



# **Agoura High School SELF-STUDY REPORT**

**28545 West Driver  
Agoura Hills, CA 91301**

**Las Virgenes Unified School District**

**November 15-18, 2020**

**WASC Visiting Committee Members**

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Angela Falk, Director of Pupil Services

Laura Kintz, Director of Elementary Education

Jim Klein, Chief Instructional Technology Officer

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**Agoura High School Administration**

Dr. Stephanie McClay, Principal

Mary Hazlett, Assistant Principal of Academics and Instruction

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Curtis Bruno, Assistant Principal of Student Services



**WASC Leadership Team**

Self-Study Coordinator     Jennifer Kestenbaum, Kristen Marsilio

**Organization: Vision and Purpose, Governance, Leadership,  
Staff, and Resources**

Natasha Capretta\*\*, Focus Group Leader

Eli Kashman\*, Focus Group Leader

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**Standards-Based Student Learning: Curriculum**

Carrie Kleinberger, Focus Group Leader

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**Standards-Based Student Learning: Instruction**

Naomi Elman, Focus Group Leader

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**Standards-Based Student Learning: Assessment and  
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**School Culture and Support of  
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Natalie Naberhaus\*, Focus Group Leader

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\*Former AHS teachers that contributed to the process and writing of the Self-Study. For the 2020-2021 school year, these staff members are on temporary assignment at the LVUSD Virtual Academy in response to the COVID-19 pandemic.

\*\* Former AHS teacher that contributed to the process and writing of the Self-Study has moved.

**WASC Leadership Team  
Home Group Leaders**

English	Marnie Davis
Mathematics	Amy Levin
Social Science	Jason Busby
Science	Jonathan Oakman
World Languages	Jessica Mejia
Performing Arts	Chad Bloom
CTE	Adrienne Alderton
Physical Education	Chance Redmond
Special Education	Kristen Marsilio
IB	Jennifer Kestenbaum
Counseling	Mike Lipka
School Site Council	Dr. Stephanie McClay
Parent Faculty Club	Allison Geld, Kim Tosi Hamilton

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## **Preface**

Agoura High School (AHS) recognizes the importance of the accreditation perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based on student achievement. This report represents the collaborative effort of our stakeholders - staff, students, parents, District team, and community members - working in concert for the last six years to create student-centered action plans that are annually reviewed, updated, and actively monitored.

AHS participated in a full review six years ago in March, 2014. We also had a one-day mid-cycle visit in February, 2017.

AHS teachers met monthly to review, prepare, and write the WASC Self-Study in preparation for our WASC visit. AHS home groups reviewed, monitored, and made adjustments to the annual Single Plan for Student Achievement (SPSA) which is based on our WASC Action Plan in order to develop the following year's SPSA. The Home Groups include the following: School Site Council (SSC), Parent-Faculty-Club (PFC), Associated Student Body (ASB) Leadership, Departments, and Academic Council (department chairpersons and site leadership). In addition, Las Virgenes Unified School District (LVUSD) Education Services provided input into the development and monitoring of our action plans, as well as alignment with the District LCAP.

Each group made contributions to the self study, including evidence to support our current practices, suggestions as to which actions have been met, which actions should remain, as well as what data we should collect/review in order to address existing/new goals and concerns. Each group reviewed the District LCAP during this process to align our actions/goals. Data such as enrollment trends, grades, attendance, discipline,

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subgroup demographics, AP participation rates, PSAT/SAT/ACT scores, Smarter Balanced Assessments, California Healthy Kids/Parents/Staff Survey, and CELDT/ELPAC scores were analyzed. Based on the data analysis and a study of instruction through walkthroughs and instructional rounds we identified areas of growth and actions to support student learning.

During this process, our assessment of our action plan's impact on student learning led to refining our goals. In 2014, the focus of our action plan was program based, but as time progressed, budgets changed and resources were reallocated, we realized that in order to more robustly impact student learning, we needed schoolwide goals and action plans that more closely aligned to the District LCAP. During the 2015-16 school year, we aligned our school-wide goals to the District LCAP through a focus on the following: College and Career readiness, Whole Child, Equity and Opportunity, and Building Professional Capacity.

The school staff was introduced to and incorporated the District Student 360 initiative. The primary goals of Student 360 are to make students feel connected both to each other and to the adults in the community, to cultivate relational and emotional intelligence, and to develop career and life-readiness dispositions in order to support students academically and optimize the learning environment.

With the District's Student 360 initiative in mind, Agoura High School established 3 critical learner needs: self-management skills to include organization, affective skills, resilience, motivation, mindfulness; the ability to problem-solve and effectively communicate through multiple modalities; and, academic proficiency across all disciplines.

AHS teachers implement an instructional program that addresses these LVUSD Student 360 dispositions and the AHS Critical Learner needs as well as academic standards that are approved by LVUSD's Curriculum Council. Our academic standards are aligned with California Standards and Frameworks such as the [English Language Arts/English Language Development \(ELA/ELD\) Frameworks](#), [History-Social Science \(HSS\)](#), and [Next Generation Science Standards \(NGSS\) Frameworks](#). The annual professional development opportunities are created in response to a variety of factors depending on the school year. Themes in recent years include student 360, technology development, Adaptive schools training, curriculum/ instruction and most recently distance learning and social justice trainings. All teachers are required to complete 19.5 hours of professional development related to supporting the needs of students.

Sample Professional Development from a recent previous year is shown below:



## Las Virgenes Unified School District This Week in Talent Development Week of February 4, 2019

*All Webinars are Hosted at Facebook.com/LVCenterEdX*

Date	Webinar Title	TD Hours
<b>February 4th 3:30 PM</b>	<i>Managing Stress in School Systems With Dr. Jackie Duncan and Dr. Clara Finneran</i>	<b>1.5</b>



## Online Classes

Note: Credit for Online Classes is added on a bi-monthly basis automatically to the TD portal when the course is completed. No TD Code is needed.

*Note: Please do not repeat courses taken in previous years.*

Online Class Title	Course Code Enter At: <a href="https://classroom.google.com">classroom.google.com</a>	TD Hours
<i>Google Tools to Support English Learners</i>	<i>7djeilq</i>	<i>2.0</i>
<i>Trauma Informed Teaching Practices</i>	<i>emhye6</i>	<i>4.5</i>
<i>Navigating Personal Trauma as an Educator</i>	<i>flq9uu4</i>	<i>2.0</i>
<i>Mindfulness: A Critical 21st Century Skill</i>	<i>f3f9r75</i>	<i>1.5</i>
<i>Facilitating Restorative Dialogue Circles</i>	<i>kcl01dn</i>	<i>2</i>
<i>Freckle Webinar for Grades 3-12</i>	<i>b26vq2p</i>	<i>1.5</i>
<i>180 Days of Student 360 Strategies</i>	<i>q2utbbs</i>	<i>1.5</i>
<i>Dreambox Intro Webinar (6-9 Math)</i>	<i>eqojez</i>	<i>1.5</i>
<b><a href="#">CCC Online Classes for TK-5</a></b>	<b><a href="#">CLICK HERE for ALL</a></b>	<b>1.5</b>
<i>e-Cig and Vape Use Understanding the Growing Epidemic in Schools</i>	<i>i1xw8er</i>	<i>2</i>
<i>Setting Up Classroom Libraries for K-5</i>	<i>gb1dtdv</i>	<i>2</i>
<i>Drive: The Surprising Science of Motivation</i>	<i>aq1ph3</i>	<i>2</i>

## Chapter I: Progress Report

### Mid-cycle report 2017 Recommendations (Critical areas of follow-up):

- 1. Develop a set of differentiated instructional strategies across the curriculum that allows students to demonstrate college and career level readiness.**

In Departments and schoolwide, the AHS staff has examined a variety of instructional strategies that allow equitable access for students at all levels. Several departments have had content specific training in their newly adopted textbooks and materials. Departments including English, Science and Social Science now have digital materials that provide teachers with standards based options to allow learners at all levels to participate in class activities. Lexile based readings are available as well as chapter by chapter lesson modifications for English-Language Learners, Special Education students and advanced/gifted learners. Portals provided with these text adoptions, such as Clever allow for student exploration of content and the opportunity for students to demonstrate their knowledge using a variety of modalities.

The district provided training in the last 3 years that allowed teachers to become more adept at using instructional strategies and electronic platforms that enhance student access and engagement in class. These opportunities provide the means to link course learning with real world initiatives such as the connection to college and career goal planning. The district's goal in the last three years has been to provide support and trainings for all staff that represent the need to embrace the whole child to ensure long-term college, career, and life-readiness. Student 360, a critical new district initiative, focuses on cultivating dispositions of independence, empathy, mindfulness, grit, collaboration, and positive identity. Each of these domains are affirmed by research as essential for lifelong student success. These domains are the foundation for shaping our values and approach to instruction. In this time, professional development was required and categorized ensuring that teachers received a wide variety of training from both experts and their own colleagues.

- 2. Students will receive timely and appropriate academic, personal and social support.**

Students are supported through a variety of programs and support systems from staff. The counseling office is staffed with 5 counselors (\*\*reduced to 4 in the 2020-21 school year) who provide guidance to students in selecting purses, exploring college and career choices, assisting with executive functioning such as prioritizing work and contacting teachers, and personal counseling. Based on their individual work with students, counselors make referrals for students experiencing a higher level of emotional or social need including the Student



Study Team and the Community 360 Counseling Center. For students with more intensive academic needs, counselors have a variety of strategies they employ including consultation with the 504 and special education team as well as on campus support such as peer tutoring and link crew. Additionally the College and Career Center support expanded in 2017 and again in 2019 in physical space and staff. The goal of this center is to provide an up to date comprehensive resource center for students and families from 9-12 grade for the purpose of exposure to and selection of post high school choices in an atmosphere of friendly encouragement and guidance. Finally AHS Administrators implemented revisions to discipline and peer mediation practices that better reflect the attributes dispositions current day students and their needs in the 21st century. Restorative Circles were implemented to enhance classroom climate by improving student connections and relationships (student to student, student to adult). Administrators held approximately 20 circles in classrooms in the Spring of 2019. Additionally, district wide disciplinary reactions were modified; the AHS team moved away from detentions and suspension and increased interventions such as restorative justice panels, mandated counseling in the 360 center and partnerships with the Lost Hills Sheriff's Station.

The District's Community 360 Counseling Center is able to address student and family needs in focused sessions outside of the school day. Formed in 2018, between LVUSD, Lost Hills Sheriff Station and an assortment of mental health and wellness providers, the collaborators came together to create a one-stop place in LVUSD for wellness resources, crisis support and educational events.

**3. Review and revise student programs, including Special Education, to ensure students are achieving proficiency in the Least Restrictive Environment.**

To decrease the gap that exists between Special Education populations and the rest of the school, AHS staff analyzed disaggregated data to identify key areas of need for these students. One key area of need that we identified is that Special Education students have been disproportionately disciplined, which impacts access to instructional time and learning. Based on this data, AHS staff met to discuss disciplinary practices that are restorative as opposed to punitive (for all students) to ensure that students remain engaged in school and are not missing instruction. In addition to looking at discipline data, AHS Department Chairpersons receive disaggregated data every grading period that identifies the percentage of students in various subgroups who are earning Ds and Fs in their classes. AHS staff uses collaboration time in departments to help standardize expectations for similar courses and to work together to plan accessible material for all students. Teachers also work collaboratively to calibrate academic rigor and share best practices in addressing academic performance gaps, especially for our Special Education students.

AHS teachers are keenly aware of the legal requirements and conditions of every student's IEP. To this end, staff works together to support students that are mainstreamed in general education classes. IEP teams make data driven recommendations that place students into the Least Restrictive as often as is appropriate. In the last three years, there has been an increase in special education students taking general education classes in English; this is believed to be the result of a revision in the senior year course offerings including classes with a specialized focus of interest (such as English IV Science Fiction/Fantasy, English IV Sports Psychology and English IV Creative Writing). In mathematics, the 3 semester Algebra courses were reviewed and revised into yearlong, Algebra I classes that provide students with the appropriate pacing and content instruction while meeting college preparatory expectations. Special education students are often regularly mainstreamed for the Freshman Seminar class, when appropriate. AHS teachers work with AHS special education case managers to ensure all accommodations are in support and that goals and objectives are reviewed quarterly to ensure students are progressing. Additionally, schoolwide, there has been a shift to open access to honors, AP and IB courses. These programs have seen a small increase in student enrollment who have 504 and IEP plans.



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Since our last formal report to WASC on February 22, 2017, significant progress and changes have taken place at AHS. The five areas of change include the following:

<b><u>AHS , District Staff and Facilities</u></b>  The staff at AHS and the District office experienced notable changes creating opportunities for growth and challenge. We have upgraded our facilities, increased security measures, and completed the LVUSD Forward Learning Technology 1:1 technology initiative.	<b><u>Schedule and Program Change</u></b>  AHS staff voted to approve a change in the bell schedule that would provide for a modified Monday schedule that would allow for staff collaboration time in the morning followed by students attending all class periods (shortened) for the remainder of the day. A consistent block schedule (versus the rotating block of the previous schedule) now keeps the weekly schedule consistent for students, teachers and families. The schedule change has allowed for partnerships with local community colleges.
<b><u>Curriculum</u></b>  We have made significant changes to our course offerings, increasing the number of college prep, honors, and advanced placement opportunities for students. Alternative Education opportunities have been expanded to meet learner needs.	<b><u>Collaboration and Training Format</u></b>  The schedule change has allowed for the implementation of consistent collaboration time on Monday mornings for staff to work in PLCs. There has been the addition of teacher-driven Technology Mentors who offer trainings on a variety of technology related topics.  <b><u>Student Programs</u></b>  The AHS team has worked to enhance opportunities for students who may have unique and individual learning needs. An alternative education program, called "The Center " was established to provide online learning supervised by a credentialed teacher in a flexible learning environment. The Early College Academy as well as a new Freshman Seminar course were added to the AHS program and course roster to target graduation requirements and college and career readiness.
<b><u>Distance Learning (Response to COVID-19)</u></b> In response to the COVID-19 global pandemic, LVUSD schools moved to a Distance Learning model in March 2020. A Distance Learning model has been put in place for the 2020-21 school year with the option for a Distance Learning/return to campus when deemed safe.	

## **DETAILED PROGRESS**

### **AHS and District Staff**

The AHS Principal has been at AHS for three years. For a variety of reasons that include promotion and out of district moves, the AHS administrative team has seen significant changes. Four former AHS assistant principals are currently serving as principals and directors in LVUSD and other districts and states. Between the years of 2015 and 2018, each of the assistant principals promoted or moved to new assignments. This created a challenge and an opportunity to build a new administrative team. The current administrative team has been consistent for the last two school years, although their job descriptions and responsibilities have shifted due to the changing needs on campus and within the district.



Since 2017, due to increased enrollment and retirements, AHS has hired 20 new teachers, and 4 new clerical members. Our current plant manager has been at AHS for over 20 years but there has been an overturn with the custodial staff caring for facilities. We do have a new Athletic Director, Media Specialist, Registrar and new College and Career advisors. The new staff brings fresh ideas and enthusiasm to our school. Some teachers have changed roles on campus including a new IB Coordinator, new 504 coordinator as well as new advisors for ASB, Link Crew and the Center.

The AHS counseling team has maintained consistency in membership for the last 5, with one counselor joining and eventually leaving for the District 360 Center. This team works together to ensure students feel supported and find success. Counselors work hard to promote and support equity and accessibility for students in all programs.





At the District level, there is new leadership in Education Services, Education Technology, and Pupil Services. New LVUSD leaders include Assistant Superintendent Education Services; Assistant Superintendent Personnel, Director Education and Leadership; Director Elementary Education; and Director Pupil Services. The new leaders bring cohesion and focus in terms of policies and procedures, professional development, and LCAP and SPSA alignment. The AHS Principal participated in the interview process of all new District leaders.

AHS staff members participated in the District LCAP Committee focusing on creating four goals -- 1) College and Career, 2) Opportunity and Equity, 3) Whole Child, and 4) Professional Capacity. Our SPSA aligns directly with the LCAP, bringing greater cohesion to our school and District goals.

### **Curriculum**

The English Department piloted two new textbooks for adoption in 2017-2018, selecting and implementing McGraw-Hill's *StudySync* two years ago. *StudySync* offers digital instruction with full print support. *StudySync* engages students while advancing reading, writing, critical thinking, speaking and listening skills. In that same time frame, English IV teachers met to outline the vision of providing a college-like menu of options for all of our senior students. The outcome is the following course options for seniors:

Current Offerings
English IV: Science Fiction & Fantasy
English IV: Sports Medicine and Psychology
English IV: Creative Writing
English IV: Search for Self
English IV AP
IB English Literature

In January of 2016, there was a major curricular change in the English Language Development (ELD) Program. Houghton Mifflin Harcourt's *READ 180* program was adopted as the primary instructional source for our English Learners. The research based program is designed to present students with instruction for language acquisition based on their individual level of growing proficiency. Direct instruction is led by the teacher and offered in a variety of differentiated formats such as: whole group, small group, and one on one. There is also a *Newcomer Book for Essential Vocabulary and Language* instruction. The *Newcomer* program focuses on expressing basic needs, following directions, asking and answering questions, comprehending everyday words, participating in conversations, and writing short responses using learned words.

