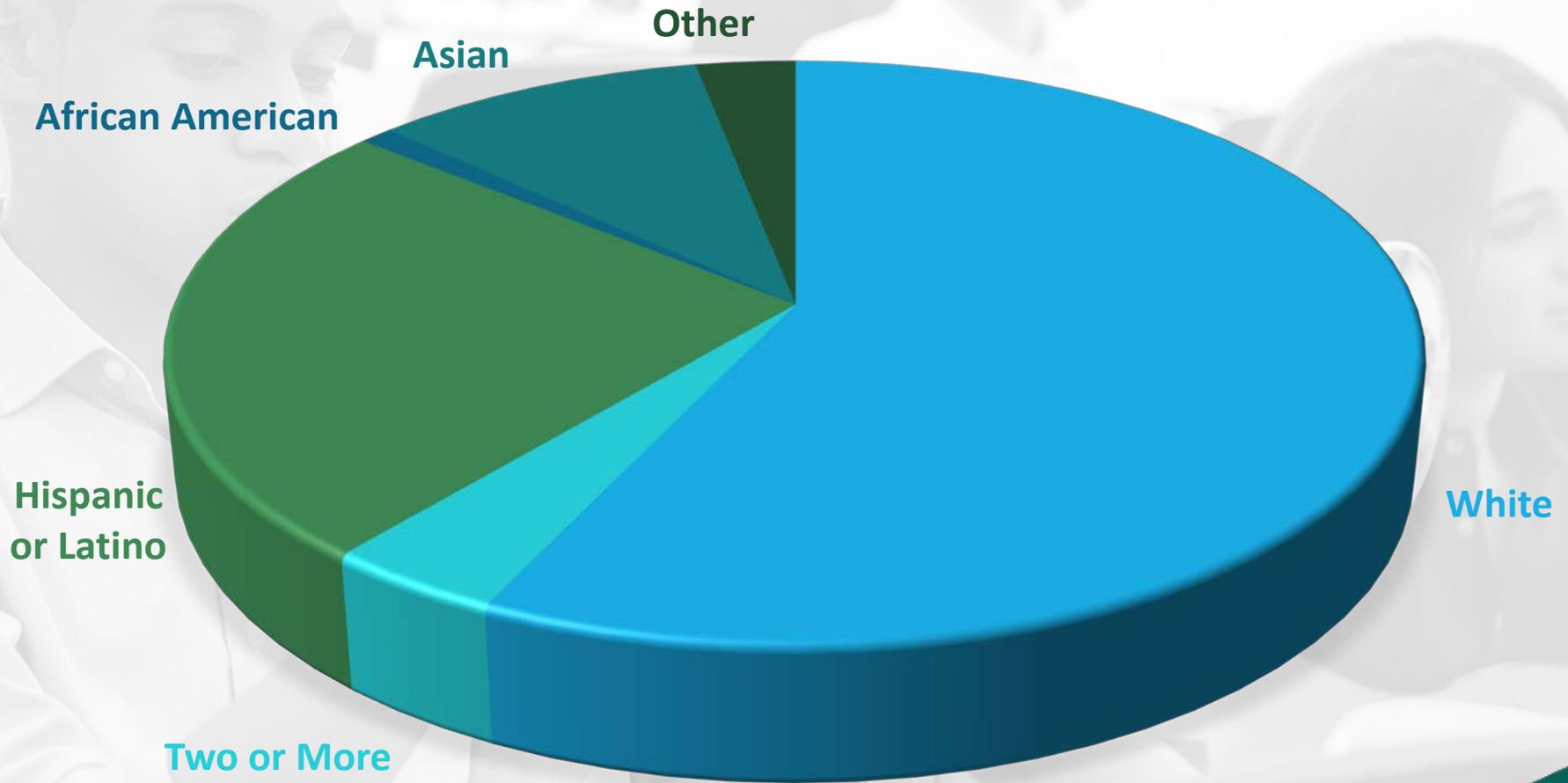
The background of the slide features a grayscale image of two students, a girl with long blonde hair on the left and a boy with glasses on the right, both looking down at a large globe. The globe is positioned in the lower right quadrant of the image. The overall tone is educational and collaborative.

