

Westlake High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Westlake High School
Street	100 North Lakeview Canyon Road
City, State, Zip	Westlake Village, CA 91362
Phone Number	(805) 497-6711
Principal	Jason Branham
Email Address	jasonbranham@conejousd.org
School Website	www.conejousd.org/whs
County-District-School (CDS) Code	56-73759-5630116

2021-22 District Contact Information

District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Mark W. McLaughlin, Ed.D.
Email Address	mmclaughlin@conejousd.org
District Website Address	www.conejousd.org

2021-22 School Overview

MISSION STATEMENT

The mission of the Conejo Valley Unified School District is to meet the academic, cultural, social, and individual needs of students in order to prepare them to make a meaningful contribution to a democratic society. The Westlake High School mission reflects the District's mission through our School-Wide Learning Outcomes (SLOs). The Westlake High School School-Wide Learning Outcomes (SLOs) are that our students be:

1. Informed and Independent Learners
2. Effective Communicators
3. Active Community Members
4. Innovative and Engaged Scholars

SCHOOL DESCRIPTION

Westlake High School offers a full range of programs in academics, fine and performing arts, activities, and athletics. In the academic arena, we offer 24 Advanced Placement courses and a full range of college preparatory classes. During the 2020-21 school year, WHS administered 1,464 Advanced Placement tests with an 73% pass rate and 94% of our graduating seniors continue their education at a college or university. This is a remarkable achievement for our students and staff. In conjunction with our academic offerings, our Westlake Academy, which is a California Partnership Academy, provides students a school-within-a-school experience with major emphasis on technology. In addition to our Academy, we have a full time Career Education Coordinator who oversees the development and sustainability of all Career Technical Education (CTE) programs, including our pathways in Patient Care, Environmental Research, Software & Systems Development, and Production and Managerial Arts.

With this strong push on academics, we are proud to offer academic support through our academic support centers in Math, Science, World Language, Social Science, and Writing. These are peer-to-peer tutoring centers so all students can receive help from peers that have been in the class before. In addition, our counseling department realizes the importance of supporting our students with the social-emotional aspects that our students face on a daily basis. Along with District and County resources, our counselors utilize their training to help support our students and families through the ups and downs of

2021-22 School Overview

high school.

In addition to our strong focus on academics and the support that our students and families need, we realize the benefits of well-balanced students that are participating in school outside of the classroom. We are proud that over 70% of Westlake students participate in co-curricular activities including athletics, ASG, clubs, community events, band, choir, drama, dance, and orchestra. Being involved in these outside activities allows our students to realize the positive benefits that come from working with others in various environments and situations.

Lastly, Westlake High School possesses a highly qualified and effective teaching staff, an active PTSA, and a high degree of parental involvement. All of these components add to the outstanding support and experiences that are created for our students on a daily basis and allow Westlake High School recognition as a 2016 Nation Blue Ribbon School for academic excellence and a 2017 California Gold Ribbon award!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	538
Grade 10	573
Grade 11	554
Grade 12	533
Total Enrollment	2,198

