



Data at Every Level: Annual Presentation on Student Progress

March 18, 2026



Purpose

Provide multi-level data snapshot on CVUSD student progress data with an in-depth examination of the California Dashboard College/Career Indicator.



**CVUSD Student Performance Is Strong.
Students Are Outperforming State
Benchmarks and Showing Growth Across
Multiple Measures.**

Satellite Data

Hovers far above the classroom and tells an important, but incomplete story.





2025 California Dashboard Results

CVUSD Demonstrates Strong Performance Across Multiple California Dashboard Indicators

DISTRICT PERFORMANCE OVERVIEW

Conejo Valley Unified

Explore the performance of Conejo Valley Unified under California's Accountability System.

Chronic Absenteeism



Suspension Rate



English Learner Progress



Graduation Rate



College/Career



English Language Arts



Mathematics



Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

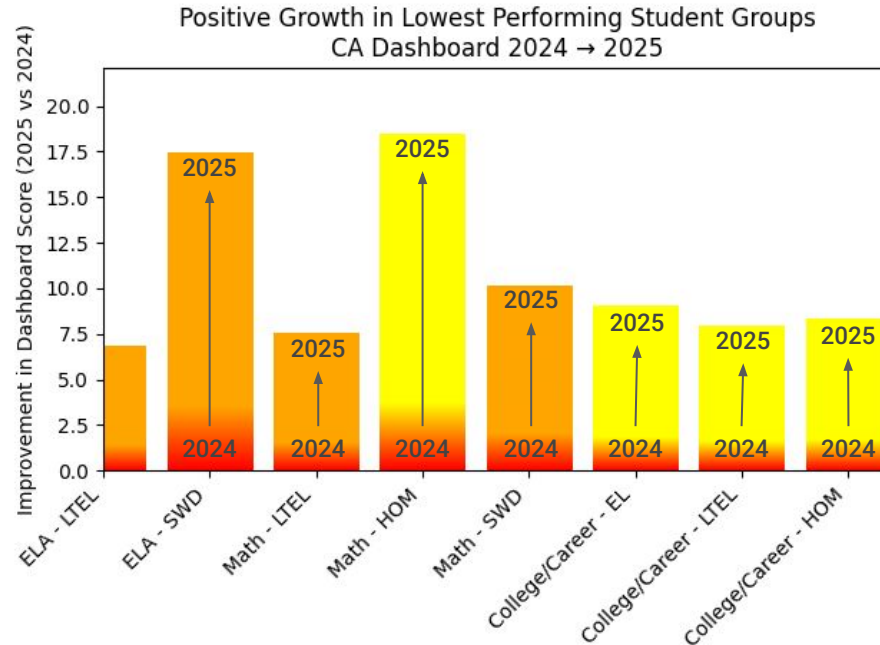
Access to a Broad Course of Study

STANDARD MET



2025 California Dashboard Results

All CVUSD Student Groups in the Lowest Performance Indicator on the 2024 Dashboard Made Considerable Improvements in 2025





Actions In Progress: Science of Reading, UDL for Multilingual Learners, Co-Teaching & Inclusion, Practice CAASPP Testing

English Language Arts

CVUSD Students Score 43.5 Points Higher Than the State Average in English Language Arts

	2024 CVUSD Score	2025 CVUSD Score	2024 Statewide Score	2025 Statewide Score	2025 CVUSD - State Difference
All Students	32.7 points above	35.4 points above	13.2 points below	8.1 points below	<i>+43.5 points</i>
Socio. Disadv.	29.3 points below	24.8 points below	40.9 points below	35.5 points below	<i>+10.7 points</i>
Students w/ Disabilities	95.5 points below	78.1 points below	95.6 points below	89.4 points below	<i>+11.3 points</i>
Asian	106.6 points above	102 points above	60.7 points above	61.9 points above	<i>+40.1 points</i>
African American	10.6 points below	1.8 points below	58.9 points below	51.3 points below	<i>+49.5 points</i>
Hispanic or Latino	19.6 points below	15.9 points below	39.3 points below	33.7 points below	<i>+17.8 points</i>
White	47 points above	54.9 points above	19.2 points above	23.8 points above	<i>+31.1 points</i>
English Learners	57.4 points below	50.6 points below	67.6 points below	59.9 points below	<i>+9.3 points</i>