LCAP Metric Student Performance Summary



Demographics





Farsi Russian Korean

Spanish

Mandarin



GOAL #1

Enhance the culture and conditions that optimize learning for all students

Expected 2017-18 Actions & Budgeted Expenditures

1A: Provide and support effective properly assigned teachers in all classrooms	\$425,000
1B: Maintain low student/teacher ratios in all schools and classrooms K-3, Grades 8-10	\$2,087,000
1C: Provide professional development on state standards, technology and best practices and teacher collaboration around data	\$1,603,171
1D: Provide students and staff with appropriate texts and instructional materials	\$3,439,890
1E: Provide properly maintained, clean and safe school facilities	\$6,652,912
1F: Market and expand the elementary Independent Home Study Program (SHINE)	\$9,500
1G: Market and expand middle school grades at Century Academy.	\$133,500
1H: Market and develop Science Technology Engineering Arts and Math (STEAM) program	\$140,000
1I: Provide high quality Career Technical Education (CTE) pathway opportunities and access to A-G courses	\$484,350

State Education Priorities Addressed

1. 
2. 
4. 
6. 
8. 



GOAL #2

Maximize student achievement through highly effective instruction that includes opportunities for academic acceleration and intervention

Expected 2017-18 Actions & Budgeted Expenditures

2A - Provide focused academic intervention for any student below grade level standards in English Language Arts and Math	\$5,739,265
2B - Provide opportunities for academic enrichment and acceleration in all schools	\$82,577
2C - Develop and implement social/emotional intervention programs at all schools	\$475,000
2D - Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students	\$170,000
2E - Middle and high school students earning below a 2.5 GPA will be offered additional academic support and targeted intervention	\$318,353
2F - High school students will be identified and encouraged to enroll in AP/IB/Honors	\$455,500
2G - Middle school students will be encouraged to enroll in Honors and supported	\$114,785
2H - English Learner (EL) students will be provided with a minimum of 120 minutes of ELD instruction per week using approved materials	\$873,408
2I - EL students scoring at level 4 or 5 on the CELDT will be provided with academic support to improve their eligibility for redesignation	\$10,000

State Education Priorities Addressed



GOAL #3

Engage students through quality student activities

Expected 2017-18 Actions & Budgeted Expenditures

3.A - Recruit and retain high quality, effective activities staff	\$1,107,860
3.B - Support students' opportunities to participate in various activities programs and extra-curricular activities	\$608,500
3.C - Increase parent engagement of targeted students	\$138,000

State Education Priorities Addressed

1. 
3. 
4. 
5. 
6. 



State and Local Indicators

Local Control Funding Formula Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator	
Priority 5	English Learner Indicator	
Priority 6	Chronic Absence Indicator	
Priority 7	Graduation Rate Indicator	
Priority 8	Suspension Rate Indicator	Local Climate Survey
Priority 9	College/Career Indicator	
Priority 10	College/Career Indicator	
		Coordination of Services for Expelled Students (COEs* only)
		Coordination of Services for Foster Youth (COEs* only)

*COE – County Office of Education

State-Defined Metrics

- CAASPP
- Chronic Absentee Rate
- Suspension Rate
- Graduation Rate
- Dropout Rate
- UC A-G Completion
- EL growth and proficiency per the CELDT
- EL reclassification



Locally-Defined Metrics

- AP Exam Scores
- 2.5 GPA or Higher
- Enrollment in CP and H
- Grades 3-5 ELA and math benchmarks
- Grades 3-5 SRI Lexile
- Grades 6-8 math benchmarks
- Co-Curricular Activity Participation
- Fully credentialed and Highly Qualified Teachers
- Maintain Staffing ratios
- Maintain or exceed facilities standards on Facilities Inspection Tool process



Goal 1: Enhance the Culture and Conditions that Optimize Learning for All Students

➤ Increase passing rates:

- CAASPP
- AP Exams
- A-G requirements
- 2.5 GPA or Higher



➤ Maintain:

- Fully credentialed and Highly Qualified Teachers
- Staffing ratios
- Maintain or exceed facilities standards on Facilities Inspection Tool process

Student Performance Summary

Students scoring standard met or higher per the SMARTER
Balanced Assessment in English Language Arts