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.3
Asian	13.3
Black or African American	2
Filipino	1.3
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.4
White	52.4
English Learners	3.1
Foster Youth	0.3
Homeless	0.6
Socioeconomically Disadvantaged	19
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All TK-12 students have current standards-based textbooks in math, science, history/social science, and English/language arts. With each curricular cycle established by the State of California, the Conejo Valley Unified School District (CVUSD) Board of Education adopts textbooks within the timeline provided. Standards-aligned books for grades 9-12 are approved locally. Textbooks in grades TK-8 are selected from lists of books and materials approved by the State Board of Education. Sufficient standards-based textbooks and instructional materials have been purchased for all students in English, math, history/social science, science, health and foreign language. In addition, annually, sites receive specific science supplementary funds to be used for consumable expenses and/or equipment. The process of selecting textbooks and materials involves the formation of a committee charged with the responsibility of reviewing current state standards and frameworks, analyzing student data, writing courses of study (as required) and selecting and maintaining current instructional materials. The goal of such district-wide committees (comprised of teachers and administrators representing all targeted grade levels), is to achieve high academic standards for all of our TK-12 students. Each major subject area, such as math, science, history/social science, foreign language, and English/language arts, is reviewed and adopted under the guidance of the California Department of Education and State Board of Education. The committee submits its recommendations to the Board of Education for final approval. The recommendation to the Board includes the basic textbook materials as well as supplementary materials within the subject. On October 5, 2021, the CVUSD Board of Education approved a resolution for the 2021-2022 school year, declaring that the Conejo Valley Unified School District has provided each pupil with sufficient standards-based textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English/Language Arts 9-12 myPerspectives Pearson 2017 11 AP Prose Models, 11th edition Wadsworth, Inc. 2001 Harper American Literature, Single Volume, 3rd edition Wadsworth, Inc. 1995 12 AP Literature: An Introduction to Fiction, Poetry and Drama, 8th edition Prentice Hall 2001 IB 12 Literature: Reading, Fiction, Poetry & Drama 5th McGraw Hill 2001 9-12 EDGE National Geographic 2007 9-12 ELL English 3D Houghton Mifflin 2014 CP Prentice Hall Reader Prentice Hall 2000 Sleeping on the Wing: An Anthology of Modern Poetry Random House Vintage Books 1982 CP/Adv. The Newspaper Designer's Handbook, 7th edition McGraw Hill 2013 Inside Reporting, 3rd Edition Advanced Principles of Public Speaking 15th ed Allyn & Bacon 2003 Everything's an Argument 6th Edition Time Worthy Books 2012 AP Research Matters, 2nd Edition McGraw Hill 2012		

Practical Research & Planning Design Pearson 2014

CORE LITERATURE SELECTIONS

Grade The Individual and Society Author
9 Romeo and Juliet William Shakespeare
Of Mice and Men John Steinbeck
To Kill a Mockingbird Harper Lee
House on Mango Street Sandra Cisneros
I Know Why the Caged Bird Sings*Ultima Maya Angelou
Just Mercy (adapted for young adults) Bryan Stevenson
The Absolute Diary of a Part-Time Indian Sherman Alexie
Bean Trees Barbara Kingsolver
Effect of Gamma Rays on... Paul Zindel
Hunger Games Suzanne Collins
Mythology Edith Hamilton
Our Town Thornton Wilder
Penelopiad Margaret Atwood
Princess Bride William Goldman
Odyssey Homer
Tale of Two Cities Charles Dickens

Nature of Humanity

10 Lord of the Flies William Golding
Julius Caesar OR Macbeth William Shakespeare
Bless Me Ultima Rudolfo Anaya
Life of Pi Yann Martel
Joy Luck Club Amy Tan
Farewell to Manzanar Jeanne Wakatsuki Houston and
James D Houston
Bless the Beasts and the Children Glendon Swarthout
Cyrano de Bergerac Edmund Rostand
Ender's Game Orson Scott Card
Glass Castle Jeanette Walls
Old Man and the Sea Ernest Hemingway
Separate Peace John Knowles
Skinwalkers Tony Hillerman
Things Fall Apart Chinua Achebe
Thousand Pieces of Gold Ruthanne Lum McCunn
Twelve Angry Men Reginald Rose
Antigone Sophocles

Defining America

11 Crucible Arthur Miller
Great Gatsby F. Scott Fitzgerald
Raisin in the Sun Lorraine Hansberry
Underground Railroad Colson Whitehead
Between the World and Me Ta-Nehisi Coates
Adventures of Huckleberry Finn Mark Twain
Awakening Kate Chopin
Bluest Eye Toni Morrison
Catcher in the Rye J.D. Salinger
Death of a Salesman Arthur Miller
Glass Menagerie Tennessee Williams
Grapes of Wrath John Steinbeck
Inherit the Wind Lawrence and Lee
Into the Wild Jon Krakauer
Night Thoreau Spent in Jail Lawrence and Lee
The Road Cormac McCarthy
Scarlet Letter Nathaniel Hawthorne
Snow Falling on Cedars David Guterson
A Streetcar Named Desire Tennessee Williams
Things They Carried Tim O'Brien