Mathematics

Actions In Progress: Framework Training, SAI Math Training, Building Thinking Classrooms, UDL for Multilingual Learners, Co-Teaching & Inclusion, Practice CAASPP Testing, Math TOSA

CVUSD Math Performance Exceeds the State Average by 50 Points

	2024 CVUSD Score	2025 CVUSD Score	2024 Statewide Score	2025 Statewide Score	2025 CVUSD - State Difference
All Students	1.6 points above	7.6 points above	47.6 points below	42.4 points below	+50 points
Socio. Disadv.	64.9 points below	58.5 points below	78.2 points below	72.9 points below	+14.4 points
Students w/ Disabilities	127.7 points below	117.6 points below	124.3 points below	120.7 points below	+3.1 points
Asian	97 points above	100.4 points above	49.5 points above	51.9 points above	+48.5 points
African American	52.4 points below	37.3 points below	102.2 points below	95.8 points below	+58.5 points
Hispanic or Latino	57.3 points below	51.3 points below	79.2 points below	73.6 points below	+22.3 points
White	16.3 points above	27.8 points above	10.3 points above	6.2 points below	+34 points
English Learners	82.3 points below	74.3 points below	93.4 points below	86.1 points below	+11.8 points

Insert Definition per CDE



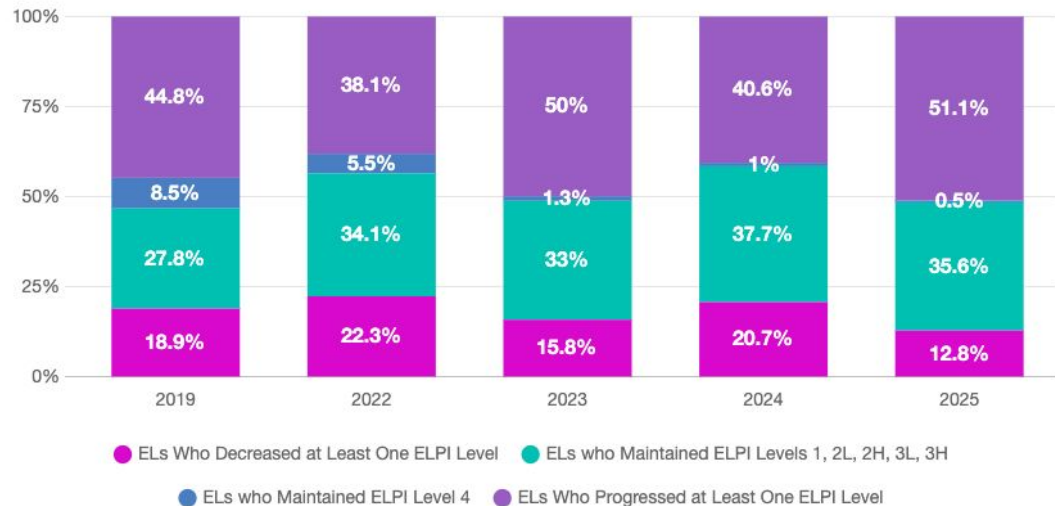
English Learner Progress

Actions In Progress: EL Site Monitoring Meetings, Learner Walks, New Secondary ELD Materials & Training, Newcomer Academy at NPHS, DLI at Conejo Academy

English Learner Progress Increased 9.9%, with 51% of Students Advancing Toward Proficiency

The English Learner Progress Indicator (ELPI) reports on the progress English Learner (EL) students are making towards English language proficiency at their schools and districts. The ELPI relies on the results of the Summative English Language Proficiency Assessments for California (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress.

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.





California Alternate Assessment

Actions In Progress: Curriculum Training, Monitoring & Implementation of Aligned Curriculum, Practice Interim Assessments

Performance Increased on California Alternate Assessments for Students with Disabilities

The summative California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are administered to students whose IEP teams have determined them eligible. Eligible students are those whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the California Science Test.

Like the SBAC ELA and Math, and the CAST, CAA is included in the English Language Arts and Mathematics CA Dashboard Indicators.