Science completed its transition to the Next Generation Science Standards. New textbooks were adopted in several course areas, depending on course changes and the extent to which the publishers aligned with those changes. At AHS, the following subject areas have new textbooks: Biology, Physics of the Universe, Physiology, Honors Biology, AP Physics. We have identified three main pathways (life science, physical science, sports medicine) which are UC a-g approved, although students can take their science classes in any order that they would like as long as they take a physical science class and a life science class.

For the last three years, we offered co-taught General Education/Special Education courses in English. This partnership ensures student access to general education curriculum with the additional support of trained teachers. Teachers are provided with common planning periods.

For the past four years, AHS staff participated in District Instructional Rounds, based on *Instructional Rounds* by City, Elmore, Fiarman, & Teitel, (2009). All staff are given the opportunity to attend Instructional Rounds at other schools and at AHS. In the Fall of 2018, AHS hosted over 25 district teachers and administrators to participate in Instructional Rounds. After a morning training focusing on “learning to see and unlearning to judge,” the group visited an extensive number of classrooms. Afterward, the team conferred and met with the principal to give feedback. The team identified a number of strengths, including evidence that students were successfully working collaboratively. Evidence showed students communicating about each other’s thinking, listening with focus and empathy, using academic language to explain reasoning, and engaging with their peers to overcome points of difficulty.



Many teachers are exploring other strategies (in courses such as Freshman Seminar, IB Theory of Knowledge, Study Skills) to encourage students to check their understanding on an ongoing basis, empowering students to tell their teachers or community of learners that they don’t understand. As students are encouraged to embrace failure as a significant part of learning and to practice a positive mindset that although they don’t understand something now, that with persistence and grit, they will be able to understand it later. The power of “yet” is an important skill to learn.



### **Facilities and Technology**

We have upgraded our facilities, increased security measures, and completed the LVUSD Forward Learning Technology 1:1 technology device. In 2014, Chief Technology Officer Jim Klein launched “Forward Learning.” This strategic “technology for learning” plan targets writing, content creation, media literacy, and Internet skills in a technology-rich environment. Through this

program, students in grades three through eleven carry with them and use a small laptop throughout the school day, and engage in collaborative learning through the use of a variety of content and media creation, collaboration, self-evaluation, and online assessment tools.

At registration, we currently provide all students with an Acer computer. They may either borrow or buy or participate in the the Bring Your Own Device (BYOD) program. Currently, 60% of AHS students bring their own device to school.

District-wide, we have embraced *Google Apps for Education* as a hub to be used to create space for communication, collaboration, creativity, and learning. All LVUSD personnel and students have access to this system. The District uses Aeries as its grading system. In addition, teachers use a variety of programs to help with engagement and instruction in the classroom, including Kahoot, Adobe Spark, Brainpop, Think Central, Quizzizz and Quizlet. Our onsite tech mentors hold professional development sessions during lunch and after school help staff learn to utilize technology in the classroom or introduce new apps or programs.

AHS facilities have undergone significant changes since our last WASC visit. In 2019, we replaced the Administration flooring, painted the interior, and created an alternate learning environment called “The Center”. In 2017, we replaced the stadium turf and sound system, remodeled the Athletics Sports Complex with an Athletic Training Facility and built a new weight room and yoga studio. The district also funded a remodeled Culinary Arts kitchen and built a kitchen for the Special Education program.

In the aftermath of the tragic school shootings, we have increased security across the campus. All classrooms have flip-lock devices so that teachers can quickly flip their door locked. We have 28 cameras with a monitor in the principal’s office, main office and at the District office. All visitors must check-in with the main office who will use the *Raptor* system. This program is a visitor tracking system that enhances school safety by improving access management on our campus. The system records identification information from visitors, providing them with a uniform temporary ID badge and checking the visitors against sex offender databases. *Raptor* is an internet based program and allows schools to take the drivers license of individuals, scan through a reader, and automatically log the visitor’s name, address, and partial driver’s license number into a visitor database.



## **Student Programs (The Center, ECA, Freshman Seminar)**

The AHS Community is committed to creating student-centered programs that meet the needs of our population, leading to changes in course offerings and program opportunities.

The Center, a unique learning space with specialized AHS staff, is an alternative learning space/program that offers a flexible learning environment with a goal to move students back into the classroom. The Center is for students who need credit recovery, need to take more than one course per year, demonstrate difficulty in a traditional classroom, and/or have unique medical or social/emotional needs. It is a safe and comfortable space to be and to work; it is not a traditional classroom, nor is it home. The goal of the Center is to assist students in progressing through their coursework in order to successfully obtain a high school diploma. The online curriculum provided in the Center allows students to work as quickly or as slowly as they needed with the support of a highly qualified AHS teacher.

In order to more effectively expose students to college and career opportunities as well as build skills necessary to be successful in the post secondary environment, and prepare them for the world of work and adulthood, a Freshman Seminar course was developed. All LVUSD 9th graders take this mandatory course that also serves as their social science graduation requirement for the 9th grade year. Students are exposed to activities that encourage and support the LVUSD Student 360 initiatives as well as “learning to learn” skills that enable students to grow in their organization, perseverance and grit, study skills and collaborative thinking and working. The course also includes components of the previous health course as they learn about their bodies, making healthy and safe choices and maintaining balance and mental well being.

The LVUSD Early College Academy (ECA) was established in 2018 and provides students with access to a wide breadth of college coursework as high school students. The four year high school program is specifically designed with introductory college topics during the first year, moving to discipline specific classes starting the second year. The Las Virgenes Unified School District launched an Early College Academy program in partnership with Moorpark College. The program provides students with over 30 UC/CSU transferable credits via Dual Enrollment in Grades 9-12. Beyond this, the program develops the writing, inquiry, collaboration, organization, and reading skills necessary for a student to be successful in college coursework.

## **Community Challenges**

In the past three years, the Agoura High School community has endured a number of emotional and traumatic events locally. While our community has bonded and offered each other strength and support over the years, these events have left scars and

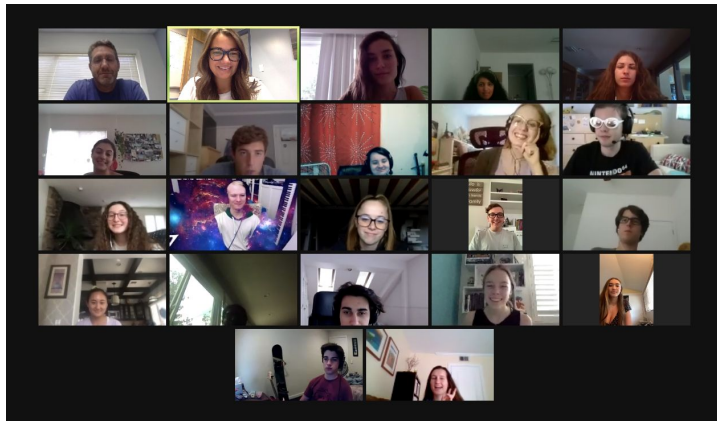
continued emotional distress since their occurrences.

Thursday, November 8, 2018, students, staff, and families woke to the devastating news of a mass shooting at the Borderline Bar & Grill. This local gathering place was frequented by many Agoura alumni, staff, and siblings of current Agoura students. That school day was spent triaging student and staff fears, emotions and needs.

As the close of the school day came, a massive wildfire erupted just north of our community. With excessive winds and high temperatures, the Woolsey and Hills fires moved quickly into our neighborhoods in the early morning hours of Friday, November 9. Schools were closed, and every neighborhood in our sending district was on mandatory evacuation. For the next three days, the fires burned uncontrollably, destroying many students' and staff homes. Schools would remain closed through the Thanksgiving holiday break. The Agoura High School campus lost one structure, and suffered severe smoke damage to the whole campus. The local support was uplifting and as we returned to campus, developing a sense of normalcy became a critical focus.

The aftermath of this traumatic time has resulted in PTSD on a community level. Each fall, when fires break out, students, staff, and parents are abnormally affected and may display behaviors with past trauma. The AHS staff works, in each instance, to show care and concern for the individuals impacted.

### **Distance Learning (response to Covid Pandemic)**



The County of Los Angeles is currently prohibits schools from reopening due to the Covid-19 pandemic. Students in LVUSD are all learning virtually until the county health department deems it safe to return. The district has moved to an all virtual meeting and are currently following all state and county guidelines. Agoura High School teachers meet virtually, sychronchosly each period of each

day using either Zoom or Google Meet platforms. Google Classroom is the instructional platform being used to provide instructional materials and activities for each class period. The bell schedule being used mirrors the schedule students will follow if and when a return to campus model is permitted. Campus is accessible for teachers to utilize their instructional space and the offices are open on appointment only basis for parents and students. Faculty and Staff meetings are held virtually. Athletic conditioning for AHS sports teams was permitted in mid-July but required to cease in late July. Student athletes and coaches began workouts again in the first week of September 2020. All student ASB activities, clubs and events are being held virtually.

## **Chapter II: Student/Community Profile - Data and Findings**

### **A: General Background and History**

#### **Community**

##### **Description of Community**

The Las Virgenes Unified School District has approximately 11,000 students and is one of the top ranking school districts in the state of California. Seven of the District's schools have received California Distinguished School/California Gold Ribbon School recognition—Agoura High School, Calabasas High School, A.C. Stelle Middle School, A.E. Wright Middle School, Lindero Canyon Middle School, Willow Elementary School, and Yerba Buena Elementary School. LVUSD is approximately 5% English Learners, with a broad range of languages represented in this subgroup. Additionally, approximately 12% of our students are on Free/Reduced Lunch. The Foster Youth Count hovers between 10-20 students annually. Las Virgenes high schools have been nationally ranked by U.S. News and World Report, and Newsweek Magazine. In addition, the District has been named to the Advanced Placement Honor Roll by the National College Board, an award given to the top two percent of school districts in the United States and Canada. Most recently, Las Virgenes has been named a California Green Ribbon School District and received the Gold Level Recognition from the California Department of Education. Las Virgenes has also been recognized for increasing the number of students taking Advanced Placement (AP) courses and for their performance on the AP exams. District students continue to thrive and refine their talents in the Performing Arts Education Centers. Las Virgenes is focused on expanding options and opportunities for students to ensure their educational excellence. The District is working hard on the instructional shifts necessary for students to be successful and college and career ready. Technology has been thoughtfully and purposefully infused into the classroom to support instructional shifts and student success. LVUSD's core mission centers around Student 360 - a framework that focuses on developing college, career, and life-ready children.

Agoura High School is one of two comprehensive high schools in the Las Virgenes Unified School District. Las Virgenes Unified School District serves approximately 11,500 students from Agoura Hills, Calabasas, Hidden Hills and the Los Angeles County portion of Westlake Village. The District encompasses fifteen schools, spanning preschool through high school, and consists of nine elementary schools, three middle schools, and two comprehensive high schools.

Agoura High School is located in the City of Agoura Hills. Incorporated in December of 1982, the city of Agoura Hills straddles the border between Ventura County to the north and Los Angeles County to the south, east and west. Neighboring communities include

Calabasas, Oak Park, Malibu and Westlake Village. The population of Agoura Hills, according to the US Census Bureau (2019), is approximately 20,222. The median income is \$121,896. The population of Agoura Hills is mostly white (82.6%), with 10% of the population being Hispanic, 8% Asian, 4% two or more races, and 3% African American. Nearby colleges and universities Pierce College, Moorpark College, California State University at Northridge, California State University at Channel Islands, California Lutheran University, and Pepperdine University.

Agoura High School was founded in 1965. The 50 acre campus is located north of Los Angeles, just past the west end of the San Fernando Valley in Agoura Hills at 28545 West Driver Avenue. Our comprehensive high school (grades nine through twelve) serves multiple cities including Agoura Hills, Westlake Village, Calabasas and some parts of Hidden Hills. Parents in the community have high expectations for their children, including a high GPA and future enrollment in a four-year college. Approximately 94% of parents report having completed some post-secondary education with 82% of parents completing a Bachelor's degree or higher. Agoura High School has a strong, rigorous academic program, offering many advanced placement, honors, and International Baccalaureate World courses in all core academic areas. In addition, the school has exemplary extra-curricular programs, including, but not limited to music, dance, fine arts, theater, industrial arts, and the Career and Technical Education (CTE) program that support the academic program. Many of these programs have been recognized by the state, and in some cases the nation for their outstanding achievement.

The campus design is open, and natural, reflecting the nearby mountain and trail areas. Agoura High School's building facilities include the administrative building, two science buildings, a history building, an art building, a music building, five other academic buildings for mixed subjects, and an industrial arts complex for auto mechanics and film production. In addition, there is a multi-purpose G building used for small events, assemblies, and other school activities. The state of the art Performing Arts Education Center, which opened in January 2013, houses a black box classroom, scene shop and mainstage space for performances, events and lectures. The gymnasium has a recently renovated foyer that highlights Agoura High School's storied athletic history with the honoring of the first two classes of the AHS Hall of Fame alongside numerous league and CIF championships. The Agoura Sports Complex, located near the athletic fields, houses the athletic training room, 3 team rooms, and several coaching offices in addition to the office of the Athletic Director. During the 2019-2020 school year, several classrooms were repurposed to bring all of our student activities and services into one, central location. This area includes the Media Center, the College and Career Center, the Activities and Athletics Center, and our newly created alternative education program, The Center. Extensive athletic facilities on campus include two swimming pools, baseball fields, tennis courts, a specially-designed wrestling room, weight rooms, an

all-weather track and an artificial turf field. These buildings and facilities are well spread out, with a multitude of green space available for outdoor educational and student use.

### **Family and Community Trends**

Census data for Agoura Hills and the LVUSD community indicates a relatively low population density compared to other regions of Los Angeles County. The population per square mile is approximately 2,000 with an average household size of 2.65. The median household income is estimated at \$130,000. Approximately 77% of the population owns their homes, and the median value of owner-occupied housing in Westlake Village is \$913,000 and \$772,900 in Agoura Hills. Eighteen percent (18%) of the population is over 65 years of age while Twenty-one percent (22%) of the population is under 18 years of age with 4% of the population being under 5 years of age. Overall population in the community has declined very slightly (<1%) over the past 10 years; however, there has been an overall decline in the school aged population, which is reflected in the declining enrollment in LVUSD and at Agoura High School.

The community also reports a high level of education among its population. Ninety-seven percent (97%) of the population (25 years +) reports being a high school graduate or greater, with 61% of that population (25 years +) reporting having earned a Bachelor's degree or higher. This high level of community education informs the academic culture of Agoura High School and the high level of expectation that parents hold for college preparedness.

Access to technology has been a significant issue over the last two years as more curriculum and instruction has been delivered online. Ninety-seven percent (97%) of households report having computers in the home with 94% of homes reporting a subscription to a Broadband Internet connection. LVUSD provides all students with a chromebook and will provide Internet Hot Spots for families lacking Internet access in the home. The high level of technology access within our community has allowed for extremely high levels of participation as AHS shifted to distance learning for the Spring semester of 2020 and start of the 2020-2021 school year.

### **State/Federal Program Mandates**

The District receives State and Federal funds which are used in grades to assist pupils with identified needs. AHS develops and evaluates its SPSA annually detailing how state and federal funds will be used to address identified student needs. School staff, parents, and students participate in the development and evaluation of the SPSA plan. Aligned with the LVUSD LCAP, the SPSA outlines support for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. AHS has very low enrollment in these targeted groups and does not receive direct supplemental funding state or Title I funding.

Special Education programs are provided for students with exceptional needs. The goal is to help them to become integrated into the regular program and to receive a free and appropriate education in the least restrictive environment. Reasonable accommodation is made for students with disabilities.

Gifted and Talented students may participate in a variety of programs including International Baccalaureate, community college partnerships, career pathways, honors classes and advanced placement classes. Student academic performance is the primary criteria for acceptance and placement in these programs.

### **Parent/Community Organizations**

Agoura High School has tremendous support from parents and the community. Our parents are active participants in the Parent Faculty Club (PFC), with many more helping out with school-wide events and fundraisers. AHS parents participate in the development of SPSA, LCAP and the work of the Curriculum Council. These parents work closely with school and District admin to help support whatever needs are not met by the budget. Over 40% of our parents volunteer and/or donate to our PFC. Our sports, music, theater arts, and dance programs also have robust parent booster clubs to support their activities.