	<p>Wild Truth Carine McCandless</p> <p>The Individual and Society</p> <p>12 Hamlet William Shakespeare</p> <p>1984 or Brave New World Orwell/Huxley</p> <p>Kite Runner Khaled Hosseini</p> <p>Importance of Being Earnest Oscar Wilde</p> <p>Persepolis Marjane Satrapi</p> <p>Dr. Jekyll and Mr. Hyde Robert Louis Stevenson,</p> <p>Dracula Bram Stoker</p> <p>Frankenstein Mary Shelley</p> <p>Jane Eyre Charlotte Bronte</p> <p>Pride and Prejudice Jane Austen</p> <p>Wuthering Heights Emily Bronte</p> <p>Childhood's End Arthur Charles Clark</p> <p>Eaters of the Dead Michael Crichton</p> <p>Forever King Molly Cochran</p> <p>Pygmalion George Bernard Shaw</p> <p>Rosencrantz and Guildenstern are Dead Tom Stoppard</p> <p>Stranger Albert Camus</p> <p>Waiting for Godot Samuel Beckett</p> <p>Wild Cheryl Strayed</p> <p>Yellow Birds Kevin Powers</p> <p>A Fine Balance Rohinton Mistry</p> <p>Candide Francois Voltaire</p> <p>Catch-22 Joseph Heller</p> <p>Crime and Punishment Fyodor Dostoyevsky</p> <p>Fugitive Pieces Anne Michaels</p> <p>Heart of Darkness Joseph Conrad</p> <p>Jump and Other Short Stories Nadine Gordimer</p> <p>Pedro Paramo Juan Rulfo</p> <p>Poetry Selections Eavan Boland</p> <p>Handmaid's Tale Margaret Atwood</p>		
Mathematics	<p>CP Big Ideas Math - Algebra 1,2 Cengage 2018</p> <p>Focus on Algebra 2 Algebra 2: Concepts and Skills, 08 edition McDougal Littell 2008</p> <p>H Discovering Advanced Algebra An Investigative Approach 04 edition Key Curriculum Press 2003</p> <p>H Algebra 2, Larson Houghton Mifflin Harcourt 2007</p> <p>CP Geometry: Concepts and Skills, 05 edition McDougal Littell 2005</p> <p>CP Big Ideas Math Geometry Cengage 2018</p> <p>H Geometry – California (1st Edition) McDougal Littell 2006</p> <p>UCSMP Functions, Statistics, and Trigonometry Univ. of Chicago Math Project 2015</p> <p>CP Precalculus with Limits, 4th Edition Cengage 2018</p> <p>H Precalculus: Mathematics for Calculus, 7th Edition Cengage 2016</p> <p>H Precalculus Enhanced, 7th Edition (by Sullivan) Pearson 2016</p> <p>AP Calculus Single Variable, 8th Edition, Stewart Cengage 2016</p> <p>AP Calculus of a Single Variable AP Edition, Larson Cengage 2016</p> <p>AP Java Concepts Early Objects, 7th Edition John Wiley & Sons, Inc. 2014</p> <p>Invitation to Computer Science Cengage 2016</p> <p>CP Stats in Your World, 2nd Edition Pearson 2015</p>		