Mathematics	Number Tested 2025	Level 3 (2024)	Level 3 (2025)
CVUSD	67	4.76%	7.46%
State	37,538	9.42%	8.61%

English Language Arts	Number Tested 2025	Level 3 (2024)	Level 3 (2025)
CVUSD	77	17.86%	20.78%
State	37,676	17.36%	15.85%



Least Restrictive Environment

Actions In Progress: Strategic Plan for Inclusion, Supporting Inclusive Practices (SIP), Pre-School Inclusion, Co-Teaching TK-12, Inclusion TOSA

Access to General Education for Students with Disabilities Increased from 46% to 63% (+17%) Over Seven Years

Measures Students with an IEP access to education in the general education setting.

- **Indicator 5A:** Measures how often Students with IEPs, Grades TK through Post-Secondary, are included in the general education setting for 80% or more of the school day.
- **Indicator 6A:** Measures how often preschool students with disabilities, ages 3–5 (excluding 5-year-olds in kindergarten or transitional kindergarten), are receiving services in regular early childhood programs, separate programs, or in the home.
 - Last Year: 33.1% (State target = 47%)
 - Currently: 60% (State target = 49%)

Current Indicator 5A	63%
2024-25	58.7%
2023-24	50.9%
2022-23	49.8%
2021-22	50.08%
2020-21	49.52%
2019-20	46.10%



Chronic Absenteeism

Actions In Progress: Ongoing Outreach From Staff and Attendance Liaisons, Weekly Data Monitoring & Analysis, Promoting Positive Attendance

CVUSD Chronic Absenteeism (10.3%) Is Nearly 7 Percentage Points Lower Than the State Average

Student Group	State 2025	CVUSD 2025	CVUSD 3 Year Trend
All Students	17.1%	10.3%	5.9%
Socioeconomically Disadvantaged	21.7%	18.4%	9.2%
Students w/ Disabilities	24.9%	19.7%	10.1%
Asian	6.7%	3.5%	3.2%
Black or African American	29.8%	20.4%	2.4%
Hispanic or Latino	20%	16%	7.4%
White	12.2%	8%	5.7%
English Learner	18.1%	18.8%	5.9%

On the California School Dashboard (Dashboard), local educational agencies (LEAs) and schools serving students in transitional kindergarten through grade eight receive a Chronic Absenteeism Indicator. This indicator reflects the percentage of students who are chronically absent, defined as those who miss 10 percent or more of the school year.



Graduation Rates

Actions In Progress: Monitoring Key Student Groups, Secondary Math Pathways, Tier 1 Counselor Lessons, College/Career Events

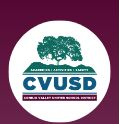
94.7% of CVUSD Students Graduate — Nearly 7 Percentage Points Higher Than the State Average

	Graduation Rate	Golden Merit Seal	State Seal of Biliteracy	A-G Completion	CTE Completers	College Career Indicator
All Students	94.7%	44.7%	9.6%	59.0%	4.1%	61.5%
Socio. Disadv.	91.8%	1.2%	9.2%	40.5%	34.3%	40.3%
Students w/ Disabilities	76.1%	15.8%	1.8%	15.2%	13.8%	11.9%
Asian	95%	81.2%	16.5%	86.4%	8.7%	89.3%
African American	100%	42.9%	7.1%	64.3%	0.9%	57.1%
Hispanic or Latino	91.8%	25.3%	13.2%	40.6%	31.8%	42.3%
White	95.9%	47.5%	7.0%	64.5%	50.6%	66.9%
English Learners	86.4%	8.8%	5.8%	18.2%	10.1%	17%

The Graduation Rate measure shows the number of students who received a diploma by the end of grade twelve including students who earn a diploma in accordance with California Education Code sections 51225.31 and 51225.32. Students who pass or complete all other high school equivalency tests, such as the General Educational Development test (GED), California Proficiency Program (CPP), Special Education Certificate of Completion, and adult education diplomas are not counted as graduates. Last year, 43 students earned a Certificate of Completion.



College/Career Indicator



What is the College/Career Indicator?