### **Community Foundation Programs**

The Foundation for Las Virgenes Schools (FLVS) was founded in 2011 to provide additional financial support to LVUSD. FLVS is an all volunteer organization with board members from all areas of the community. FLVS has a master agreement with the District which clearly outlines financial responsibilities and organizational structure. Funds raised by the Foundation are distributed according to a special committee comprised of FLVS board members and District leadership. The Foundation raises money through an annual direct fundraising drive to parents and events for the community, such as the annual LVUSD Carnival, The Event, 5K Run for the Promenade, and more. The Foundation has raised over \$2,100,000 since its inception.

### **School/Business Relationships**

Agoura High School enjoys a supportive relationship with the cities of Agoura Hills and Westlake Village. Both cities provide financial support by way of grants to AHS to support various campus activities. Our students regularly participate in community events as volunteers, participants, and performers.

The New West Symphony and The Los Robles Master Chorale work with AHS music programs to provide clinics and other support to our music program. In addition, AHS music students regularly participate and receive support from Essentially Ellington, Jazz at Lincoln Center, Swing Central Jazz, and The Savannah Music Festival.

Our Sports Medicine program has partnerships with Body Logic Sports Therapy, Synergy Chiropractic, Athletic Physical Therapy, Veterinary Angels, and other local medical offices for student internships. Los Robles and West Hills Hospitals have provided field trips and financial support for Sports Medicine. The program works with the National Honor Society of Sports Medicine and AACI to go to sports medicine competitions and fields trips. Logix credit union donates yearly to support the program. The program also engages with many guest speakers across medical fields including doctors, nurses, physician assistants, and EMTs.

AHS Business, ROP, and culinary arts programs work with Junior Achievement, local entrepreneurs and local businesses. Over the last 15 years the program teachers have developed many contacts in the restaurant industry for the students. These businesses look to AHS for new hires, they share ideas about what they are looking for in employees and specific areas that they feel need attention. Local business and city employees also participate in mock interviews with AHS students.

Our Careers in Education program has partnered with seven of LVUSD schools (LCMS, Willow, Lupin Hill, Sumac, Mariposa, Yerba Buena, and Buttercup) to provide on-the-job-training for students interested in a career in education. Students intern at the schools as a teacher's aide.

Our forensics program is supported by guest speakers and resources from active and retired members of the Los Angeles Sheriff's Department, the Los Angeles Police Department, the FBI, and the Ventura County Crime Lab.

Our robotics program has received support and equipment through partnerships with local businesses including Minute Key and APS Engineering. The program also collaboratively work with local (iDesign Solutions) and national (Robotics Dept., Carnegie Mellon University) VEX Robotics companies for curricular support / trainings.

We have enjoyed a supportive relationship with our local newspaper, The Acorn. The paper often showcases our students' accomplishments in academics, performing arts, and athletics. For the 2020-2021 school year, they have created a regular student-written column that focuses on campus events.

Our Counseling office, in concert with the district's Community Counseling Center, has engaged in partnerships with multiple community agencies in a variety of areas to provide support. A link to the community resource page may be found [HERE](#).

We have a strong partnership with Moorpark College and other local community colleges for dual enrollment, concurrent enrollment, and professional development programs. These programs also provide certificate and degree options that extend our existing CTE programs and pathways.

## **Staff Description**

Agoura High School employed 85 teachers in 2018-2019 school year, 82 teachers in 2019-2020 school year and is currently staffed with 79 teachers for the 2020-2021 school year. For the 2020-2021 school year, some AHS staff have shifted to teach full time in the LVUSD Virtual Academy to serve AHS students who have elected a completely online program for this school year. These teachers remain on staff at AHS but are programmed into the master schedule for the Virtual Academy.

### **STAFF DATA**

#### **Number of Staff (20-21)**

Click [HERE](#) for a complete faculty and staff list

Certificated	Classified	Counselors	Pupil Support Services	Admin
79	57	4	6	4
*LVUSD Human Resources				

#### **Staff Gender (20-21)**

Female	Male
96	55
*LVUSD Human Resources	

#### **Ethnicity of Staff (20-21)**

Hispanic or Latino	African American	Asian	White	Other
12%	3%	4%	80%	1%
*LVUSD Human Resources				

The teaching staff at Agoura High School has remained relatively constant over the past several years. The average number of years of teaching experience at AHS is 13 years. About one third of the teaching staff has fewer than ten years of teaching experience at AHS. There is not a lot of turnover in the teaching staff and all but three general education teachers are tenured.

AHS administration has seen several changes in the past six years. A new principal was hired for the 2018-2019 school year and the Assistant Principals have all come on board within the last four years.



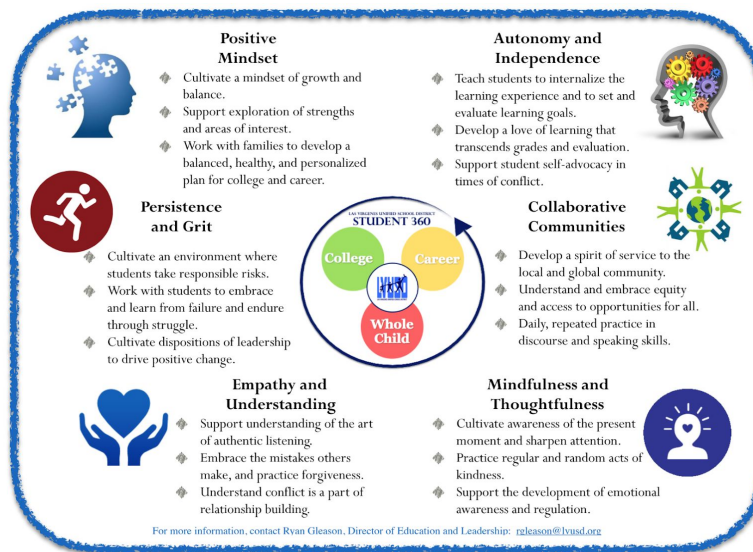
Classified staffing has changed significantly for the 2020-2021 school year with a reduction of on campus positions given the shift to a distance learning model. When students return to campus, we expect to see increases to our supervisory and clerical staffing levels.

## **School Purpose and ACS WASC Accreditation History**

### **Vision, Mission, and Schoolwide Learner Outcomes**

LVUSD has adopted Student 360 dispositions districtwide. Student 360 is a program which aims to help students develop qualities that lead to college, career, and life-ready young adults. Educators at every grade level are trained to lead exercises and incorporate methods that reinforce the six main values that are essential to this kind of growth:

- Positive Mindset
- Persistence and Grit
- Empathy and Understanding
- Autonomy and Independence
- Collaborative Communities
- Mindfulness and Thoughtfulness



The concept of Student 360 is that students need to learn and develop social and emotional skill-sets in order to successfully access the curriculum. AHS faculty and staff have received professional development to learn and implement Student 360 dispositions.

As part of the Self Study process, AHS stakeholders reviewed the school's Mission Statement and Schoolwide Learner Outcomes. This process included students, classified and certificated personnel, and parents. AHS stakeholders incorporated Student 360

Dispositions with the school's existing Charger Pyramid and the International Baccalaureate Student Dispositions to refine and describe AHS Student Learner Outcomes. Through stakeholder focus groups, we outlined expectations for the learning community and identified dispositions that we expected all of our students to demonstrate as both learners and graduates of Agoura High School. The result of this work was a complete revision of the school's Vision, Mission, and Student Dispositions. The Student Dispositions serve as our Schoolwide Learner Outcomes.

With the revisions to our Schoolwide Learner Outcomes (SLOs) or Student Dispositions, our faculty and staff will use collaboration time to identify ways to integrate these dispositions into the daily routines of teaching and learning. Collaborative teams will incorporate the development of these dispositions in the Curriculum Mapping process and intentionally embedded them in academic lessons.

We recognize that in order to fulfill our mission and meet our learning goals, we must engage students in learning that is built on positive relationships, relevance, and rigor. We also recognize that we are preparing students for a globally and technologically sophisticated world in which they must be adaptable and resilient to meet evolving needs and expectations. We continue to update our course catalog and curriculum to address our students' social, psychological, and emotional needs.

### **Vision**

All Agoura High School students learn to their fullest potential. Our students are prepared and motivated to engage as active citizens in a rapidly changing world, and their education is enhanced through the consideration of national, global, and multicultural perspectives. They have finely developed critical thinking skills, a global perspective, and a respect for the core values of honesty, loyalty, perseverance, and compassion. Agoura High School graduates are knowledgeable and caring Chargers who possess the knowledge and skills that assure their post-secondary success.

### **Mission**

The Agoura High School Community works collaboratively to prepare all students to become lifelong learners and responsible citizens. Within a safe and supportive environment, we provide a relevant, high-quality education and prepare our diverse student body for future endeavors. In partnership with faculty and staff, families, and our community, we create relevant learning opportunities for students -- both inside and outside the classroom -- that help them develop the knowledge, critical thinking skills, and character necessary to succeed in postsecondary opportunities. We are committed to recognizing the importance of communication and to encouraging dialogue among all constituencies; to promoting intellectual and social growth and

development within the school community; to providing a safe, inclusive, supportive setting so that students have the opportunity to explore and to clarify their own beliefs and values, to take risks, and to think and speak for themselves. Students are empowered to meet current and future challenges to develop social awareness, civic responsibility, and personal growth.

### **Schoolwide Learner Outcomes (Dispositions)**

#### **Open-Minded:**

We support understanding of the art of authentic listening. We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, are mindful of others cultures and we are willing to grow from the experience.

#### **Respectful:**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of all people. We understand and embrace equity and access to opportunities for all. We support self-advocacy in times of conflict and understand that conflict is a part of relationship building.

#### **Caring:**

We show empathy, compassion, and respect. We are charitable and have a commitment to service. We act to make a positive difference in the lives of others and in the world around us. We are responsible, principled, and dignified in our discourse and interactions within our community.

#### **Knowledgeable:**

We support exploration of strengths and areas of interest and teach students to internalize the learning experience and to set and evaluate learning goals. We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local, national, and global significance. We use critical and creative thinking skills to analyze and take responsible action on complex problems. We are resourceful and resilient in the face of challenges and change.

#### **Inquirers:**

We develop a love of learning that transcends grades and evaluation. We cultivate an environment where curious, self-directed students take responsible risks. We work with students to embrace and learn from failure and endure through struggle.

**Reflective:**

We cultivate a mindset of growth and balance. We support the development of emotional awareness and regulation.

**Communicators:**

We emphasize daily, repeated practice in discourse and speaking skills. We express ourselves confidently and creatively in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Innovators:**

We are adaptable and approach uncertainty with forethought and determination; we work independently and cooperatively to apply our knowledge and experience to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. We cultivate dispositions of leadership to drive positive change.

**ACS WASC Accreditation History**

Agoura High School hosted a full WASC visit March 24-26, 2014, with a one-day Mid Cycle Progress Report visit on February 22, 2017. AHS has been accredited by the Western Association of Schools and Colleges since 1968.

**LCAP (Needs, Goals, Actions, Services)**

**Parent/Community Input**

The Las Virgenes Unified School District convenes an LCAP Advisory Committee composed of representatives of various stakeholders and student subgroups. This committee works closely with District administrators in analyzing, reviewing, revising and formalizing the [Local Control and Accountability Plan \(LCAP\) for Las Virgenes](#). The LVUSD administration hosted four community webinars throughout the summer to solicit input and share information about the evolving nature of the pandemic. Following these webinars, surveys were administered to the community regarding their needs, questions, and learning environment preferences. Additionally, all school board meetings have been broadcast live for the public to view. LVUSD also hosts Community Forums in May to which the community is invited to attend and provide input regarding the desired educational programs that support student achievement.

## Identified Needs and Goals and Progress Monitoring Metrics 2019-2020

Las Virgenes Unified School District  
2019-2020 LCAP Executive Summary-Educational Targets and Metrics



Focus Areas	Goal	2019-2020 Actions	Keystone Targets and Metrics
College and Career (CCR)	LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in College and Career.	<b>Action # 1:</b> Increase High School Graduation Rates and College Eligibility <b>Action # 2:</b> Enhance Access and Fluency with College and Career Information for Families <b>Action # 3:</b> Adopt Innovative Instructional Resources <b>Action # 4:</b> Deploy Alternative Learning Program in Grades K-12 <b>Action # 5:</b> Implement Forward Learning Technology Strategic Plan <b>Action # 6:</b> Enhance the Quality and Quantity of Reading and Writing in K-8 <b>Action # 7:</b> Implement High-Yield Math Practices across K-12 <b>Action # 8:</b> Build Capacity around a Claim-Evidence-Reasoning Approach to Inquiry in STEAM subjects and Argument Writing in Humanities <b>Action # 9:</b> Expand Business-School partnerships and internship opportunities <b>Action # 10:</b> Develop Career Technical-Education certification program with Moorpark College	<b>CCR 1:</b> 80% A-G Rate <b>CCR 2:</b> 50% Naviance Usage <b>CCR 3:</b> 6-12 NGSS Adoption <b>CCR 4:</b> 3% Increase in Attendance and HS Graduation Rate <b>CCR 5:</b> 10% Paper Reduction, 3% Increase on CAASPP ELA <b>CCR 6:</b> 5% Increase on ELA CAASPP <b>CCR 7:</b> CAASPP Claim Scores for Communicating Reasoning Rise by 5% Above Standard <b>CCR 8:</b> CAASPP Claim Scores for Communicating Reasoning Rise by 5% Above Standard <b>CCR 9:</b> 50 Businesses Involved in Career-Focused Coalition <b>CCR 10:</b> CTE Certification Program Offered by 2020
Opportunity and Equity (OE)	LVUSD will provide regular assessment, monitoring, and intervention support to expose students to every school Opportunity possible.	<b>Action # 1:</b> Deploy the Early College Academy Program in Grades 6-10 <b>Action # 2:</b> Develop Saturday and after school credit recovery programs <b>Action # 3:</b> Deploy Comprehensive Monitoring of RFEP and LTEL Students <b>Action # 4:</b> Implement PSAT in Grades 8 and 10 <b>Action # 5:</b> Provide Equitable Access to School Services for Students with Unique Needs <b>Action # 6:</b> Develop early intervention program for ELA and Mathematics <b>Action # 7:</b> Support Implementation of Equity-Based Programs <b>Action # 8:</b> Form Early Childhood Taskforce to Discuss Preschool Options	<b>OE 1:</b> Increase in Low Income and First-Generation Outcomes <b>OE 2:</b> Reduction of D/F Rate, Increase in Attendance Rate <b>OE 3:</b> Zero LTELs by 2020 <b>OE 4:</b> PSAT Score Growth by 5% <b>OE 5:</b> Increase Inclusion by 10% <b>OE 6:</b> Increase CAASPP ELA and Math Scores by 5% <b>OE 7:</b> 50 Staff Participate in Cultural Proficiency Training <b>OE 8:</b> Secure Grant Funds for Preschool Expansion
Whole Child (WC)	LVUSD will cultivate the health, safety, and well-being of the Whole Child through curriculum, counseling, and positive learning spaces.	<b>Action # 1:</b> Continue to Implement Student 360 Program <b>Action # 2:</b> Continue to Grow Participation in Community 360 Events <b>Action # 3:</b> Sustain Partnerships with the Community 360 Counseling Center <b>Action # 4:</b> Sustain Restorative Discipline Models District-Wide <b>Action # 5:</b> Maintain Safe and Accessible Facilities for All Students <b>Action # 6:</b> Expand Wellness Options and Education <b>Action # 7:</b> Develop a Mindset of Environmental Sustainability <b>Action # 8:</b> Develop Media Centers as Hubs of Student 360 and Literacy <b>Action # 9:</b> Develop Arts Integration Strategic Plan <b>Action # 10:</b> Develop a K-5 Counseling Plan and Implement 6-12 Plan	<b>WC 1:</b> Student Connection, GPA, and Attendance Rate <b>WC 2:</b> 30+ Community 360 Ed. Options <b>WC 3:</b> Development of Community 360 Consortium <b>WC 4:</b> Suspension Rate <5% <b>WC 5:</b> Zero Williams Complaints <b>WC 6:</b> Wellness Education Model Developed & Deployed <b>WC 7:</b> 10% Paper Reduction, Increase Composting <b>WC 8:</b> 10% Increase in Circulation Relating to 360 Dispositions <b>WC 9:</b> Plan Developed and Deployed by Fall 2020 <b>WC 10:</b> 10% Increase in Student Safety and Connectedness
Professional Capacity (PC)	LVUSD will build the Professional Capacity of our staff to prepare current and future teachers and leaders to best meet our students' diverse needs.	<b>Action # 1:</b> Sustain Center for Educational Excellence (Credential Programs) for Teacher/Leader Development <b>Action # 2:</b> Develop and Deploy Robust Offering of Student-360 Aligned Talent Development <b>Action # 3:</b> Retain, Attract, and Support Highly Qualified Teachers and Other Staff with Competitive Salaries and Benefits <b>Action # 4:</b> Begin Three-Year Roll-out of Professional Learning Community Training <b>Action # 5:</b> Continue to Work Toward a Balanced Budget and Fiscal Solvency	<b>PC 1:</b> Three Active Credential Programs in Fall 2018 <b>PC 2:</b> 30% of Staff involved in one of the following strands: Math, PLC's, Cultural Proficiency, Instructional Rounds <b>PC 3:</b> 100% of Teachers Appropriately Credentialed and Assigned <b>PC 4:</b> 30% of Staff Trained by May 2020 <b>PC 5:</b> Identify \$3,000,000 Annually to Offset General Fund for LCAP Priorities