	<p>AP Practices of Statistics for AP, 5th Edition Bedford, Freeman, & Worth 2016</p> <p>CP Calculus for Business, Economics, Life Sciences, and Social Sci. 12th Pearson 2010</p> <p>Excursions in Modern Mathematics, 6th Edition Pearson/Prentice Hall 2007</p> <p>IB The Practice of Statistics, 3rd Edition W.H. Freeman 2006</p> <p>CP Functions Modeling Change: A Preparation for Calculus Wiley Publishers 2008</p> <p>Mathematics for Business and Personal Finance McGraw Hill 2016</p>		
Science	<p>CP Hole's Essentials of Anatomy and Physiology Glencoe/McGraw Hill 2008</p> <p>Essentials of Human Anatomy and Physiology, 8th Edition Pearson 2005</p> <p>H Color Atlas of Anatomy, 6th edition Williams and Wilkins 2006</p> <p>H Anatomy and Physiology, 5th ed. McGraw/Higher Education 1999</p> <p>CP Biology-CA Edition, 07 edition Glencoe 2007</p> <p>H BSCS Biology: A Molecular Approach (Blue Version), 9th edition Glencoe 2004</p> <p>AP Campbell Biology in Focus (AP Edition) Pearson 2014</p> <p>IB Biology Oxford University Press 2014</p> <p>CP Chemistry-CA Edition, 7th edition Prentice Hall 2006</p> <p>H Chemistry: Matter and Change, 6th Ed. Glencoe/McGraw Hill 2006</p> <p>AP AP Chemistry, 11th Ed. Update Version McGraw 2013</p> <p>IB IB Chemistry Pearson 2014</p> <p>CP Earth Science-CA Edition, 6th Edition Prentice Hall 2005</p> <p>SDAIE Earth Science/Tarbuck and Lutgens, 2007 Ed. Pearson/Prentice Hall 2001</p> <p>AP Living in the Environment: Principles, Connections and Solutions, 18th edition Cengage 2014</p> <p>IB IB Environmental Systems and Societies Perma-Bound 2016</p> <p>CP Marine Biology – Nasta Edition, 6th Ed. McGraw Hill 2005</p> <p>Physics: Principles and Problems, 5th Ed. Glencoe 2004</p> <p>AP College Physics, 7th edition Brooks/Cole 2005</p> <p>Forensic Science: An Introduction, 2008 Ed. Pearson/Prentice Hall 2008</p> <p>Living in the Environment/Miller, 15th Ed. Brooks/Cole 2007</p> <p>H Anatomy and Physiology, 8th Edition McGraw/Higher Education 2007</p> <p>Sports Medicine Essentials, Core Concepts in Athletic Training and Fitness Cengage 2016</p>	Yes	0
History-Social Science	<p>CP World History–California Edition: The Modern World 7th Edition Prentice Hall 2007</p> <p>AP Western Civilization, Alternate Volume Since 1300 AP Edition Cengage 2015</p> <p>CP Americans: Reconstruction to the 21st Century – CA Edition 06 ed. McDougal Littell 2006</p> <p>AP The American Pageant, 16th edition Cengage 2014</p>		

	<p>CP United States Government: Democracy in Action 6th Edition Glencoe 2005</p> <p>AP American Government: Stories of a Nation AP US HISTORY 1st Ed Bedford, Freeman & Worth 2019</p> <p>CP/H Economics: Principles in Action-CA Edition Prentice Hall 2005</p> <p>AP Micro and Macro Economics - AP Edition 19e McGraw Hill 2012</p> <p>Human Geography: People, Place, and Culture 8th Edition John Wiley & Sons, Inc. 2006</p> <p>CP Exploring Psychology, 6th Edition Worth Publishers, Inc. 2005</p> <p>AP/IB Myers' Psychology for AP 2nd edition Worth Publishers, Inc. 2016</p> <p>CP Sociology in Our Times 5th Edition Wadsworth, Inc. 2004</p> <p>Cultural Anthropology and Anthropology: The Human Challenge Wadsworth 2004 and 2005</p> <p>California: An Interpretive History, 8th Edition McGraw-Hill Higher Education 2002</p> <p>World's Religions: Our Great Wisdom Traditions, 1991 Edition Harper-Collins 1991</p> <p>Living Religions, 6th Edition Pearson/Prentice Hall 2005</p> <p>H The World's Religions Perma-Bound 2009</p> <p>IB America's History – Combined Volume, 5th Edition Bedford/St. Martin's 2004</p> <p>Glencoe World Geography, 8th Edition Glencoe/McGraw-Hill 2004</p> <p>CP The Big Questions, A Short Intro to Philosophy, 7th Edition Thomson-Wadsworth 2005</p> <p>IB Philosophy: The Power of Ideas, 6th Edition McGraw-Hill Higher Education 2005</p> <p>CP Social Psychology, 11th Edition Allyn-Bacon Publishers 2005</p> <p>IB Theory of Knowledge, 2nd Edition Hodder 2006</p> <p>IB A History of the Modern World, Volume 2, 10th Edition McGraw-Hill 2006</p> <p>World Geography-CA Edition McDougal Littell 2006</p>		
Foreign Language	<p>CP Asi se dice Spanish Level 1, 2, 3, 4 McGraw Hill 2016</p> <p>5 Rumbos Cengage 2011</p> <p>AP Abriendo Paso Lectura Prentice Hall 2014</p> <p>IB Spanish B: For the IB Diploma Hodder Education Group 2012</p> <p>1/2 Senderos Level 4-5 Vista Higher Learning 2018</p> <p>CP Bien Dit! French 1, 2, 3 08 edition Holt, Rinehart & Winston 2007</p> <p>AP Themes. 1st Edition Vista Higher Learning 2015</p> <p>CP/AP Integrated Chinese Level 1-2 Part 1-2 Cheng & Tsui Co. 2008</p> <p>AP Making Connections, 2nd Edition Cheng & Tsui Co. 2010</p> <p>IB Integrated Chinese Level 2 Cheng & Tsui Co. 2010</p> <p>Masterworks Chinese Companion/Expressive Literacy Through Reading and Composition ChinaSoft 2004</p> <p>Nakama 1b: Intro. Japanese Communication, Culture, and Context Heinle & Heinle Publishers, Inc. 2008</p>	Yes	0