	2015	2016	2017
Overall	64%	67%	67%
African American	48%	47%	57%
Asian	86%	88%	88%
Hispanic/Latino	37%	42%	41%
White	70%	74%	74%
Two or More	78%	78%	78%
Low Income	36%	39%	38%
English Learner	10%	13%	15%
Special Education	18%	21%	20%



Student Performance Summary

Students scoring standard met or higher per the Smarter Balanced Assessment in Mathematics

	2015	2016	2017
Overall	57%	58%	59%
African American	43%	40%	48%
Asian	84%	86%	87%
Hispanic/Latino	29%	31%	31%
White	63%	66%	66%
Two or More	71%	74%	73%
Low Income	26%	28%	28%
English Learner	12%	14%	15%
Special Education	13%	14%	14%



Student Performance Summary

Advanced Placement (AP) Scores

CVUSD	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Enrollment, grades 9-12	7,552	7,509	7,687	7,789	7,619	7,683	7,508	7,465	7,365	7,142
Total AP Students	1,640	1,709	1,866	1,971	2,025	2,116	2,161	2,166	2,243	2,229
% of Enrollment	21.7%	22.8%	24.3%	25.3%	26.6%	27.5%	28.8%	29.0%	30.5%	31.2%
Number of Exams	3,157	3,395	3,833	4,146	4,469	4,478	4,490	4,570	4,611	4,741
% of AP Students Passing	72.2%	78.8%	78.8%	79.5%	83.2%	82.9%	80.2%	80.3%	78.0%	81.6%
State										
% of AP Students Passing	62.8%	64.4%	64.2%	63.7%	64.4%	63.5%	64.3%	63.5%	62.3%	62.1%
Global										
% of AP Students Passing	60.1%	61.1%	60.2%	60.2%	61.4%	60.9%	61.3%	60.6%	60.2%	60.3%



Student Performance Summary

Percentage of AP exams with a score of 3 or higher

Student Group	2012-13	2013-14	2014-15	2015-16	2016-17
District-Wide	80.2%	78.5%	78.9%	78.1%	77.8%
Low Income	71.8%	66.5%	71.9%	68.8%	64.2%
Special Education	85.0%	66.7%	58.3%	70.0%	64.5%
English Learners	73.3%	57.1%	75.0%	100.0%	100.0%



Student Performance Summary

Percentage of AP exams with a score of 3 or higher

Student Group	2015-16	2016-17
District-Wide	78%	78%
African American	61%	63%
Asian	87%	86%
Hispanic or Latino	72%	68%
Native Hawaiian/ Pacific Islander	71%	72%
Two or More Races	81%	84%
White	77%	76%



Student Performance Summary

Students completing A-G requirements

Student Group	2012-13	2013-14	2014-15	2015-16	2016-17
District-Wide	50.3%	53.2%	57.2%	55.7%	59.5%
Low Income	14.5%	26.3%	27.0%	28.8%	30.3%
Special Education	4.0%	2.8%	6.1%	3.3%	6.7%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%



Student Performance Summary

Students in grades 7-8 with a cumulative GPA of 2.5 or higher

Student Group	2012-13	2013-14	2014-15	2015-16	2016-17
District-Wide	79.9%	82.1%	82.3%	83.8%	83.1%
Low Income	55.6%	58.9%	62.9%	59.3%	57.7%
Special Education	70.5%	72.0%	69.0%	70.7%	68.6%
English Learners	47.1%	46.2%	26.3%	31.8%	40.2%

Students in grades 9-12 with a cumulative GPA of 2.5 or higher

Student Group	2012-13	2013-14	2014-15	2015-16	2016-17
District-Wide	74.5%	78.1%	77.4%	77.9%	79.8%
Low Income	47.0%	51.5%	58.4%	58.6%	54.3%
Special Education	58.6%	62.7%	57.9%	67.3%	64.5%
English Learners	26.7%	32.4%	18.6%	31.3%	44.6%



Goal 2: Maximize student achievement through highly effective instruction that includes opportunities for academic acceleration and intervention

➤ Increase:

- Enrollment in CP and H
- 2.5 GPA or Higher
- Pass rate on AP exams
- EL growth and proficiency per the CELDT
- EL reclassification
- Grades 3-5 ELA and math benchmarks
- Grades 3-5 SRI Lexile
- Grades 6-8 math benchmarks
- HS graduation rate

➤ Decrease HS dropout rate



Student Performance Summary

EL Students	2012-13	2013-14	2014-15	2015-16	2016-17
Achieving one or more levels of growth per the annual CELDT	41.4%	48.7%	40.7%	45.9%	48.3%
Scoring proficient or higher per the CELDT	40.4%	38.9%	41.5%	43.7%	47.0%
Reclassified to Fluent English Proficient	13.3%	18.5%	17.3%	18.5%	18.1%



Student Performance Summary

Annual Graduation Rate (Grade 12)

Student Group	2012-13	2013-14	2014-15	2015-16	2016-17
District-Wide	99.3%	99.0%	97.5%	98.1%	97.1%
Low Income	96.6%	97.1%	94.0%	95.0%	94.9%
Special Education	98.8%	97.5%	87.2%	94.1%	90.7%
English Learners	100%	84.6%	60.7%	70.6%	100%

Annual Dropout Rate (Grades 9-12)

Student Group	2012-13	2013-14	2014-15	2015-16	2016-17
District-Wide	0.55%	0.65%	0.63%	0.35%	0.24%
Low Income	0.88%	1.86%	1.56%	0.89%	0.61%
Special Education	0.45%	1.03%	1.19%	0.15%	0.15%
English Learners	0.0%	6.31%	1.81%	4.04%	3.01%



Goal 3: Engage Students Through Quality Student Activities



- Increase:
 - Co-Curricular Activity Participation
 - HS graduation rate
- Decrease:
 - HS dropout rate
 - Suspension rate



School Climate

Student Suspension Rate

Student Group	2012-13	2013-14	2014-15	2015-16	2016-17
District-Wide	2.60%	2.59%	2.00%	1.72%	1.56%
Low Income	5.80%	4.29%	4.34%	3.88%	3.39%
Special Education	6.37%	7.02%	6.40%	5.62%	4.67%
English Learners	5.68%	3.99%	2.05%	2.03%	2.15%



School Climate

Percent of High School Students Participating in At Least One Co-Curricular Activity

Student Group	2012-13	2013-14	2014-15	2015-16	2016-17
District-Wide	59.7%	61.4%	58.2%	44.9%	59.6%
Low Income	42.2%	46.7%	49.2%	35.9%	40.7%
Special Education	39.2%	41.5%	37.3%	31.3%	39.4%
English Learners	25.7%	32.0%	13.1%	15.2%	24.4%



The California School Dashboard State versus Local Performance

State	Local
	<p>Met</p> <p>Not Met</p> <p>Not Met for Two or More Years</p>
<p>Performance determined by state based on reference charts</p>	<p>Performance determined by LEA based on state-created standards</p>



Locally-Defined Metrics

- AP Exam Scores
- 2.5 GPA or Higher
- Enrollment in CP and H
- Grades 3-5 ELA and math benchmarks
- Grades 3-5 SRI Lexile
- Grades 6-8 math benchmarks
- Co-Curricular Activity Participation
- Fully credentialed and Highly Qualified Teachers
- Maintain Staffing ratios
- Maintain or exceed facilities standards on Facilities Inspection Tool process



Local Indicator Measurement

- The State Board of Education approved standards and self-reflection rubrics for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. The approved standards require the LEA to:
 - **Annually** measure its progress.
 - Report the results at a **regularly scheduled public meeting** of the local governing board.
 - **Upload and publicly report** results through the Dashboard.
 - To demonstrate that the standard is met on a local indicator is based on **whether the LEA collected and reported performance data** for each local indicator

Stakeholder Meeting

- Priority 1 – Basic Conditions at School
- Priority 2 – Implementation of State Academic Standards
- Priority 3 – Parent Engagement
- Priority 6 – Local Climate Survey

The Conejo Valley Unified School District has met standards in the California School Dashboard Local Indicators.

More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by more than a single test score	Increased focus on addressing disparities among student groups	More information to support the local strategic planning process