## 2020-2021 Local Control and Accountability Plan Draft Goals and Actions

Budget: [CLICK HERE](#)

LCAP Goal 1: College and Career	
Action	Funding Source
<b>Action # 1:</b> Support implementation of curriculum adoptions through Professional Learning Communities.	Base + Supplemental Grants
<b>Action # 2:</b> Utilize technology mentors and digital resources to allow for flexible educational models and support distance learning.	Base + Supplemental Grants
<b>Action # 3:</b> Utilize instructional rounds to grow practices that enhance student achievement.	Base Grant
LCAP Goal 2: Opportunity and Equity	
<b>Action # 1:</b> Utilize intervention specialists and counselors to provide Tier-2 academic and social-emotional support.	Supplemental Grant Federal Funding

**Agoura High School 2020  
ACS WASC/CDE Self-Study Report**

<b>Action # 2:</b> Sustain programs that help close achievement gaps including the Early College Academy, and Intervention Centers at the Middle & High Schools.	Supplemental Grant Federal Funding
<b>LCAP Goal 3: Whole Child</b>	
<b>Action # 1:</b> Provide staff, student, and parent wellness support through the LVUSD Counseling Center	Grant Carryover
<b>LCAP Goal 4: Professional Capacity</b>	
<b>Action # 1:</b> Utilize LVUSD CenterEdX to prepare teachers, coaches, classified staff, mentors, and administrators to enhance student achievement.	CenterEdX Revenue + Base Offset
<b>Action # 2:</b> Continue to grow Professional Learning Communities to use both new technologies and new curricula through Adaptive Schools and Cognitive Coaching.	Base + Supplemental Grants
<b>LCAP Goal 5: Financial Sustainability</b>	
<b>Action # 1:</b> Aggressively pursue grant funding to support student achievement and wellness programs.	Base Grant
<b>Action # 2:</b> Continue to consolidate the secondary master schedule to focus on programs that most positively impact student achievement.	Base Grant



## **B: School Program Data - Description of Programs**

### **General Education Program of Study**

Agoura High School is continually revising our programs to meet the needs of our students. We encourage students to challenge themselves by taking higher level courses but also counsel them to be mindful to create balance in their academic schedule. We have increased accessibility to advanced courses by removing certain prerequisites because we are firmly committed to open access to all courses as evidenced by the increased number of students taking honors, International Baccalaureate, and Advanced Placement (AP) courses. AHS/LVUSD has revised its course catalog to remove non A-G courses and expanded IB course offerings in mathematics and the arts. In 2017, the LVEA Board approved a change in graduation requirements to three years of mathematics.

A comprehensive, schoolwide Counseling and College and Career program provides equity and access to all students through classroom based lessons and workshops while promoting CTE pathways and A-G approved electives. The newly created District-wide [course catalog](#) offers information for all courses offered at both District high schools so parents and students can make informed decisions regarding course selection along with access to four-year planning meetings with Counselors. A wide variety of courses and teachers provide connections with the larger Agoura Hills community, such as our Early College Academy partnership with Moorpark college; guest speakers in Freshman Seminar; Transition and ROP programs; Service Learning Program; and the Sports Medicine program.



## **Summary of Programs**

### **International Baccalaureate**

The IB Diploma Program is an internationally recognized college preparatory curriculum, which prepares students to enter college with the skills they need to succeed in order to be life-long learners. It is a challenging two-year curriculum for students in 11th and 12th grade, which leads to a diploma that is recognized by the world's leading universities. Enrollment in the AHS Pre-IB program in 9th and 10th grades is essential for admission to and successful completion of the Diploma Program.



### **CTE Pathways**

**Health Science and Medical Technology Pathway:** Our Sports Medicine and Health Science pathway is a unique program tailored for students who are interested in the medical field. The program emphasizes the real world training needed to succeed in any medical profession with an emphasis on the sports medicine field.

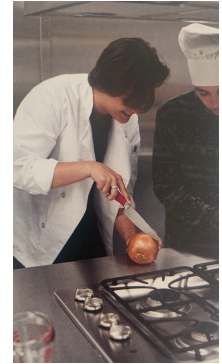


Students in the program earn certifications in CPR, First Aid, and AED, and are trained in HIPAA, Medical terminology, modalities, and rehabilitation.

Students gain hands on experience working with our 24 sports teams on campus and also through internships at local medical facilities. Currently partnerships include Los Robles Hospital, BPD Sports Performance, Ventura Orthopedics, and many more.



**Culinary Arts:** Our Culinary Arts pathway helps students develop skills and acquire knowledge for planning, preparing, and evaluating various foods within the Food Guide Pyramid and better understand nutritional science. Students in the program become familiar with writing and following recipes, maintaining a sanitary work environment, meal preparation, and menu/event planning. In the complete course, students gain academic and technical preparation necessary to pursue high-skill, high-demand careers in the culinary industry. Students engage in hands-on projects, including running and managing a student-led catering program for school events.



**ROP/Work Experience Programs:** AHS offers two ROP/Work Experience pathways that are available to all students. The Hospitality, Tourism, and Recreation program supports students interested in working in the Food and Hospitality Industries. The Business/Retail program provides coursework and work experience related in administrative, finance, and retail fields.

**Careers In Education Program:** The Careers in Education program introduces students to careers in education with a focus on teaching. However, students learn transferable skills for any future job such as workplace etiquette, workplace safety, how to perform in an interview, and how to develop a strong résumé. In addition to classes



with the high school instructor, students complete on-the-job training with teachers and students at the elementary and/or middle school levels in a variety of subject areas. While working with children with diverse backgrounds and learning needs, CIE students will explore current challenges facing teachers and our educational system in general. Classroom management techniques are explained, discussed, and practiced. Lesson plan organization and assessments are also taught in this course. The second level, Careers in Education: Leadership builds on

concepts learned through the introductory course of Careers in Education with a new focus on leadership. In their placements, students receive practical training in the following areas: school procedures and professional expectations, instruction and assessment, behavior management skills, career opportunities, career pathways, and

communication skills. CIE Leadership students will read informational texts focused on current pedagogical theories and interview leaders within their school communities.

In addition to full CTE pathways, AHS offers a variety of individual courses that are aligned with CTE. These courses include Forensics, Robotics, and Stagecraft.

### **The Center**

Launched in the 2019-2020 school year, The Center is an alternative education program that serves a variety of students whose needs cannot be met in the traditional general education setting. This program serves students who traditionally would have been served in the continuation high school setting and students who have requested an



independent study program. AHS strives to serve every student in the general education setting to the greatest degree possible. Students can be scheduled into The Center to address issues related to credit recovery, social emotional support, school/class avoidance, and other intervention needs. Courses in The Center are self-paced using the APEX curriculum and supported by highly qualified teachers.

### **Guided Studies**

Guided Studies is a course that provides intervention for students who are credit deficient to support the fulfillment of graduation requirements and access to an alternative education model that allows for expedited credit recovery. This course is also utilized as an additional support for students who benefit from a support period in which to seek academic guidance, increase educational skill building, and strengthen individualized study strategies.

### **Link Crew**

In order to provide more structured support of our incoming ninth graders, we offer Link Crew. Link Crew is a nationwide freshman transition program that focuses on empowering peer mentors to facilitate social, academic, and emotional transition into high school. Students are trained to get to know their



peers, help them get to know one another, run orientation for incoming freshmen, and host smaller events such as Freshman Study Night throughout the year. The club, providing these supports, is also a school club in which upperclassmen learn leadership skills, including those around diversity and leadership, technology/social media and leadership, peer counseling, ethics and leadership. Link Crew leaders are assigned to groups of Freshmen to provide a social and resource connection to support them as they transition to high school.

### **Early College Academy**

The Early College Academy was launched in the 2018-2019 school year to support first generation college students. The program provides students with over 30 UC/CSU transferable credits via Dual Enrollment in Grades 9-12. Beyond this, the program develops the writing, inquiry, collaboration, organization, and reading skills necessary for a student to be successful in college coursework. Students learn focused note-taking skills, collaborative learning through socratic-style tutorials, and engage in academic discourse through Socratic Seminars and debates. Emphasis is placed on organization to develop organizational skills so that students are able to balance multiple classes. The program currently serves approximately 100 students in grades 9 through 11.



### **Dual Enrollment Program**

[A.B. 288](#) authorized the creation of a College and Career Access Pathways partnership between a community college governing board and a school district, for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education. LVUSD has partnered with Moorpark College to offer college courses within the regular instructional day. Students enrolled in these courses are receiving transcribed credit towards their high school graduation requirements as well as building their college transcripts. All of the courses offered through dual enrollment are UC/CSU transferable. AHS is mindful to offer dual enrollment courses that support existing CTE and academic programs.



### **Computer Science**

Beginning with the 2019-2020 school year, AHS offers a three-year Computer Science programming course progression. The course sequence focuses on programming and incorporates AP Computer Science Principles, Python Programming, and AP Computer Science. This course progression not only prepares students for post-secondary education in Computer Science and Programming, it also allows students to enter the computer programming field upon completion of the course sequence.

### **Performing Arts**



AHS has a wide variety of award-winning performing arts courses and programs, including dance, stagecraft, tech theater, wind ensemble, marching band, orchestra, jazz band, and choir. The AHS Music Program offers a diverse selection of music classes across many different genres from classical to jazz to contemporary music in both instrumental and vocal ensembles. It is our philosophy that every student who wants to learn music should have a place here in some sort of introductory level class while we

also try to challenge our more experienced music students with advanced course offerings. Our groups have been recognized internationally as some of the most outstanding high school musical groups in the world.



### **Types of Instruction and Learning Opportunities**

The bulk of the students at Agoura High school are served in a traditional face-to-face educational setting. There has been an emphasis in recent years on increasing student engagement and incorporating collaborative instructional strategies in all content areas. Collaborative furniture has been purchased to encourage student interaction and discussions. As part of its curriculum and textbook adoption in recent years, LVUSD has focused on providers that have significant technology and online support resources to supplement classroom instruction. The district has partnered with FUEL Education and APEX Learning to provide online learning opportunities for credit recovery and alternative education programs. Online learning programs are supported by fully credentialed teachers.

In March, 2020, the Las Virgenes Unified School District moved to a distance learning model in response to the COVID-19 pandemic. This transition was supported by high levels of technology and broadband access within the community as well as the district's one-to-one device laptop program.

For the 2020-2021 school year, LVUSD offered families two educational setting options for all families. Students were able to choose between the On Campus program and the LVUSD Virtual Academy.

The On Campus program has begun the year in a distance learning model. When it is determined to be safe to do so, students who have selected this model will return to campus. The distance learning model follows the [AHS traditional bell schedule](#) and provides for direct instruction via Zoom or Google Meets every day combined with asynchronous independent work.

The LVUSD Virtual Academy is a fully online program that offers synchronous and asynchronous instruction provided by highly qualified LVUSD teachers and online providers (APEX Learning, National University Virtual High School, and FUEL Education). The district contracted with online providers to ensure that a highly qualified teacher is available to support all students in asynchronous online courses. These students are also supported by LVUSD credentialed teachers for progress monitoring and tutoring support.

The On Campus program and the Virtual Academy share the same bell schedule and instructional calendar which allows VA students to “mirror” into on campus courses in Special Education, music, and other specialized courses.

### LVUSD Distance Learning Structure

Las Virgenes Unified School District  
High School Instructional Minutes  
Fall 2020

	Total approximate live instructional minutes per day	Total approximate minutes for asynchronous instruction, independent/small group work, and individual progress monitoring
Grades 9-12	180	150
<ul style="list-style-type: none"> <li>• <b>Live instructional minutes</b> include teacher whole group interaction and instruction, small group instruction and one-on-one instruction.</li> <li>• <b>Asynchronous instructional minutes</b> include teacher pre-recorded lessons and videos, pre-recorded digital content.</li> <li>• <b>Independent instructional minutes</b> include student individual and/or small group work on assignments, projects, and reading during school hours; academic work may extend beyond the student's school day.</li> </ul>		

#### Sample High School Virtual Learning Instructional Schedule

Tuesday - Friday Class Periods	Monday Class Periods
<ul style="list-style-type: none"> <li>• 30-40 minute check-in and live virtual instruction</li> <li>• 40-50 minutes of asynchronous instruction, independent/small group work, and individual progress monitoring</li> <li>• 10-20 minute check-out, closure, and/or formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 10-15 minute check-in and live virtual instruction</li> <li>• 15-20 minutes of asynchronous instruction, independent/small group work, and individual progress monitoring</li> <li>• 5-10 minute check-out, closure, and/or formative assessment</li> </ul>

## Curriculum

Department Chairs and Curriculum Council work together to ensure that instructional materials are up-to-date and aligned to current standards. A list of the latest textbook adoption is located here: [AHS Adopted Textbooks](#).

### How Courses Support College and Career Preparedness

All curricula and textbooks are aligned with California State Standards and support rigorous college and career preparedness. LVUSD manages all curricular adoptions through the LVUSD Curriculum Council. The role of the Curriculum Council is to act as an advisory group on curriculum matters and global issues for the School Board and Administration of the Las Virgenes Unified School District. Its mission is to provide a forum within the District to study, analyze, discuss, and ultimately recommend to the Board and the administration the possibilities and/or alternatives for curriculum matters and global issues in the District. The Council serves the District as the main vehicle to review and reconsider additions, deletions, and changes to the District's curricula. The DCC is made up of community members, teachers, administrators and board members. Community member appointments to the Council are for a two year

period. There are six community members on the council. Three positions are open per year, on a revolving basis.

**Support (Equal Access, Academic and Personal Counseling, College and Career Preparation, Health Services)**

The Las Virgenes Unified School District and AHS are committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or immigration status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

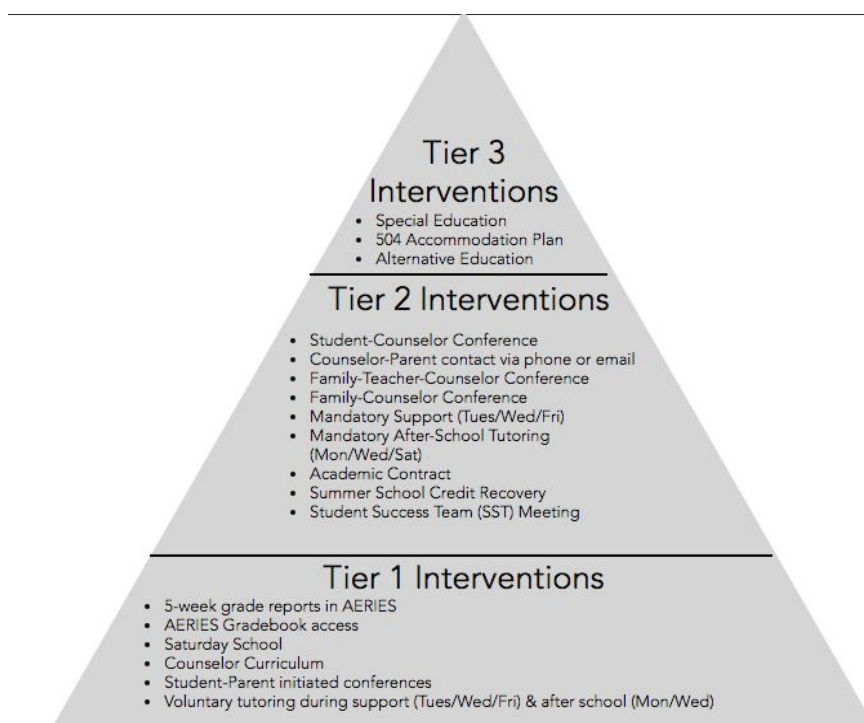
AHS faculty and administration have worked diligently to identify potential barriers to students' access to higher level courses. Specifically, we have removed certain course prerequisites to increase access. Additionally, we are actively remarketing Honors, IB, and AP courses to encourage more students to engage in these courses.