	Level 1-2 Signing Naturally, Unit 1-6 and Unit 7-12 Dawn Sign Press 2016 Level 3 Signing Naturally: Level 3 Dawn Sign Press 2003		
Health	Glencoe Health, 9th Edition Glencoe 2004	Yes	0
Visual and Performing Arts	Alfred's Essentials of Music Theory Books 1-3 Alfred Music 1998 A Creative Approach to Music Fundamentals, 9th Edition Cengage 2006 AP Art History Gardner's Teacher Resources Creative Approach to Music Fundamentals, Instructors Edition Digital Photography, Focus on Photography Davis 2007 Enjoyment of Music, 8th Edition W. W. Norton & Co. 1999 Gardeners Art Through the Ages, 12th Edition Gateways to Art AP Edition Thames and Hudson 2015 The Enjoyment of Music, 9th ed. W. W. Norton & Co. 2003 Tonal Harmony, Student Edition McGraw Hill 2008	Yes	0
Science Laboratory Equipment (grades 9-12)	Prentice Hall: Chemistry: The Central Science Laboratory Experiments Allyn and Bacon -Laboratory Manual - Taffel 2007 Local Adoption	Yes	0

School Facility Conditions and Planned Improvements

Each fall, a team that consists of all or many of the following personnel, inspects each school in the Conejo Valley Unified School District: Site Administrator, Director of Maintenance and Operations, Director of Planning and New Construction, and the Assistant Superintendent. A facilities evaluation is completed documenting the condition of the school in a variety of areas including the cleanliness of restrooms, condition of roofs, paving and walkways, HVAC systems, landscape maintenance, etc. Any observed condition that represents a threat to the health and safety of students and staff is annotated for immediate correction. Notes include items that could improve the utility, appearance, sustainable maintenance, or safety of the school and 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 schools' needs and the funds available to address those needs. The Board of Education approves the final list in the spring, so the majority of the projects detailed are completed the following summer. Funds available through participation in the State's Deferred Maintenance Program represent a significant source of support for the annual Major Projects List each year. The District revises and submits a Five-Year Deferred Maintenance Plan to the Office of Public School Construction and has had no required contribution to the Deferred Maintenance Fund since the 2008-09 school year. Therefore, the State's annual contribution is available to use for other "educational purposes". This flexibility continues through the current school year. Deferred Maintenance Program projects will be prioritized and financed with carryover funds from previous budgets or as augmented by future funds.

The District provides 8 full-time custodians at Westlake 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. Westlake High School was opened in 1978. Sited on 55.9 acres of land, the school has 74 classrooms, a multipurpose room, a library, and an administration building. The campus underwent a modernization beginning in 1998 with the construction of the stadium bleachers. In 2002, the Swim Center was built and additional tennis courts were built. In 2007, replacing and upgrading of underground utilities, air conditioning, restrooms doors, and improving accessibility under ADA was completed. Reconstruction and expansion of the swimming pool was completed in 2005. In 2009, the renovation of the Performing Arts Center began and the conversion of a shop class to a Band Room was completed. The current capacity at Westlake High School is 2,656 students. The school was inspected by the District Site Inspection Team on 11/22/2021.