The College/Career Indicator (CCI) represents the percentage of high school graduates that local education agencies (LEAs) prepare for college or a career. This indicator was designed to encourage high schools to provide all students with a rigorous broad course of study that prepares them for postsecondary success. The following measures have been approved by the State Board of Education for inclusion into the indicator:

- Advanced Placement
- Met University of California/California State University (UC/CSU) Requirements
- Career Technical Education (CTE) Pathway Completion
- College Credit Course
- International Baccalaureate
- Leadership/Military Science
- Registered Pre-Apprenticeships
- Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics
- State and Federal Job Programs
- State Seal of Biliteracy
- Transition Classroom and Work-Based Learning Experiences



College/Career Indicator

Actions In Progress: College Readiness Counselors, Tier 1 Lessons on College/Career, Tier 2 Targeted Groups & College/Career Readiness Lessons, and Expanding Parent Information Nights

College & Career Readiness Increased 6.5 Percentage Points District Wide Over the Past Three Years and Currently Exceeds the State Average by 9.8 Percentage Points.

Student Group	CVUSD 2023	CVUSD 2024	CVUSD 2025	3-Year Change
All Students	55%	56.8%	61.5%	+6.5%
Socioeconomically Disadvantaged	33.7%	32%	40.3%	+6.6%
Students w/ Disabilities	6.8%	10.1%	11.9%	+5.1%
Asian	83.3%	87.7%	89.3%	+6.0%
Black or African American	40.7%	32.1%	57.1%	+16.4%
Hispanic or Latino	37.9%	34.6%	42.3%	+4.4%
White	58%	63.1%	66.9%	+8.9%
English Learner	7.9%	8%	17%	+9.1%

The table displays the percentage of students designated Prepared for each student group.



College/Career Indicator

CVUSD Students Demonstrate College Readiness Through Rigorous Coursework and Academic Achievement

How Prepared Students Qualified For Various College/Career Indicators	CVUSD 2023	CVUSD 2024	CVUSD 2025	3-Year Change
A-G Completion	50.1%	85.3%	87.7%	+37.6%
Advanced Placement	50.1%	53.1%	71.9%	+21.8%
SBAC Performance	62.0%	65.1%	55.1%	-6.9%
Seal of Biliteracy	18.4%	20.3%	13.2%	-5.2%
CTE Pathway	10.2%	10.3%	5.7%	-4.5%
College Credit	3.5%	3.3%	4.9%	+1.4%
International Baccalaureate	8.2%	8.7%	7.9%	-0.3%

The table displays the percent of students assigned as Prepared for select CCI measures. Schools/LEAs can prepare students in more than one measure. As a result, the tables contain duplicative counts. For All Students: (Number of Prepared Students) divided by (Total Number of Prepared Students).



A-G Completion

Actions In Progress: College/Career Readiness Counselors, Tier 1 Student Lessons, Expanded Parent Information Events, A-G Status Letters, Tier 2 Targeted A-G Lessons, Expanding A-G HS Culture, Middle School Student and Parent Presentations

A-G Completion Continues to Increase For All Students and Student Groups

Student Group	CVUSD 2023	CVUSD 2024	CVUSD 2025	3-Year Change
All Students	54.7%	56.3%	58.8%	+4.1%
Socioeconomically Disadvantaged	30.1%	32.6%	36.7%	+6.6%
Students w/ Disabilities	8.5%	8.2%	11.3%	+2.8%
Asian	74.1%	82.8%	86.4%	+12.3%
Black or African American	48.1%	50.0%	64.3%	+16.2%
Hispanic or Latino	32.4%	34.4%	40.3%	+7.9%
White	62.5%	62.4%	64.3%	+1.8%
English Learner	4.2%	12.6%	15.4%	+11.2%

This table shows students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements.



CCI: Highlights and Next Steps

School & Student Group Highlights:

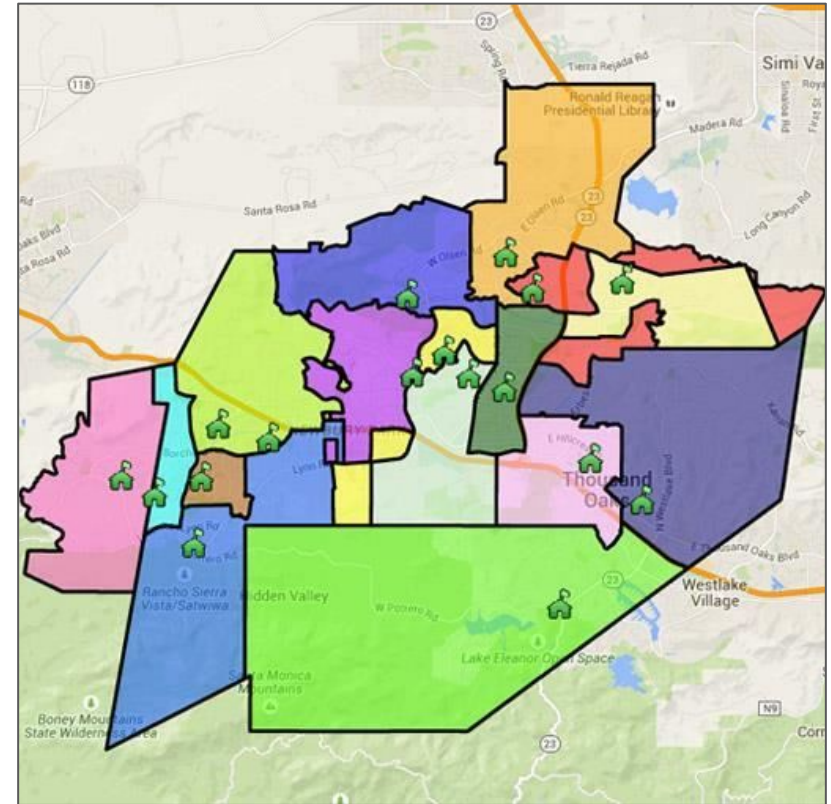
- Westlake High School's Students with Disabilities improved from 4.3% → 20% (+15.7)
- Thousand Oaks High School's Students with Disabilities increased 2.9% → 12.9% (+10)
- Newbury Park High School's English Learners increased 4.3% → 13.3% (+9)
- Districtwide, English Learners improved 7.9% → 17% (+9.1)
- Districtwide, Homeless students improved 7.7% → 17.2% (+9.5)

Next Steps:

- Expanding dual enrollment pathways and articulated agreements with CLU and local community colleges
- Multilingual Learner Department launched a State Seal of Biliteracy webpage
- Establishing alternative pathway to High School diploma for some Students with Disabilities
- Expanding Career Technical Education pathways
- Explore adding new Advanced Placement classes such as AP Cybersecurity
- Expanding co-teaching opportunities provides access to more A-G approved classes

Map Data

Hovers closer to the ground than satellite data, providing a GPS of learning trends.





Elementary Benchmarks (K-2)

Actions In Progress: Science of Reading, Reading Difficulties Screener, Academic Specialist Training, Math Framework Training

Early Literacy Skills Continue to Improve Across Kindergarten and Grade 1.

Kindergarten - ELA			Grade 1 - ELA			Grade 2 - ELA		
	24-25	25-26		24-25	25-26		24-25	25-26
Blends Sounds	79%	86%	Blends Sounds	82%	85%	Phonics	85%	86%
Fluently Names Letters	88%	90%	Phonics	75%	77%	Reads Accurately	75%	74%
High Frequency Words	62%	71%	High Frequency Words	57%	62%	High Frequency Words	86%	85%

Kindergarten - Math			Grade 1 - Math			Grade 2 - Math		
	24-25	25-26		24-25	25-26		24-25	25-26
Counts	78%	77%	Add/Sub Accurately	78%	81%	Add/Sub Fluently	68%	63%
Counts 1:1 Correspondence	88%	95%	Add/Sub Fluently	69%	70%	Word Problems	71%	67%
Recognizes Numbers	85%	90%	Solves Word Problems	85%	85%	Understands #s to 1,000	79%	82%



Elementary Benchmarks (3)

Actions In Progress: Academic Specialist Collaborations, Site Assessment Training and Support, Committee Feedback, Data Analysis, Math Framework Training

Most Grade 3 Students Are Meeting or Exceeding Standards in Core Skills

Grade 3	4	3	2	1
ELA - Read and understand grade level text	17%	47%	23%	13%
ELA - Determine/clarify the meaning of words	39%	42%	12%	7%
Math - Use place value to do multi-digit problems	33%	43%	14%	10%
Math - Solve problems involving the mathematical operations	35%	39%	17%	9%