AHS Counselors utilize various counseling-directed tiered intervention systems to ensure students have equitable access to counseling support services. In the area of academics, counselors review 5-, 10-, and 15- week academic and attendance progress reports each semester to provide in-person intervention for students who are receiving low marks in coursework or who have chronic attendance issues. Counselors collect feedback from teachers, parents, and support staff to help inform intentional intervention practices. In the area of attendance, counselors work with administration to track and review students with significant lapses in attendance or significant attendance trends. Attendance conferences are held and, if necessary, students are referred to the School Attendance Review Board (SARB). Counselors also use intentional intervention and support processes for the students with interpersonal and behavioral challenges including areas such as conflict mediation and mental health support. Counselors ensure that students are receiving appropriately aligned support on-campus and utilize referrals to District-approved resources and community partners, as needed.



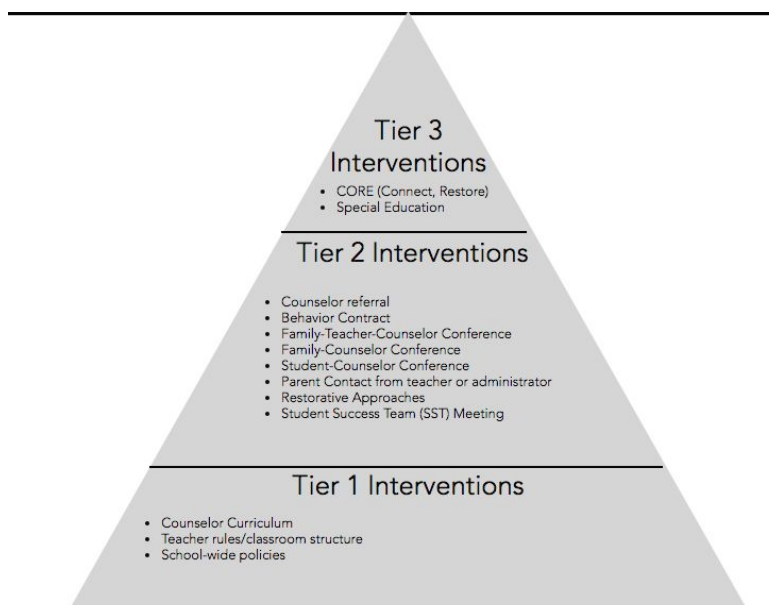
**Counseling Intervention: Academic**

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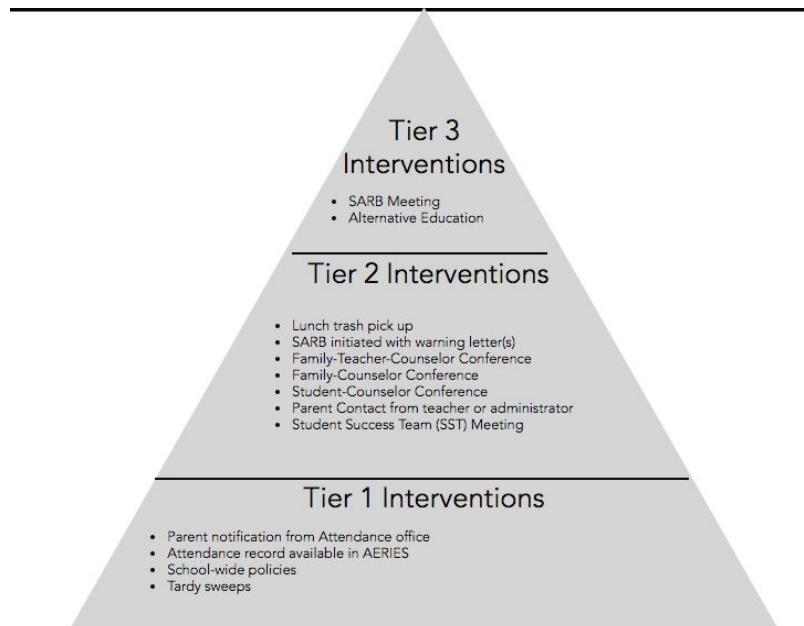


**Counseling Intervention: Behavior**

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**Counseling Intervention: Attendance**



The AHS health office is staffed by a Health Clerk certified in First Aid and trained in CPR. The Health Clerk assists with first aid or illness situations occurring at school but are not a licensed nurse or trained in diagnosis or treatment. School Health Clerks work closely with LVUSD licensed district nurses to provide health care support for students. LVUSD provides information and referrals about health care coverage options and enrollment assistance through [Covered CA](#).

## **Partnerships**

Agoura High School is considered the central hub for activities in the local community. The facilities are used regularly by community recreation programs, community college courses in the evening, and other special events sponsored by the surrounding cities.

Our Careers in Education program has partnered with seven of LVUSD schools (LCMS, Willow, Lupin Hill, Sumac, Mariposa, Yerba Buena, and Buttercup) to provide on-the-job-training for students interested in a career in education. Students intern at the schools as a teacher's aide.

We have a strong partnership with Moorpark College for dual enrollment, concurrent enrollment, and professional development programs.

Our forensics program is supported by guest speakers and resources from active and retired members of the Los Angeles Sheriff's Department, the Los Angeles Police Department, the FBI, and the Ventura County Crime Lab.

We have enjoyed a supportive relationship with our local newspaper, The Acorn. The paper often showcases our students' accomplishments in academics, performing arts, and athletics. For the 2020-2021 school year, they have created a regular student-written column that focuses on campus events.

### **Online Instruction and Programs**

Through the textbook adoption process, AHS has incorporated a variety of online programs and resources to support classroom instruction. The English, Social Science, and Science textbooks have significant online components. This decision was intentional to provide for dynamic instructional materials that are updated regularly throughout the term of the adoption.

AHS subscribes to TurnItIn to support student writing and academic honesty, xxx, xxx.

Courses in The Center are provided in partnership with APEX Learning.

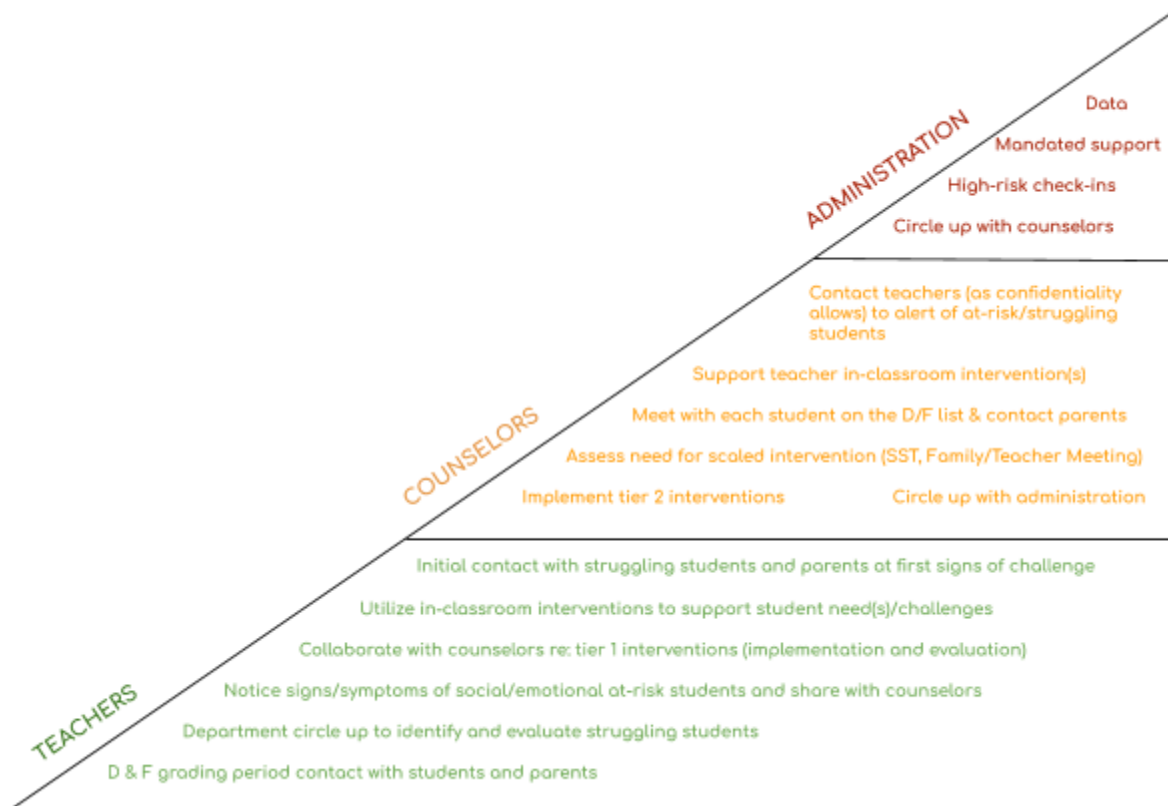
All of these online programs are supported by the LVUSD one-to-one program, which provides a laptop to all students who request one. Currently, about xx% of AHS students are issued a laptop through our Media Center. The remaining students have opted to provide their own devices.

### **Summary of Support Programs**

Multi-tiered Support Systems (MTSS) are utilized to support identification and assessment of at-risk students and implement aligned intervention services. Tier I interventions begin at the classroom level. Counselors and College and Career Advisors use push-in time to deliver lessons to all students in the areas of college, career, academia, and social/emotional functioning. Teachers receive professional development on how to identify students with academic/social/emotional challenges that warrant a higher level of individualized attention and communicate with counselors and parents regarding such concerns. At the Tier II level of intervention, counselors, teachers, administration, and other stakeholders work in conjunction to identify what areas of need (ex. attendance, interpersonal, academic processing) are most significant for each at-risk student and curate plans for intervention. Such intervention plans are constructed during various Tier II meetings including, but not limited to, Student Success Team (SST) meetings and Family Teacher Counselor Conferences (FTCC). Plans

may include interventions such as increased check-ins with counselors, tracking support period attendance, review of in-classroom supports, and referrals to Tier III services. Tier III services provide intervention for those at-risk students who carry a significant level of need that cannot be addressed by Tier I or Tier II interventions alone. Examples of Tier III interventions may include Student Attendance Review Board referrals, referral to The Center, and referral to the LVUSD Counseling Center.

Response to intervention is tracked through various measures at the Tier I - III levels. Counselors and administrators actively track student trends as related to academic performance, attendance records, interpersonal functioning, and intervention scaling. Counselors attend department meetings to work in collaboration with teachers at the Tier I level to support and track intervention systems. Administration and counselors meet on a bi-weekly basis to discuss, review, and modify current intervention plans for Tier II-III students.



## English Learners

In our EL course, students are taught strategies for ongoing access to their content area classes. Our Reclassified Fluent English Proficient (RFEP) students are offered resources for success through our ongoing monitoring and support program. We are currently extending the support we offer our RFEP students through the

implementation of monitoring that extends beyond the ELD teacher/coordinator to schoolwide approach by including the counseling team, administration, and teachers. Our District bilingual aids are available to attend classes with EL to offer translation and individualized support. Our District bilingual aids work with teachers to translate both assigned tasks, texts, and assessments, and to translate student work.

The ELD teacher is available to work with our staff to develop appropriate strategies and routines in working with our ELD and RFEP students. The teacher is available to aid teachers with modifying lessons, worksheets, tasks, and assessments.

### **Low Income/Socio-economically Disadvantaged Students**

Approximately 11% of students at AHS qualify are Socio-economically disadvantaged and are eligible for Free or Reduced Lunch. AHS does not qualify for Title I funding. As part of our progress monitoring for all students, AHS disaggregates achievement and attendance data to monitor socio-economically disadvantaged students as a subgroup. Targeted outreach is provided through counseling and academic services to support this student population as needed.

### **Foster Youth and Migrant, and Homeless Education Programs**

Historically, AHS has very few Foster Youth enrolled. LVUSD Educational Services Division reaches out to all families who have Foster Status to offer Title I and other supplemental supports. We inventory their educational needs, ensure compliance with AB 167/216, and utilize fiscal resources to close any access and opportunity gaps that they may have.

LVUSD and AHS adhere to Education Code (54440-54445) regarding the provisions of Migrant Education and the McKinney-Vento Homeless Assistance Act for Homeless Children and Youth, which entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. LVUSD's district liaison works with school counseling staff to identify and support these students academically, socially and emotionally, and with attendance and transportation.

### **Services Available for Students with Special Learning Needs**

Las Virgenes is part of the [Ventura County Special Education Local Plan Area](#) (SELPA). The Ventura County SELPA is responsible for the implementation of the Ventura County Special Education [Local Plan](#), and ensuring a free appropriate public education to all students with identified disabilities.

Currently, AHS educates 217 special education students through a variety of programs and services. Students needing academic support are instructed through Essential courses; additional specialized services are offered through a Social Communication program, Community Based Instruction, the Post-Secondary Program for 18-22 year olds, Adaptive PE, and a variety of Designated Instructional Services. Highly qualified special education teachers provide educational support for these students, along with academic and health-related paraprofessionals and Transition Partnership Program (TPP) team members. TPP is a partnership program with the Department of Rehabilitation and Project Workability and is designed to promote the employability of Special Education students. TPP's mission is to help students move from school to a quality adult life. The program provides assessments, pre-employment skills training, career exploration, job placement assistance, work site monitoring, supervision and post secondary employment follow up for select students with special needs.

## **C. Demographic Data**

### **Socioeconomic Status**

#### **Parent Education Level**

	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Grad School/Post Grad</b>	41%	42%	43%	44%	46%
<b>College Graduate</b>	36%	35%	36%	35%	36%
<b>Some College</b>	15%	15%	14%	13%	12%
<b>High School Graduate</b>	5%	6%	5%	5%	4%
<b>Not a HS Graduate</b>	1%	1%	1%	1%	1%
<b>Declined to State</b>	2%	1%	1%	1%	0%
*Aeries					

Parents in the community have high expectations for their children, including a high GPA and future enrollment in a four-year college. Approximately 94% of parents report having completed some post-secondary education with 82% of parents completing a Bachelor's degree or higher.

#### **Free and Reduced Lunch**

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Enrollment	2,075	2,087	2,078	1,972	1,916
Free/Reduced Lunch	146	128	235	216	214
*CDE DataQuest/Aeries					

Eleven percent (11%) of AHS students qualify for Free and Reduced Lunch.

### **Student Enrollment**

#### **Enrollment by Grade Level**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total	2,075	2,087	2,078	1,972	1,916
9th	487	525	549	495	451
10th	552	485	500	524	485
11th	534	537	469	494	499
12th	502	540	560	459	481
*CDE DataQuest					



### Enrollment by Gender

	2015-16	2016-17	2017-18	2018-19	2019-20
Female	1017	1,017	993	952	910
Male	1078	1,070	1,085	1,020	1,006
Total	2095	2,087	2,078	1,972	1,916
*EdData & Aeries					

### Enrollment by Ethnicity

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Number	2,168	2,075	2,087	2,078	1,972
African American	1%	1%	2%	1%	2%
American Indian or Alaska Native	1%	1%	1%	1%	1%
Asian	7%	7%	6%	6%	6%
Filipino	1%	1%	1%	1%	1%
Hispanic or Latino	10%	10%	11%	12%	12%
Pacific Islander	0%	0%	0%	0%	0%
White	78%	77%	76%	75%	75%
Two or More Races	3%	3%	4%	4%	3%
Not Reported	0%	0%	0%	0%	0%
*CDE DataQuest					

### Enrollment by Home Language

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
English	86%	86%	83%	83%	86%
Spanish	4%	4%	4%	4%	4%
Hebrew	2%	2%	2%	2%	2%
Russian	1%	1%	1%	1%	1%
Farsi	<1%	<1%	2%	2%	2%
All Other	7%	7%	8%	8%	5%
*Aeries					

### Enrollment by Subgroup

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
English Learners	24	30	15	11	9
Foster Youth	0	0	1	0	0
Homeless Youth	0	1	1	1	2
Migrant Education	0	0	0	0	0

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Students with Disabilities	247	216	229	213	217
Socioeconomically Disadvantaged	150	140	245	223	222
*CDE DataQuest					

### Students with 504 Plans

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
504	117	114	119	122	135
*Aeries					

The number of students eligible for Special Education services has stayed relatively stable in the last four years. The number of 504 students has steadily increased in the same span of time. The increase in the number of students with 504s likely reflects efforts to serve students within the general education program to the greatest degree possible. While the majority of students with 504 Plans require accommodations related to attention issues, there has been an increase in the number of students who are eligible for 504 accommodations due to social/emotional needs.

### Title I Enrollment

Agoura High School does not receive Title I funding.

### Focused Programs Course Enrollment (Weighted Grade)

#### Number of Course Enrollments in Focused Programs NOT Individual Students

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Honors	286	240	382	443	592
AP	839	984	889	811	859
IB	432	445	427	380	380
Dual Enrollment	NA	NA	NA	29	103
*Aeries					

AHS has seen an increase in the overall enrollment in Honors, AP, and IB courses as a percent of overall enrollment. Dual enrollment participation tripled in the two years it has been offered at AHS. This validates the school's efforts to increase access to advanced courses.