Year and month of the most recent FIT report

11/22/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	545	376	68.99	31.01	75.73
Female	276	186	67.39	32.61	80
Male	269	190	70.63	29.37	71.58
American Indian or Alaska Native	--	--	--	--	--
Asian	74	65	87.84	12.16	90.77
Black or African American	11	3	27.27	72.73	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	85	64.39	35.61	61.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	25	86.21	13.79	88
White	291	193	66.32	33.68	75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	54	56.84	43.16	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	19	43.18	56.82	15.79

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	545	365	66.97	33.03	57.69
Female	276	179	64.86	35.14	58.99
Male	269	186	69.14	30.86	56.45
American Indian or Alaska Native	--	--	--	--	--
Asian	74	65	87.84	12.16	89.23
Black or African American	11	2	18.18	81.82	--
Filipino	--	--	--	--	--
Hispanic or Latino	132	81	61.36	38.64	34.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	25	86.21	13.79	70.83
White	291	187	64.26	35.74	55.61
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	95	52	54.74	45.26	27.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	19	43.18	56.82	10.53

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	50.46	N/A	51.37	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	610	219	35.90	64.10	50.46
Female	305	115	37.70	62.30	49.11
Male	305	104	34.10	65.90	51.92
American Indian or Alaska Native	--	--	--	--	--
Asian	75	44	58.67	41.33	79.55
Black or African American	13	2	15.38	84.62	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	55	36.42	63.58	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	12	35.29	64.71	75.00
White	329	101	30.70	69.30	43.43
English Learners	12	3	25.00	75.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	36	33.03	66.97	31.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	9	16.98	83.02	--

2020-21 Career Technical Education Programs

Career Technical Education (CTE) programs. 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 have opportunities such as career interviews, mentoring, and internships. A high priority is also given to CTE programs, which have traditionally served at-risk students.

The District funds three full-time Career Education Coordinators at the comprehensive high schools and a part-time Career Education Coordinator at the continuation high school. One of their primary tasks is to increase 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, students, teachers, counselors, and administrators. Career Education Coordinators regularly attend VCOE CTE Leadership meetings. Labor Market Information for Ventura County is used to survey the fastest growing occupations for the period 2019-2029. To measure the effectiveness of their CTE programs and courses, the schools and the District use all of this data and the Core Indicators generated for Carl Perkins reports. The district also receives funding for our CTE pathways from the Carl Perkins grant, Career Technical Education Incentive grant, and the Strong Workforce Program.

Westlake High School supports two Art. Media, Entertainment career/industry pathways in Media Arts and Theater Stage Technology. Two pathways are currently under development in Teaching/Education and Patient Care. The Career Education program offers career/industry events focused on aviation, engineering, career exploration, and financial literacy. Students may also enroll in courses at the county Career Education Center, join Future Business Leaders of America, participate in the Junior Achievement Company Program, compete in VEX VRC robotics, compete in the Ventura County Hack-a-Thon, and receive industry certification in Adobe software programs.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	312
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.97
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	64.52

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Westlake High School has many opportunities for parental involvement. A very active and involved School Site Council (SSC) meets the fourth Tuesday of every month at 3:00 PM. The highly supportive Parent Teacher Student Association (PTSA) meets the second Thursday of every month at 9:00 AM. Our PTSA contributes hundreds of volunteer hours that directly benefit students and staff. They provide support for student testing, registration, schedule pick up, WOW week, College Night, Toys for Tots, Many Mansions Food drive, Red Ribbon Week, staff appreciation events, and award ceremonies. In addition, the PTSA donates money directly to teachers for their instructional programs via the Warrior Wishes fund. Last year over \$50,000 was donated to WHS. For more information, please check the WHS PTSA website (www.whspts.com).