Understanding the 1-4 Grading Scale	
Score	What it Means
4	Exceeding Standard (90-100%)
3	Meeting Standard (70-89%)
2	Approaching Standard (60-69%)
1	Not Meeting Standard (59% or below)

Assessment in Mastery Connect	
Score on MC	Score on the RC
5/5	4 – Exceeding Standard
4/5	3 – Meeting Standard
3/5	3 – Meeting Standard
2/5	2 – Approaching Standard
1/5	1 – Not Meeting Standard



Grade Distribution (4-12)

Actions In Progress: Equitable Grading Practices, Site PLCs Focused on Student Data, Expanding Structured Intervention Time

Majority of Students Earn A or B Grades Across Grades 4-5 and Secondary Schools

Grade Level	A	B	C	D	F	Comparison to T1/S1 2025
4	48.53%	29.20%	14.85%	5.96%	1.45%	-1.15%
5	46.89%	28.38%	16.19%	6.48%	2.05%	-0.73%
4-5 ALL	47.50%	28.68%	15.70%	6.29%	1.83%	-0.84%
6	54.0%	29.3%	10.7%	3.9%	2%	-0.6%
7	46.8%	29.2%	12.6%	6.7%	4.7%	+1.8%
8	59.4%	25.2%	8.8%	4.3%	2.3%	-1.3%
6-8 ALL	53.7%	27.7%	10.6%	4.9%	3.0%	-0.1%
9	51.6%	24.2%	13.5%	6%	4.7%	0%
10	49.2%	25.6%	14.4%	6.2%	4.6%	+1%
11	55.0%	24.1%	12.6%	5.1%	3.1%	+0.2%
12	63.2%	21.0%	9.2%	3.7%	2.7%	+0.4%
9-12 ALL	54.4%	23.9%	12.6%	5.3%	3.8%	+0.5%



Advanced Placement & International Baccalaureate

Advanced Coursework Success Remains Very High – 88% AP Pass Rate and 98% IB Pass Rate

	2021	2022	2023	2024	2025
# of AP Exams	3398	3582	3609	3696	3837
AP Pass Rate: Score of 3 or Better	70%	78%	76%	86%	88%
# of IB Exams	388	457	472	465	471
IB Pass Rate: Score of 4 or Better	98%	98%	95%	98%	98%



Advanced Placement Honor Roll

All Three CVUSD Comprehensive High Schools Earned AP Honor Roll Recognition

School	2025 Honor Roll Status	College Culture	College Credit	College Optimization
Newbury Park High School	Bronze	43%	40%	15%
Thousand Oaks High School	Bronze	46%	39%	19%
Westlake High School	Gold	67%	56%	31%

College Culture: percent of 12th grade students who took at least 1 AP exam during high school; College Credit: percent of 12th grade students who scored 3+ on at least one exam during high school; College Optimization: percent of 12th grade students who took five or more AP exams in high school, where at least one was taken in 9th or 10th grade



Mental Health & Wellness

Over 3,600 High School Wellness Visits Shows Strong Use of CVUSD Mental Health Supports

Elementary Schools:

- 213 students receiving individual services, 67 in group services, and 414 requested support

Middle Schools:

- 165 students receiving individual services, 70 in group services, 86 responses to requested support for students, 385 lunch bunch activities with 945 unduplicated students participating

High Schools:

- 457 students receiving individual services, 104 in group services, 825 students accessing walk-in visits for a total of 3,687 walk-in visits, and 24 student presentations



Student Connections

Nearly Two-Thirds of High School Students Participate in Activities or Athletics

- **Middle School Students**

- 1080 (32%) students engaged in Visual and Performing Arts activities
- 718 (21%) students participate in Teen Center Sports

- **High School Students**

- 962 (17%) students engaged in Visual and Performing Arts activities
- 1,615 (29%) student athletes
- Percent of high school students participating in at least one student activity or athletics program: All Students 63.6%; African American 74.6%; American Indian 68.4%; Asian 64.2%; English Learner 34.1%; Hispanic 54.9%; Pacific Islander 52.4%; Student with Disabilities 47.3%; Low-Income 50.7%; White 68.4%