## **Language Proficiency Data**

### **Enrollment by Language Proficiency**

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
EL Count	24	30	15	11	9
RFEP Count	103	88	65	62	54
LTEL Count	0	2	3	0	0
Reclassification Rate	25%	12.50%	13.3%	20.0%	27%
<i>* EdData, Aeries</i>					

### **English Language Proficiency Assessment for California (ELPAC)**

AHS tested only 10 students in 2018-2019 and 13 students in 2017-2018. Given the low number of students tested, aggregate data is not publicly available. Individual student results are used to provide instructional support and targeted instruction in English.

#### **ELPAC Performance (Currently Enrolled Students)**

	<b>2020</b>
1: Minimally Developed	3
2: Somewhat Developed	3
3: Moderately Developed	2
4: Well Developed	5
<i>* Aeries</i>	

## **D. Data on Addressing the Eight State Priorities**

### **LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)**

#### **Teacher Assignments and Qualifications**

Click [HERE](#) for a complete faculty and staff roster, including position, credentials held, NBC status, years of experience, gender, and ethnicity. All AHS general education staff are fully credentialed, with no teachers teaching classes outside of their credentialed areas. Two of our special education teachers are participating in Intern programs and working towards their full Special Education credentials. Teachers have been with the school or district for an average of 13 years.

#### **Standards-Aligned Instructional Materials**

Department Chairs and Curriculum Council work together to ensure that instructional materials are up-to-date and aligned to current standards. A list of the latest textbook adoption is located here: [AHS Adopted Textbooks](#).

All curricula and textbooks are aligned with California State Standards and support rigorous college and career preparedness. LVUSD manages all curricular adoptions through the LVUSD Curriculum Council per Board Policy ([BP 6141](#)). The role of the Curriculum Council is to act as an advisory group on curriculum matters and global issues for the School Board and Administration of the Las Virgenes Unified School District. Its mission is to provide a forum within the District to study, analyze, discuss, and ultimately recommend to the Board and the administration the possibilities and/or alternatives for curriculum matters and global issues in the District. The Council serves the District as the main vehicle to review and reconsider additions, deletions, and changes to the District's curricula. The DCC is made up of community members, teachers, administrators and board members. Community member appointments to the Council are for a two year period. There are six community members on the council. Three positions are open per year, on a revolving basis.

#### **School Facilities**

Agoura High School's building facilities include the administrative building, two science buildings, a history building, an art building, a music building, five other academic buildings for mixed subjects, and an industrial arts complex for auto mechanics and film production. Science labs are completely functional with gas, electric, safety equipment, and secure chemical storage to support the UC a-g course requirements for laboratory science. In addition, there is a multi-purpose G building used for small events, assemblies, and other school activities. The state of the art Performing Arts Education Center, which opened in January 2013, houses a black box classroom, scene shop and mainstage space for performances, events and lectures. The gymnasium has a foyer that

highlights Agoura High School's storied athletic history with the honoring of the first two classes of the AHS Hall of Fame alongside numerous league and CIF championships. The Agoura Sports Complex, located near the athletic fields, houses the athletic training room, 3 team rooms, and several coaching offices in addition to the office of the Athletic Director. During the 2019-2020 school year, several classrooms were repurposed to bring all of our student activities and services into one, central location. This area includes the Media Center, the College and Career Center, the Activities and Athletics Center, and our newly created alternative education program, The Center. Extensive athletic facilities on campus include two swimming pools, baseball fields, tennis courts, weight rooms, an all-weather track and an artificial turf field. These buildings and facilities are well spread out, with a multitude of green space available for outdoor educational and student use.

Media resources used by teachers and students are abundant throughout campus. AHS has wireless internet access in all classrooms and buildings. Students are issued a district-provided chromebook to support teaching and learning. Each classroom has a projection system for use with a laptop and document camera. Several classrooms are equipped with a Smart Board; teachers in those classrooms have been trained to use the equipment and incorporate the technology into their instruction. Students can access the computer lab in the Media Center as well as check out and utilize print materials. The Media Center personnel are highly-qualified individuals who assist in student research, teacher support, and maintenance of the databases such as World Book Web, Jstor, and Sirs Knowledge Source. There are also two computer labs on campus that both teachers and students have access to.

Plant and facilities maintenance personnel include a plant manager, groundskeeper, and custodians. These individuals are responsible for the maintenance and cleanliness of the facilities. Classrooms and restrooms are cleaned and disinfected on a daily basis. In addition, these individuals are responsible for the set up and preparation of all athletic events and activities sponsored throughout the entire year. The Las Virgenes Unified School District is responsible for governing a scheduled maintenance program that includes regular facilities inspections, maintenance of classrooms, and repair of major facilities. An established work order process alerts district maintenance personnel of the work needed to be performed and ensures emergency needs are given priority.

District maintenance and facilities upgrade programs at Agoura High School in the last six years include the repainting of classrooms, new football field fencing to increase campus security, two new message marquees, creation of a yoga room, 4 newly remodeled portable classrooms in the Sports Complex for our Sports Training Room and team rooms, a new weight room, new flooring and carpet and paint in Administration building, new and additional cameras campus wide, new carpet in our

Music rooms, remodeling of our photo classroom, new cheer/Dance wood floor in G bldg, staff parking lot refurbishing, and new HVAC systems with improved filtration.

### **LCFF Priority 2 - Implementation of Academic Standards**

#### **Implementation and Adoption**

All curricula and textbooks are aligned with California State Standards and support rigorous college and career preparedness. Recent curricular adoptions were completed in English (2018-2019), Social Science (2018-2019), and Science (2019-2020). Adoption procedures ensured that materials aligned with California State and NGSS Standards.

Beginning with the 2019-2020 school year, the focus of AHS Professional Learning Community (PLC) collaborative teams work is Curricular Coherence. This work includes evaluating course scope and sequences within and across departments, curriculum mapping within courses and aligned with designated course sequences, and the development of common assessments within each course. AHS collaborative department teams had received foundational professional development in these areas in February, 2020. In March, 2020, the school community shifted to a distance learning model, and these efforts were temporarily put on hold to focus on supporting distance learning.

As AHS faculty resumes this focus in the 2020-2021 school year, weekly collaboration time will be focused on curriculum mapping, alignment, design, and implementation. The process is both vertical and a horizontal and removes unnecessary curricular repetitions, promotes alignment, emphasizes cross-disciplinary connections, and encourages "spiraling" of essential skills, which involves reinforcing and extending those skills with increasing complexity within and across grades and courses. This work will also be informed by State Content Standards and CAASPP Claims and Targets to ensure alignment.

Horizontal alignment occurs as teachers work in grade-level groups during collaboration time to map the content of the taught curriculum and identify the standards they are addressing in each instructional segment or unit. Furthermore, the teachers will share best practices and develop learning activities to support common assessments.

The professional development component of this work includes team meetings and focused workshops. Team meetings of grade-level or subject-area teachers during weekly collaboration provide time to give teachers time to discuss instruction and student learning and reflect on teaching practices. Teachers develop shared goals for student learning and collaborate to promote student achievement.

### **LCFF Priority 3 - Parent Engagement**

#### **Parent input in Decision-Making**

Parent involvement is one of California’s eight education priorities under LCFF. AHS enjoys a high level of parent involvement in volunteer activities related to school events and specific athletics and performing arts programs; however, engagement in school-based decision-making opportunities (Site Council, PFC leadership, Focus Groups) is less robust. AHS administration is currently working with its PFC to increase parent engagement and involvement opportunities in school governance and decision-making. AHS will use data from the annual California School Parent Survey to monitor progress in this area. In the 2020-2021 school year, the PFC has begun issuing small, focused surveys on targeted issues and shares this data in weekly meetings with school administrators. These surveys assist in decision-making and provide direction and feedback related to parent engagement activities. The 2019 California School Parent Survey Results will be used as baseline data for these efforts.

#### **California School Parent Survey Results (2019)**

<b>Question</b>	<b>Percent Agree or Strongly Agree</b>
School allows input and welcomes parent contributions	64%
School encourages me to be an active partner with the school in educating my child	70%
School actively seeks input of parents before making important decisions	39%
Parents feel welcome to participate at this school	62%
School staff treats parents with respect	77%
School staff takes parent concerns seriously	56%
School staff are helpful to parents	71%
School keeps me well informed about school activities	93%
Teachers communicate with parents about what students are expected to learn in class	59%
School promptly responds to my phone calls, messages, or emails	72%
School lets you know how your child is doing between report cards	69%
School provides information about how to help child with homework	40%
School provides information about why child is placed in particular groups or classes	39%



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School provides information about parent expected role at school	49%
School provides information on how to help child plan for post-secondary	74%

Agoura High School has a School Site Council comprised of parents, teachers, classified staff, students, and administrators. The council's function is to approve budgets and annually review school growth, technology, assessment, and accountability. In addition, the group allocates monies by request and provides guidance for the Single Site Plan for School Achievement and the implementation of the WASC Action Plan.

In collaboration with the School Site Council, the Parent Faculty Club (PFC), Academic Council (Department Chairpersons), the Associated Student Body (ASB), and Charger Booster Clubs serve as advisory committees. These advisory committees serve students and staff with the development and organization of student academics and activities.

Agoura High School is fortunate to have an active PFC. PFC meets once a month at the community library and invites all parents to participate; AHS principal, Assistant Principal of Instruction and a counselor regularly attend to provide noteworthy school information and upcoming events. The weekly PFC Newsletter electronically communicates with parents, providing critical information about academics, support programs, and extracurricular activities. The PFC has a structure to survey parents to provide input on a variety of school initiatives and programs. The principal meets weekly with the PFC president(s) to review survey data to inform school-based decision-making. In addition, administrative staff hosts a monthly "Coffee with Administrators" to review school initiatives and programs, share performance data, and seek input and feedback from parents.

Parents are also invited to serve on a variety of district committees and advisory boards. These committees include curriculum, instruction, career and technical education, safety, bond oversight, and other opportunities.

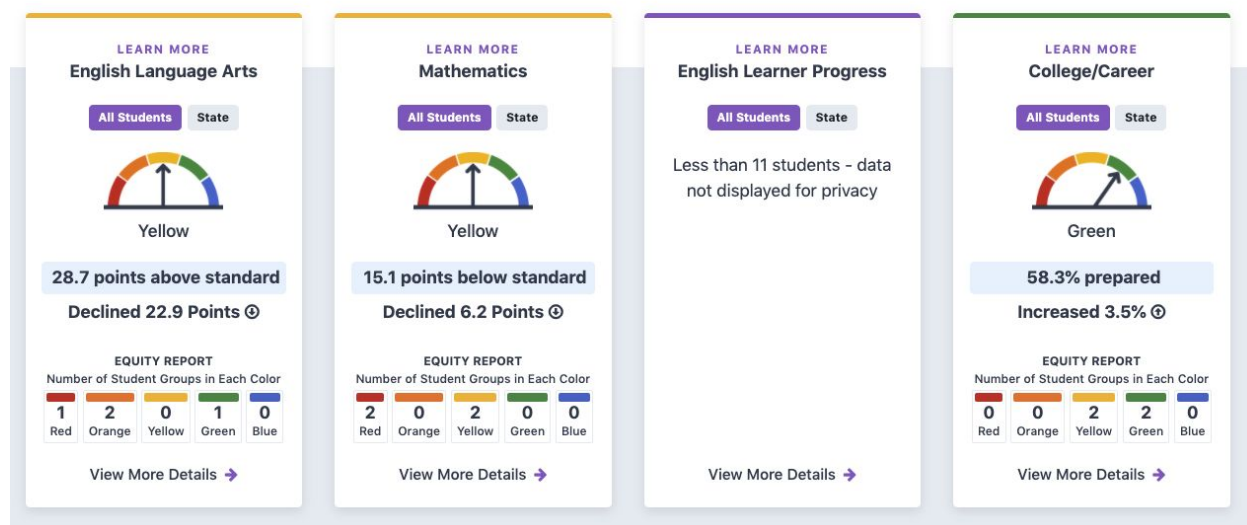
## **LCFF Priority 4 - Performance on Standardized Tests**

### **CAASPP Data**

AGOURA HIGH

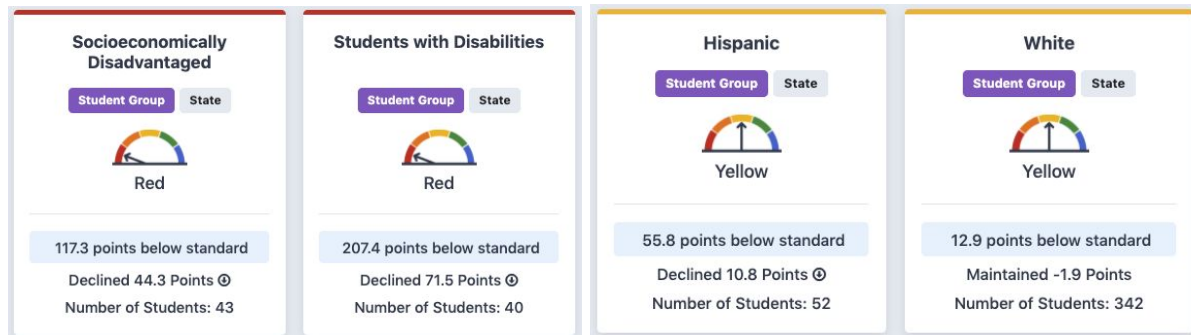
### **Academic Performance**

View Student Assessment Results and other aspects of school performance.



English Language Arts and Mathematics are both rated as yellow categories. ELA scores are 28.7 points above the standard, but the school showed a significant decline of 22.9 points from the prior year. Mathematics scores are 15.1 points below standard and also dropped 6.2 points. Two main contributors to a decline in scores are a lack of intentional alignment of daily instruction to the CAASPP assessment, and an overall disengagement surrounding the benefits of the test within the school community. AHS is engaging in curricular mapping and course alignment. In this process, our teachers will be more explicit in addressing claims and targets outlined in CAASPP blueprints. In informal dialog with students, they have indicated that their focus is on AP/IB testing, and the CAASPP test is not personally relevant to them.

## Mathematics CAASPP Data



### CAASPP Overall Mathematics Performance by Reportable Ethnicities

		2015-16	2016-17	2017-18	2018-19
Participation Rate		93%	92%	95%	95%
All Students	Std Exceeded Level 4	20 %	19.75 %	22.51 %	20.14 %
	Std Met Level 3	28 %	28.81 %	29.47 %	29.19 %
	Std Nearly Met Level 2	21 %	23.66 %	21.35 %	22.85 %
	Std Not Met Level 1	31 %	27.78 %	26.68 %	27.83 %
Asian	Std Exceeded Level 4	49 %	44.12 %	52.17 %	29.17 %
	Std Met Level 3	26 %	23.53 %	21.74 %	45.83 %
	Std Nearly Met Level 2	10 %	11.76 %	26.09 %	12.5 %
	Std Not Met Level 1	15 %	20.59 %	0 %	12.5 %
Hispanic/Latino	Std Exceeded Level 4	16 %	4.88 %	9.84 %	4 %
	Std Met Level 3	23 %	24.39 %	26.23 %	26 %
	Std Nearly Met Level 2	21 %	17.07 %	32.79 %	30 %
	Std Not Met Level 1	40 %	53.66 %	31.15 %	40 %
White	Std Exceeded Level 4	18 %	20 %	21.38 %	21.64 %
	Std Met Level 3	29 %	30.13 %	30.19 %	28.65 %
	Std Nearly Met Level 2	23 %	25.07 %	20.13 %	23.68 %
	Std Not Met Level 1	31 %	24.8 %	28.3 %	26.02 %
Two or More Races	Std Exceeded Level 4	16 %	16.67 %	43.75 %	26.67 %
	Std Met Level 3	32 %	27.78 %	31.25 %	33.33 %
	Std Nearly Met Level 2	11 %	22.22 %	6.25 %	6.67 %
	Std Not Met Level 1	42 %	33.33 %	18.75 %	33.33 %

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**CAASPP Overall Math Performance by Reportable Subgroups**

		2015-16	2016-17	2017-18	2018-19	2019-20
	Std Exceeded Level 4	5 %	7.41 %	12.96 %	2.38 %	N/A
Socioeconomically Disadvantaged	Std Met Level 3	16 %	18.52 %	14.81 %	9.52 %	N/A
	Std Nearly Met Level 2	16 %	18.52 %	27.78 %	23.81 %	N/A
	Std Not Met Level 1	63 %	55.56 %	44.44 %	64.29 %	N/A
Students with Disabilities	Std Exceeded Level 4	0 %	2.63 %	9.09 %	0 %	N/A
	Std Met Level 3	15 %	2.63 %	4.55 %	2.78 %	N/A
	Std Nearly Met Level 2	17 %	10.53 %	9.09 %	5.56 %	N/A
	Std Not Met Level 1	69 %	84.21 %	77.27 %	91.67 %	N/A
Gender - Male	Std Exceeded Level 4	21 %	19.03 %	27.27 %	22.17 %	N/A
	Std Met Level 3	28 %	28.34 %	24.55 %	29.57 %	N/A
	Std Nearly Met Level 2	19 %	21.86 %	16.82 %	19.13 %	N/A
	Std Not Met Level 1	33 %	30.77 %	31.36 %	29.13 %	N/A
Gender - Female	Std Exceeded Level 4	19 %	20.5 %	17.54 %	17.92 %	N/A
	Std Met Level 3	29 %	29.29 %	34.6 %	28.77 %	N/A
	Std Nearly Met Level 2	23 %	25.52 %	26.07 %	26.89 %	N/A
	Std Not Met Level 1	30 %	24.69 %	21.8 %	26.42 %	N/A