The parents and/or guardians of English Learners (ELs) are invited to participate in the English Learner Advisory Committee (ELAC). Parents have the opportunity to advise the School Site Council (SSC) and recommend services that directly impact the education of EL students. The ELAC committee reviews the school's EL Program components, language attainment goals, and the EL budget. ELAC committee members are encouraged to engage in the education of their children by being part of the decision-making process.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.8	3.6	3.2	2.2	3.4	3.4	9.0	8.9	9.4
Graduation Rate	96.9	96.0	94.6	95.9	95.0	93.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	538	509	94.6
Female	254	242	95.3
Male	284	267	94.0
American Indian or Alaska Native	--	--	--
Asian	73	70	95.9
Black or African American	15	12	80.0
Filipino	--	--	--
Hispanic or Latino	102	89	87.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	37	35	94.6
White	303	295	97.4
English Learners	15	11	73.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	155	136	87.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	49	37	75.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2248	2225	103	4.6
Female	1066	1060	51	4.8
Male	1181	1164	52	4.5
American Indian or Alaska Native	6	6	0	0.0
Asian	295	293	1	0.3
Black or African American	49	47	1	2.1
Filipino	28	28	0	0.0
Hispanic or Latino	542	532	56	10.5
Native Hawaiian or Pacific Islander	12	12	0	0.0
Two or More Races	142	140	5	3.6
White	1174	1167	40	3.4
English Learners	71	71	15	21.1
Foster Youth	9	6	2	33.3
Homeless	17	15	4	26.7
Socioeconomically Disadvantaged	456	447	53	11.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	211	205	44	21.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.08	0.00	1.65	0.13	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.21	1.32	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Site-specific Comprehensive School Safety Plans covering school site facilities are updated each year and reviewed with site council and school staff. Safety plans include SEMS assignments, emergency response teams and contact information, emergency supply inventory, specific school site information (layouts, schedules etc.), school rules related to discipline and safe schools, staff rosters, and identification of emergency assembly areas. Related District policies and administrative regulations are reviewed and updated on a regular basis to remain current and consistent with new law.

A communication system consisting of alternate powered and mobile two-way radios has been assigned to each site and tested at least annually. Each classroom and office has a phone with dial out and 9-1-1 capability.

The District's Human Resources Department provides training on an ongoing basis to certificated and classified staff. Each year, new employees are offered CPR and First Aid Training through organizations such as the American Red Cross and American Lung Association. The District has also employed an Automated External Defibrillator program at each location.

The District is working in collaboration with the Ventura County Department of Health and the Ventura County Office of Education to ensure that our school Reopening and COVID-19 Mitigation Plans and COVID-19 Safety Plan are in compliance with health department directives.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	27	49	19
Mathematics	29	11	22	39
Science	31	6	25	34
Social Science	28	16	13	46

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	21	52	18
Mathematics	29	15	24	36
Science	31	7	19	37
Social Science	29	12	12	44

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	40	55	6
Mathematics	23	29	53	6
Science	25	19	52	6
Social Science	24	25	48	9

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	439.6

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.875
Psychologist	3.3
Social Worker	.875
Nurse	.593
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,797	\$2,472	\$6,325	\$81,246
District	N/A	N/A	\$6,731	\$87,867
Percent Difference - School Site and District	N/A	N/A	-6.2	-7.8
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-28.7	-6.1

2020-21 Types of Services Funded

Per pupil expenditures include funds expended for all instructional services. These include transportation, Child Nutrition, health services, counseling services/mental health services, instructional materials, and maintenance. The Local Control Funding Formula provides the bulk of funding for nearly all programs with the exceptions of federal categorical allocations and state and local grants.

Categorical funding provides support for Special Education Services – (All Schools), Title I Services - PI (school choice) and Alternative Support Services (seven elementary schools), Title IIA – Professional Development (All Schools) and Title III - English Language Learners/LEP, and Perkins – Career Technology Education (High Schools). Community and parent support groups bolster many programs and services across the District. The Conejo Schools Foundation, PTAs, and Booster Clubs contribute significantly to activities such as performing arts, athletics, academic competitions, etc.