Annual Survey Data

Survey Results Reflect High Levels of Academic Support and Inclusion

	% respondents "Strongly Agree" or "Agree"		
	2023-24	2024-25	2025-26
Students report receiving adequate academic help and support at school.	83.3%	87.9%	88.5%
Parents report their children receive adequate academic support at school	85.1%	86.1%	85.7%
Staff report being provided training to effectively perform the duties and responsibilities of their position	79.9%	78.7%	82.9%
Students report that school staff work to create an inclusive environment.	4th-5th: 93.1% 6th-12th : 86.4%	4th-5th: 91.5% 6th-12th: 91.6%	4th-5th: 92% 6th-12th: 92.9%

The CVUSD Annual Survey was provided to staff (3/2/26), students (3/2/26), and families (2/6/26). Response totals: Students (1388), Staff (383), Families (329)



Annual Survey Data

Survey Results Reflect Strong Family Communication and Inclusive School Environments

	% respondents "Strongly Agree" or "Agree"		
	2023-24	2024-25	2025-26
Parents feel informed about their child's academic program	91.6%	92%	93.4%
Parents report feeling comfortable sharing thoughts and ideas at the school	83.9%	84.4%	85.4%
Students feel that school is an inclusive learning environment	4th-5th: 93.1% 6th-12th: 79.4%	4th-5th: 89.9% 6th-12th: 85.7%	4th-5th: 90.9% 6th-12th: 85.5%
Students know how to report bullying	4th-5th: 90.2% 6th-12th: 85%	4th-5th: 91.1% 6th-12th: 89.2%	4th-5th: 90.7% 6th-12th: 93.6%

The CVUSD Annual Survey was provided to staff (3/2/26), students (3/2/26), and families (2/6/26). Response totals: Students (1388), Staff (383), Families (329)

Street Data

Qualitative, systematic, and experiential data that occurs at “eye level.”





Student Perspectives

Elementary Students:

- I wish we had more clubs after school.
- Our school is perfect.
- If people are not nice to someone put them in a different class next year and put one of their best friends in their class next year.
- I think it's already pretty good. Just want free ice cream.
- Half days would be nice on Wednesdays. Lunch could be more inclusive for vegetarians.

Secondary Students:

- Assign less homework and assign only an appropriate amount of homework that kids can handle with extra curricular activities.
- I think our district is already really good.
- Sometimes students (including me) will get confused about where assignments are because each teacher uses a different school app to post things. Some use Canvas, some use Google classroom, some use Q, and it can get confusing.



Student District Advisory Council (SDAC) Perspectives

Technology

- Expectations should be universal, with differences across grade spans
- Explain how to use Artificial Intelligence (AI) as a learning tool
- Teachers shouldn't portray AI badly. We have to accept it that it's being used in our community.

Mathematics

- Math courses are all so different and complex, very few concepts often relate to past lessons, if you miss any foundation (e.g. from middle school), you're not set up for success in later grades / classes
- Want more attention to different learning techniques, explaining / emphasizing which topics are most crucial; less fast paced
- Include website / video links that can provide help / tutoring assistance; some standardization within the same math classes regardless of different teacher



Staff Perspectives

Elementary

- Everyone is working together to support not only the students, but each other.
- Seeking more support for students and parents in dealing with behaviors.
- Watching the few teachers get paid the same as me while doing a subpar job. It isn't fair to their students or to their colleagues.
- Often parents don't attend our events because of work or other commitments, which makes it difficult for us to empower them and make them feel part of their children's academic process.
- Supporting inclusion can be difficult and it feels like I have to know everything about special education even though I am a general education teacher.
- Communication could always be improved.
- We live in a really nice town that is safe with nice families, for the most part. I like my school site and my administrators.
- I like our community - I feel supported by the district, the union, my principal and colleagues.

Secondary

- Compared to other districts we are doing pretty well overall.
- For the most part I feel supported and heard.
- We have really great students.
- The new cell phone policy has been successful.
- I do think overall the district has treated me well. I have enjoyed being a part of CVUSD
- Better discipline for students that disrupt classes and show a lack of common decency to those around them.
- I do think there could be better ways to communicate daily activities for staff to improve wellness such as a group activity, maybe a weekly calendar of taking a 15 min. wellness activity, etc.
- When enrollment is low, give more sections to the sites to keep teachers and lower class sizes.



Questions / Comments