**CAASPP Percent Proficient in Mathematics by Claim Areas**

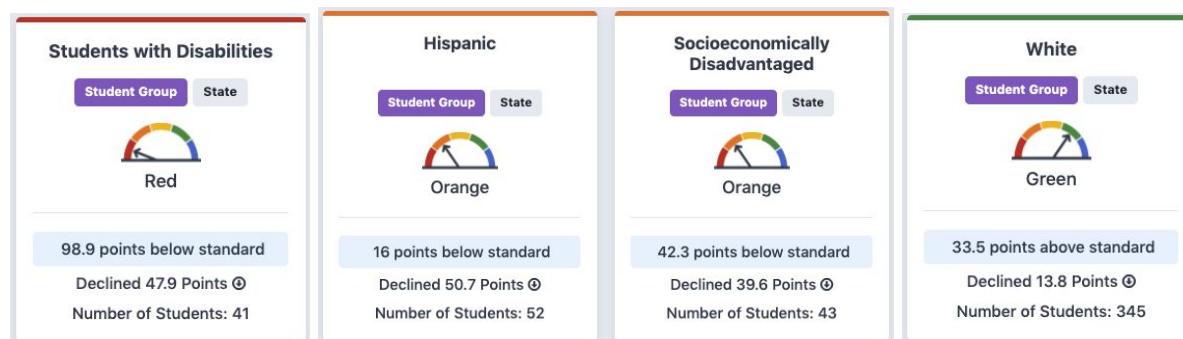
		Above Standard	Near Standard	Below Standard
2015-2016	Concepts and Procedures	35	31	34
	Problem Solving and Modeling and Data Analysis	24	48	28
	Communicating Reasoning	23	53	24
2016-2017	Concepts and Procedures	33	34	32
	Problem Solving and Modeling and Data Analysis	25	48	28
	Communicating Reasoning	28	54	18

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	Concepts and Procedures	38	30	32
2017-2018	Problem Solving and Modeling and Data Analysis	28	46	26
	Communicating Reasoning	26	54	20
	Concepts and Procedures	35	32	32
2018-2019	Problem Solving and Modeling and Data Analysis	26	47	28
	Communicating Reasoning	26	53	21

The subgroup data for Math indicates that all subgroups are performing below standard. The most significant performance declines were among our students with disabilities and socioeconomically disadvantaged students. This data identifies a strong need to evaluate curricular alignment and provide tiered systems of support to students in mathematics.

### English Language Arts CAASPP Data



### CAASPP Overall English Language Arts Performance by Reportable Ethnicities

		2015-16	2016-17	2017-18	2018-19
Participation Rate		94%	93%	95%	96%
All Students	Std Exceeded Level 4	33 %	36.05 %	36.6 %	31.91 %
	Std Met Level 3	34 %	32.18 %	34.5 %	31.24 %
	Std Nearly Met Level 2	19 %	16.7 %	17.25 %	19.78 %
	Std Not Met Level 1	14 %	15.07 %	11.66 %	17.08 %
	Std Exceeded Level 4	49 %	38.24 %	47.83 %	40 %

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Asian	Std Met Level 3	41 %	29.41 %	47.83 %	24 %
	Std Nearly Met Level 2	8 %	17.65 %	4.35 %	20 %
	Std Not Met Level 1	3 %	14.71 %	0 %	16 %
	Std Exceeded Level 4	20 %	16.28 %	23.33 %	18 %
Hispanic/Latino	Std Met Level 3	39 %	32.56 %	35 %	28 %
	Std Nearly Met Level 2	25 %	23.26 %	30 %	22 %
	Std Not Met Level 1	16 %	27.91 %	11.67 %	32 %
	Std Exceeded Level 4	33 %	39.42 %	36.59 %	33.14 %
White	Std Met Level 3	33 %	31.48 %	34.07 %	32.56 %
	Std Nearly Met Level 2	19 %	15.34 %	16.72 %	19.48 %
	Std Not Met Level 1	16 %	13.76 %	12.62 %	14.83 %
	Std Exceeded Level 4	32 %	22.22 %	56.25 %	46.67 %
Two or More Races	Std Met Level 3	32 %	33.33 %	37.5 %	20 %
	Std Nearly Met Level 2	37 %	27.78 %	6.25 %	20 %
	Std Not Met Level 1	0 %	16.67 %	0 %	13.33 %

**CAASPP Overall Performance by Reportable Subgroups**

		<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
	Std Exceeded Level 4	14 %	34.48 %	24.07 %	7.14 %
Socioeconomically Disadvantaged	Std Met Level 3	33 %	17.24 %	25.93 %	33.33 %
	Std Nearly Met Level 2	31 %	24.14 %	25.93 %	19.05 %
	Std Not Met Level 1	22 %	24.14 %	24.07 %	40.48 %
	Std Exceeded Level 4	4 %	5.26 %	13.64 %	5.41 %
Students with Disabilities	Std Met Level 3	31 %	10.53 %	15.91 %	8.11 %
	Std Nearly Met Level 2	31 %	28.95 %	18.18 %	21.62 %
	Std Not Met Level 1	33 %	55.26 %	52.27 %	64.86 %
	Std Exceeded Level 4	29 %	28.11 %	34.09 %	28.57 %
Gender - Male	Std Met Level 3	31 %	31.73 %	29.55 %	29.87 %
	Std Nearly Met Level 2	24 %	18.07 %	20 %	21.21 %
	Std Not Met Level 1	17 %	22.09 %	16.36 %	20.35 %
	Std Exceeded Level 4	37 %	44.21 %	39.23 %	35.51 %
Gender - Female	Std Met Level 3	37 %	32.64 %	39.71 %	32.71 %
	Std Nearly Met Level 2	15 %	15.29 %	14.35 %	18.22 %
	Std Not Met Level 1	11 %	7.85 %	6.7 %	13.55 %

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**CAASPP Percent Proficient by Claim Areas**

		<b>Above Standard</b>	<b>Near Standard</b>	<b>Below Standard</b>
2015-2016	Reading	40%	47%	14%
	Writing	41%	45%	14%
	Listening	32%	55%	13%
	Research/ Inquiry	38%	50%	13%
2016-2017	Reading	47%	37%	18%
	Writing	43%	39%	18%
	Listening	34%	54%	12%
	Research/ Inquiry	42%	43%	15%
2017-2018	Reading	45%	41%	13%
	Writing	44%	40%	16%
	Listening	35%	55%	11%
	Research/ Inquiry	41%	48%	11%
2018-2019	Reading	38%	39%	23%
	Writing	34%	49%	16%
	Listening	33%	54%	12%
	Research/ Inquiry	33%	49%	18%

The subgroup data for ELA follows a similar pattern to Mathematics. Students with Disabilities are performing the 98.6 points below standard while Socioeconomically Disadvantaged students are performing 42.3 points below standard. Students in the Hispanic subgroup are performing only 16 points below standard; however, this subgroup has the largest performance decline. Students in the White subgroup are performing 33.5 points above standard but have shown a 13.8 point decline. This data also identifies a strong need to evaluate curricular alignment, especially in Special Education courses, and provide tiered systems of support to students in ELA.

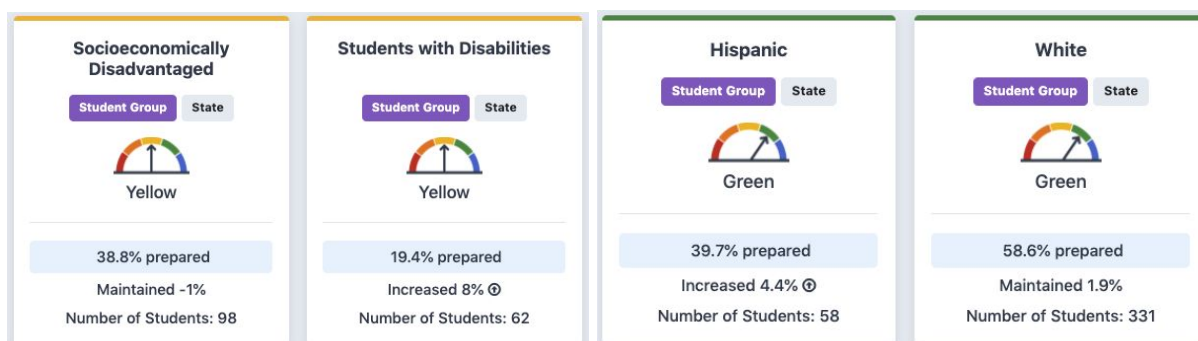
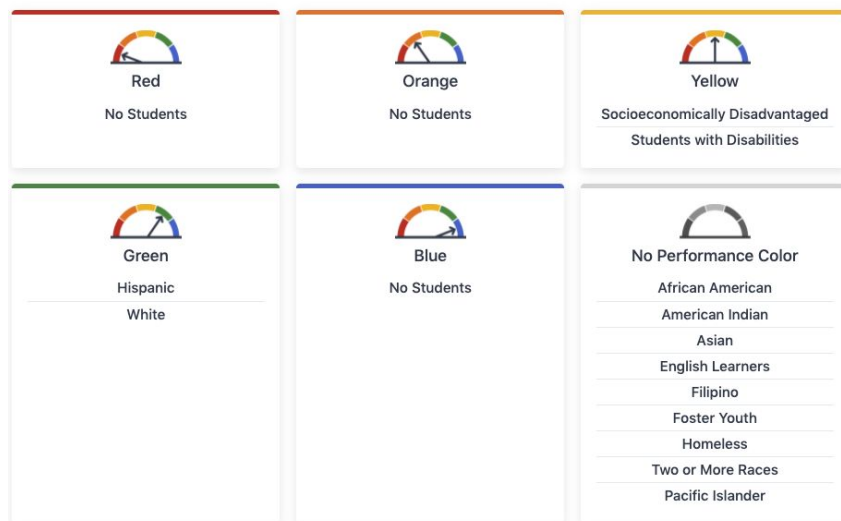


## College and Career Indicators

### Student Group Details

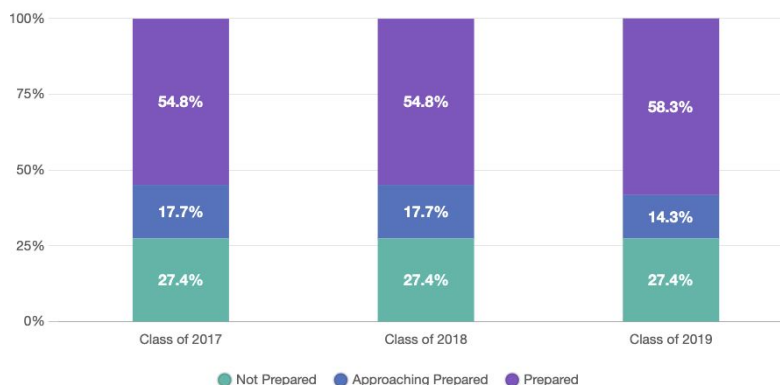
All Student Groups by Performance Level

4 Total Student Groups



### College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



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**Cohort Graduates Meeting UC/CSU (A-G) Requirements**

	2015-16	2016-17	2017-18	2018-19
All Students	N/A	61.50%	61.80%	63%
*EdSource				

**Cohort Graduates Meeting UC/CSU (A-G) Requirements by Race/Ethnicity**

	2016-17	2017-18	2018-19
American Indian or Alaska Native	Redacted	Redacted	Redacted
Asian	71.80%	76.50%	87%
Black or African American	Redacted	Redacted	Redacted
Filipino	Redacted	Redacted	Redacted
Hispanic or Latino	47.60%	40.80%	48%
Native Hawaiian or Pacific Islander	N/A	N/A	Redacted
None Reported	Redacted	Redacted	Redacted
Two or More Races	50%	42.90%	86.70%
White	62.90%	64.10%	62.70%
*EdSource (Data are redacted if there are fewer than 11 students in the cohort)			

Overall, AHS data in this indicator is positive; however, Socioeconomically Disadvantaged and Students with Disabilities are significantly less prepared for postsecondary programs when compared with other subgroups. In the 2018-2019 school year, AHS implemented the Early College Academy (ECA) and Dual Enrollment Program in partnership with Moorpark College. The ECA targets first generation college students and provides them dual enrollment opportunities every semester beginning in ninth grade. Through these dual enrollment programs, students have access to college courses as part of their traditional instructional day as well as after school. We are also refining our CTE pathways to provide more opportunities for students to earn completion certificates. We are also increasing access to AP and IB courses. Passing score on two AP exams, completion of two semesters of dual enrollment, earning a 3 on both ELA and Math CAASPP, and CTE pathway completion are the metrics used to determine college and career preparedness. Of the students taking AP exams, pass rates have consistently been near or over 80%. AHS has seen a steady increase in the percent of graduates meeting A-G requirements. This positive trend is expected to continue based on revised LVUSD policy that requires three years of math to meet graduation requirements.

**SAT/ACT/EAP results**

**SAT Percent Meeting ELA and Math Benchmarks**

	2016-2017	2017-2018	2018-2019	2019-2020 (Fall Only)
ELA Benchmarks	94%	96%	93%	84%
Math Benchmarks	78%	83%	84%	71%

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**ACT Results by Percent Meeting College Readiness Benchmarks**

		Percent Who Met College Readiness Benchmarks									
Number of students tested		English		Math		Reading		Science		Met all four	
Year	School	School	State	School	State	School	State	School	State	School	State
2015	211	95	72	82	56	76	54	71	46	60	37
2016	208	91	72	78	56	76	55	72	45	63	37
2017	243	97	73	84	55	86	57	75	46	68	38
2018	197	96	72	85	53	83	56	74	46	68	37

**AP and IB Test Results**

AP Students, Number of Exams, and Pass Rates

	2015	2016	2017	2018	2019	2020
Total AP Students	454	429	474	488	448	428
Number of Exams	709	701	826	728	735	708
AP Students w/Scores 3+	350	341	384	399	364	358
% of Total AP Students with Scores 3+	77.1	79.5	81	81.8	81.3	83.6
*Collegeboard September 2020						

AHS AP pass rates exceed national averages. Click [HERE](#) for the 5-year Score Report by Test Area.

**IB Exam Data**

	2020		2019		2018		2017	
Subject Test	# tested	# 3 or better	# tested	# 3 or better	# tested	# 3 or better	# tested	# 3 or better
English A: Literature HL	45	45	45	45	26	25	35	35
French B SL	2	1	36	35	19	18	7	7
Mandarin ab initio SL	2	2	5	5	26	25	1	1
Spanish ab initio SL	2	2	6	6	19	18	5	5
Spanish B HL	13	13	1	1	26	25	1	1
Spanish B SL	14	14	6	6	19	18	6	6

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Environmental Systems & Societies SL	47	41	17	17	26	25	25	24
History of the Americas HL	34	33	24	24	19	18	22	20
Psychology SL	17	15	26	26	26	25	24	23
Chemistry SL			12	10	19	18	34	21
Physics SL	13	11					14	11
Mathematics SL	28	26	26	25	38	34	36	36
Film HL	17	16	19	18	23	23	23	23

**English Learner Proficiency (reclassification, ELPAC)**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL Count	24	30	15	11	9
RFEP Count	103	88	65	62	54
LTEL Count	0	2	3	0	0
Reclassification Rate	25%	12.50%	13.3%	20.0%	27%
<i>* EdData, Aeries</i>					

**English Language Proficiency Assessment for California (ELPAC)**

AHS tested only 10 students in 2018-2019 and 13 students in 2017-2018. Given the low number of students tested, aggregate data is not publicly available. Individual student results are used to provide instructional support and targeted instruction in English.

**ELPAC Performance (Currently Enrolled Students)**

	2020
1: Minimally Developed	3
2: Somewhat Developed	3
3: Moderately Developed	2
4: Well Developed	5
<i>* Aeries</i>	

### **Other Local Assessments (D/F)**

AHS uses D/F rates and data to evaluate overall student performance and identify students for intervention and support. This data is collected following every 5-week progress report. Counselors provide follow up for students on the D/F lists through personal meetings and the development of an individual support plan. During the 2020-2021 school year, departments will begin to analyze D/F data during collaboration time to target courses with high D/F rates and identify shared best practices to address areas of concern. There is a need to implement classroom level interventions and supports to support underachieving students.