Conejo Valley Unified also receives additional financial support through grant funding such as College Readiness Block Grant - Tobacco Use Prevention Education Program (TUPE) - (Middle and High schools) and Career Technology Education Incentive Grant.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,289	\$52,562
Mid-Range Teacher Salary	\$80,193	\$83,575
Highest Teacher Salary	\$101,541	\$104,166
Average Principal Salary (Elementary)	\$130,603	\$131,875
Average Principal Salary (Middle)	\$134,349	\$137,852
Average Principal Salary (High)	\$148,029	\$150,626
Superintendent Salary	\$250,180	\$260,243
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	6%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	50%
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	2
Fine and Performing Arts	4
Foreign Language	3
Mathematics	2
Science	5
Social Science	6
Total AP Courses Offered	24

Professional Development

The Conejo Valley Unified School District is committed to providing professional learning activities for all classified and certificated staff members. Teachers continue to enhance the skills necessary to deliver effective instruction through the implementation of Common Core Standards and current curriculum adoptions. A robust professional learning effort includes opportunities in researched-based instructional strategies, Universal Design for Learning, technological competencies, social-emotional learning, and Professional Learning Communities. The District's Local Control Accountability Plan (LCAP) prioritizes professional development in Goal 2 in order to "ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes."

Professional learning strategies such as workshops, virtual meetings and webinars, institutes and academies, as well as job-embedded activities relate to Universal Design for Learning, social emotional learning, educational technology, college and career readiness, Positive Behavior Support, Smarter Balanced Assessments, and other required skills and competencies to meet the needs of all students. Professional learning topics align with District and school site needs identified through and outlined within the District's LCAP goals and the schools' School Plan For Student Achievement. Professional learning for high school faculty and staff members align with each school's WASC action plan.

The District is committed to providing professional learning activities to teachers to improve the instructional process and enhance student achievement. CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership on topics to support curriculum, instructional technology, assessment, report cards, instructional strategies, and the use of data to teach all students.

The District also provides an accredited and free Teacher Induction Program to first and second year teachers, as well as both a voluntary and agreed upon Peer Assistance Review program.

On-going professional learning is provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, and Alternative Programs. This training will come in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

Site administrators receive continuous training at bi-weekly meetings and through a full-day training at the beginning of the school year. In addition, principals received professional development in diversity, equity, and inclusion throughout the course of the year. Furthermore, the Ventura County Office of Education offers a professional learning series specifically designed for district and site administrators. Administrators attend workshops in Multi-Tiered System of Supports, assessment, social-emotional learning, supervision, evaluation, and leadership.

TK-12 counselors and psychologists also participate in monthly professional development in which they engage in specific training related to social-emotional learning. In addition to professional learning activities offered to the District's teachers and administrators, classified employees receive training that is specific to their assignments.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Canvas, UDL, GATE, assessment, and student engagement strategies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Conejo Valley Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Conejo Valley Unified School District
Phone Number	(805) 497-9511
Superintendent	Mark W. McLaughlin, Ed.D.
Email Address	mmclaughlin@conejousd.org
District Website Address	www.conejousd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	8946	883	9.87	90.13	72.15
Female	4287	432	10.08	89.92	75.52
Male	4658	451	9.68	90.32	68.90
American Indian or Alaska Native	27	4	--	85.19	--
Asian	791	123	15.55	84.45	91.06
Black or African American	114	6	5.26	94.74	--
Filipino	84	16	19.05	80.95	87.50
Hispanic or Latino	2712	223	8.22	91.78	57.34
Native Hawaiian or Pacific Islander	27	3	11.11	88.89	--
Two or More Races	521	49	9.40	90.60	79.59
White	4670	459	9.83	90.17	72.65
English Learners	1009	9	0.89	99.11	--
Foster Youth	11	1	9.09	90.91	--
Homeless	188	10	5.32	94.68	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2275	161	7.08	92.92	51.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1040	67	6.44	93.56	20.90

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	8946	832	9.30	90.70	56.52
Female	4287	408	9.52	90.48	57.00
Male	4658	424	9.10	90.90	56.06
American Indian or Alaska Native	27	2	--	92.59	--
Asian	791	118	14.92	85.08	90.68
Black or African American	114	5	4.39	95.61	--
Filipino	84	14	16.67	83.33	64.29
Hispanic or Latino	2712	208	7.67	92.33	36.06
Native Hawaiian or Pacific Islander	27	3	11.11	88.89	--
Two or More Races	521	46	8.83	91.17	71.11
White	4670	436	9.34		55.66
English Learners	1009	8	0.79	99.21	--
Foster Youth	11	1	9.09	90.91	--
Homeless	188	8	4.26	95.74	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2275	152	6.68	93.32	29.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1040	67	6.44	93.56	10.45

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