#### **D/F Subgroup Analysis by Marking Period (2019-2020)**

	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>	<b>MP4</b>	<b><u>Change from MP1 to MP4</u></b>
% with only 1 D/F	21.1%	17.60%	17.20%	12.1%	-9.0%
% with 2 or more D/Fs	12.2%	13.00%	13.70%	9.9%	-2.3%
%D/F (EL)	70.0%	66.70%	75.00%	57.1%	-12.9%
%D/F (Low Income)	45.3%	46.70%	47.30%	32.7%	-12.6%
%D/F (First Gen)	38.8%	44.70%	45.60%	31.4%	-7.4%
%D/F (504)	33.9%	40.60%	41.50%	27.8%	-6.1%
%D/F (SPED)	44.4%	51.10%	47.20%	37.4%	-7.0%
%D/F (None of the Above)	29.9%	24.50%	25.10%	17.7%	-12.2%
	<b>MP5</b>	<b>MP6</b>	<b>MP7</b>	<b>MP8</b>	<b><u>Change from MP5 to MP8</u></b>
% with only 1 D/F	23.0%	COVID	11.82%	4.8%	-18.2%
% with 2 or more D/Fs	19.2%	COVID	17.47%	9.0%	-10.2%
%D/F (EL)	71.4%	COVID	100.00%	100.0%	28.6%
%D/F (Low Income)	30.0%	COVID	44.60%	44.6%	14.6%
%D/F (First Gen)	22.3%	COVID	43.69%	31.1%	8.8%
%D/F (504)	24.3%	COVID	37.50%	12.5%	-11.8%
%D/F (SPED)	31.2%	COVID	51.60%	31.1%	-0.1%
%D/F (None of the Above)	15.8%	COVID	23.43%	9.1%	-6.7%

## **LCFF Priority 5 - Pupil Engagement**

### **Graduation Rate**

#### **Cohort Graduation Rate**

	All	Afr. Amer.	Asian	Hispanic	White	SED	SPED
2014-15	92.5%	100.0%	93.8%	83.0%	93.4%		
2015-16	91.8%	83.3%	100.0%	90.2%	91.5%		
2016-17	93.8%	*	95.5%	91.3%	94.1%	87.3%	86.20%
2017-18	95.6%	*	100.0%	96.1%	95.3%	95.90%	88.70%
2018-19	93.9%	*	100.0%	86.2%	95.5%	90.80%	87.10%
*DataQuest & EdData							

The AHS cohort graduation rate has consistently been over 90% and has steadily been improving each year, even given the increase in graduation requirements to include three years of A-G mathematics. The Dashboard performance indicator is yellow given that there was a 1.7% decline from the previous year. Students in the Hispanic and Students with Disabilities subgroups have the lowest graduation rates.

### **Chronic Absenteeism**

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is of significant concern because excessive absences negatively impact academic achievement and student engagement.

#### **Chronic Absenteeism Rates**

	2016-17	2017-18	2018-19
All	6.3%	10.1%	7.70%
African American	7.9%	3.3%	6.70%
American Indian or Alaska Native	15.4%	25.0%	18.80%
Asian	1.6%	4.1%	6.10%
Filipino	0.0%	5.3%	0%
Hispanic or Latino	5.0%	13.8%	8.70%
Pacific Islander	0.0%	0.0%	0%
White	6.8%	9.9%	7.70%
Two or More Races	9.3%	12.7%	6.60%
Socioeconomically Disadvantaged	7.9%	12.2%	11.4%
Students with Disabilities	10.3%	17.9%	13.1%

## Dropout Rate

### Cohort Dropout Rates

	All	Afr. Amer.	Asian	Hispanic	White	SED	SPED
2014-15	1.6%	*	0%	1.8%	.5%		
2015-16	0.6%	*	1.5%	3.2%	1.5%		
2016-17	3.9%	*	0%	4.3%	4.2%	7.9%	6.9
2017-18	3.6%	*	0%	3.9%	3.5%	3.1%	7.5%
2018-19		*	0%	10.3%	2.4%	7.1%	8.1%

*\*DataQuest & EdData*

## Average Daily Rate of Attendance

### Average Daily Attendance Rates

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Students	97%	97%	96%	96%	98%
Grade 9	97%	97%	97%	97%	98%
Grade 10	97%	97%	96%	96%	98%
Grade 11	97%	97%	96%	96%	98%
Grade 12	95.00%	96%	94%	95%	97%

*\* EdData, Aeries*







## LCFF Priority 6 - School Climate

### Suspension Rate

#### Student Group Details

##### All Student Groups by Performance Level

7 Total Student Groups

 <b>Red</b> No Students	 <b>Orange</b> No Students	 <b>Yellow</b> No Students
 <b>Green</b> Asian Two or More Races Socioeconomically Disadvantaged White	 <b>Blue</b> African American Hispanic Students with Disabilities	 <b>No Performance Color</b> American Indian English Learners Filipino Homeless Pacific Islander



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**Overall Suspension Rates**

	2015-16	2016-17	2017-18	2018-19
Total	1.40%	1.80%	2.10%	0.60%
*EdData				

**Suspension Rate by Race/Ethnicity**

	2015-16	2016-17	2017-18	2018-19
American Indian or Alaska Native	0%	0%	0%	0%
Asian	2.80%	1.60%	1.60%	0.90%
Black or African American	3.20%	5.10%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	1.30%	1.80%	2.70%	0.40%
Two or More Races	5.30%	0%	1.40%	1.60%
White	1.10%	1.80%	2.10%	0.60%
*EdData				

The overall suspension rate at AHS declined dramatically beginning with the 2018-2019 school year. During that year, AHS prioritized restorative approaches to discipline and alternatives to suspension. AHS leadership is working collaboratively with its sister high school and district staff to implement restorative practices that incorporate explicit instruction and tiered support as responses to discipline incidents. Unique to Las Virgenes Unified School District is a Choices Program. It is an intensive substance abuse intervention program that is offered in lieu of expulsion when a student is caught in possession of or under the influence of an illegal substance. The program provides counseling and education to parents and students, along with the component of drug testing of students up until graduation.

**California Healthy Kids Survey (2019)**

The California Healthy Kids Survey is a tool supported by the California Department of Education to help districts meet Local Control Accountability Plan priorities to improve school climate, pupil engagement, parent involvement, and academic achievement. LVUSD and AHS administers this survey to all students and uses this data annually as the primary metric in these areas to identify student needs, inform program development and implementation, and to evaluate progress.

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**Key Indicators of School Climate and Student Well-Being**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Engagement and Supports</b>				
School connectedness <sup>†</sup>	62	61	60	59
Academic motivation <sup>†</sup>	65	68	63	58
Chronic truancy (twice a month or more often) <sup>§</sup>	2	3	9	14
Caring adult relationships <sup>‡</sup>	62	66	68	73
High expectations <sup>‡</sup>	70	68	71	73
Meaningful participation <sup>‡</sup>	24	25	22	26
Facilities upkeep <sup>†</sup>	58	56	60	64
Parent involvement in school <sup>†</sup>	38	37	34	31
<b>School Safety</b>				
School perceived as very safe or safe	67	66	72	71
Experienced any harassment or bullying <sup>§</sup>	26	33	29	33
Had mean rumors or lies spread about you <sup>§</sup>	30	33	27	30
Been afraid of being beaten up <sup>§</sup>	13	10	6	4
Been in a physical fight <sup>§</sup>	8	6	4	4
Seen a weapon on campus <sup>§</sup>	11	8	6	5

**Learning From Home Survey (2020)**

In Spring 2020, during the COVID Distance Learning implementation, the Learning from Home Survey was administered instead of the CHKS.

<b>Question</b>	<b>Percent Agree or Strongly Agree by Grade (9/10/11/12)</b>
There is a teacher or some other adult from my school who really cares about me.	64/68/73/74
There is a teacher or some other adult from my school who tells me when I do a good job.	69/69/72/75
There is a teacher or some other adult from my school who provides me with interesting activities to do while I am learning from home.	41/39/43/50
There is a teacher or some other adult from my school who always wants me to do my best.	81/78/81/82
There is a teacher or some other adult from my school who checks on how I am doing.	51/59/60/63
There is a teacher or some other adult from my school who believes that I will be a	62/65/66/70

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success.	
During the past month, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? (% reporting 0-1 time)	96/95/93/94
I try hard on my schoolwork because I am interested in it.	25/18/18/18
It is hard for me to stay focused when doing my schoolwork from home.	45/53/54/63
I work hard to try to understand new things when doing my school assignments from home.	55/48/45/37
I felt sad and down.	37/42/48/57
When I need help I find someone to talk with.	60/60/56/62
I trust my ability to solve difficult problems.	68/69/67/72

**Expulsion Rate and Counts by Ethnicity and Subgroup**

<b>Ethnicity</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Overall Rate</b>	0%	0%	0%	0.30%
<b>African American</b>	0	0	0	0
<b>American Indian or Alaska Native</b>	0	0	0	0
<b>Asian</b>	0	0	0	1
<b>Filipino</b>	0	0	0	0
<b>Hispanic or Latino</b>	0	0	0	1
<b>Pacific Islander</b>	0	0	0	0
<b>White</b>	0	0	0	2
<b>Two or More Races</b>	0	0	0	1
<b>Low Income</b>	0	0	0	2
<b>SPED</b>	0	0	0	0
<i>*DataQuest, EdData</i>				

## Discipline Referrals

### Discipline Distribution Report from 8/1/2017 to 6/10/2020 (Includes Classroom and Administrative Referrals)

			Grade				Gender		Ethnicity					
Code	Description	Total	9	10	11	12	F	M	Hispanic/ Latino	American Indian/ Alaska Native	Asian	Filipino	African American	White
	Total Referrals	1,054	95	203	362	394	248	806	186	16	47	5	18	782
	Percent of Referrals		9%	19%	34%	37%	24%	76%	18%	2%	4%	0%	2%	74%
AB	Abuse of School Property/Vandalism	5	1	2	1	1	0	5	2	0	0	0	0	3
AT	Attendance problem	9	0	2	3	4	2	7	0	0	0	0	0	9
BS	Bad Sub. Report	10	7	1	0	2	0	10	1	0	0	0	0	9
BU	Bullying	1	0	0	1	0	0	1	0	0	0	0	0	1
C1	Cell/Elec 1st	133	11	34	64	24	44	89	20	1	4	2	3	103
C2	Cell/Elec 2nd	19	2	3	9	5	7	12	3	2	1	0	0	13
C3	Cell/Elec 3rd	3	0	0	0	3	0	3	0	0	0	0	0	3
CC	Cut Class	1	0	0	0	1	0	1	0	0	1	0	0	0
CH	Cheating	90	6	14	32	38	32	58	17	1	5	0	2	65
CW	Cell phone warning	10	5	2	2	1	4	6	1	0	0	0	0	9
DB	Disruptive	81	7	14	32	28	3	78	22	0	1	1	0	57
DE	Defiance of Authority	72	6	14	29	23	6	66	15	1	4	0	2	50
DI	Disrespect	35	6	5	8	16	3	32	9	0	2	0	1	23
DO	Dangerous Objects	1	0	0	0	1	1	0	0	0	0	0	0	1
DP	Damaged Property	8	7	0	1	0	0	8	2	0	0	0	0	6
ED	Electronic Device	5	0	2	3	0	0	5	1	0	0	0	0	4
FI	Fighting	2	0	0	2	0	1	1	1	0	0	0	0	1
FL	Foul Language	5	0	2	0	3	0	5	0	0	0	0	0	5

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FO	Forgery	5	0	0	2	3	3	2	1	0	0	0	0	4
HR	Harassment	12	0	1	6	5	0	12	5	0	0	0	0	7
IB	Inappropriate behavior	94	16	15	33	30	13	81	18	1	1	0	2	72
IO	Information Only	1	0	0	0	1	0	1	0	0	0	0	0	1
KA	Keep Away Order	5	2	0	2	1	1	4	0	0	0	0	0	5
OC	Out of class w/o pass/wandering	72	3	20	17	32	26	46	7	3	3	0	3	56
OT	Other	81	2	11	29	39	26	55	17	0	5	1	2	56
PA	Parking Violation	11	0	0	1	10	6	5	3	1	0	0	0	7
PH	Physical	4	3	1	0	0	1	3	2	0	0	0	0	2
PP	Parking without a permit	29	0	0	3	26	9	20	2	0	1	0	0	26
PR	Profanity/Vulgar Language	17	2	3	3	9	0	17	4	0	0	0	1	12
TA	Tardies	3	0	1	1	1	0	3	1	0	0	0	0	2
TH	Theft	6	0	3	2	1	0	6	0	0	0	0	0	6
TR	Truant	9	0	3	4	2	1	8	1	0	0	0	0	8
UD	Unauthorized Departure	112	4	37	25	46	37	75	9	4	7	0	1	91
S1	Violate Ed. Code Section 48900(a-1) Caused, Attempted to Cause, or Threatened to cause physical injury	12	1	3	4	4	0	12	2	1	0	0	0	9
S2	Violate Ed. Code Section 48900(a-2) Willfully used force or violence on another person, except in self-defense	3	0	0	3	0	0	3	2	0	0	0	0	1
SB	Violate Ed. Code Section 48900(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object	1	0	0	0	1	1	0	1	0	0	0	0	0
SC	Violate Ed. Code Section 48900(c) Possessed, used, sold, furnished or been under the influence of any controlled substance, alcohol, or intoxicant	21	0	3	12	6	10	11	7	0	2	0	0	12
SH	Violate Ed. Code Section 48900(h) Possessed, or	16	0	1	7	8	4	12	1	0	2	0	1	12

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	used a tobacco product													
SI	Violate Ed. Code Section 48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity	2	1	0	0	1	0	2	0	0	1	0	0	1
SJ	Violate Ed. Code Section 48900(j) Possessed offered, arranged, or negotiated to sell drug paraphernalia	5	0	0	2	3	1	4	0	0	1	0	0	4
SK	Violate Ed. Code Section 48900(k) Disrupted school activities or willfully defied valid authority	21	1	1	13	6	3	18	7	1	3	0	0	10
SL	Violate Ed. Code Section 48900(l) Knowingly received stolen school or private property	2	0	0	2	0	0	2	2	0	0	0	0	0
SR	Violate Ed. Code Section 48900(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.	2	1	0	0	1	0	2	0	0	0	0	0	2
V2	Violate Ed. Code Section 48900.2 Committed sexual harassment Grades 4-12	4	1	2	0	1	0	4	0	0	1	0	0	3
V3	Violate Ed. Code Section 48900.3 Attempted, threatened, caused, or participated in hate violence Grades 4-12	3	0	0	1	2	0	3	0	0	0	0	0	3
V4	Violate Ed. Code Section 48900.4 Harassment, threats or intimidation creating an intimidating or hostile educational environment Grades 4-12	1	0	0	1	0	0	1	0	0	0	0	0	1
VP	(vaping or 'Juul'ing) Violate Ed. Code Section 48900(h) Possessed, or used a tobacco product	10	0	3	2	5	3	7	0	0	2	1	0	7



## **Student Participation in Co- and Extra-curricular Activities**

### **ASB Approved Clubs**



AHS has many opportunities for students to get involved with the school outside of the classroom. Two times a year, AHS holds a Club Rush where students can see what clubs are available and sign up to join. Club Rush is held during both Fall and Spring semesters. Currently, AHS has over 80 clubs available to students. Each club meets regularly and an AHS staff member advises the group. A list of the current AHS clubs are located here: [AHS Clubs List](#)

### **AHS Athletics**

Agoura High School's athletic programs are an important part of the school culture as they provide vital support for the emotional, physical, and social development of their



participants. Every sport offers a specialized P.E. course and curriculum within the class schedule. All sports conduct practices, clinics, and camps throughout the year. Moreover, enthusiasm for AHS Athletics throughout the greater Agoura Hills community—the student body, parents, alumni, civic officials, media, and local businesses and boosters—generates great pride and school spirit.

Approximately 1000 student-athletes participate in 17 different sports. In addition to the Varsity level, most of the sports support multiple lower level teams (JV, Sophomore, and Freshmen). Presently we have 55 total teams and approximately 65 coaches on our staff. Participation numbers continue to be strong in our athletic programs.

Alongside increasing student-athlete participation, AHS Athletics has enjoyed competitive success across a variety of sports. AHS teams win multiple league championships across a variety of sports every year. During the 2019-2020 school year the boys' cross country team won the CIF-SS Championship. Annually, multiple AHS athletes continue their student-athlete career at the competitive NCAA level.

The [Agoura High School Athletics Hall of Fame](#) was created to honor our student-athlete alumni. We host [an event](#) to honor the inductees and reminisce on past accomplishments.

Through LVUSD and booster support, AHS has benefitted from significant upgrades to the Athletic facilities. In 2017, a new state-of-the art Hellas turf field was installed in our stadium; LVUSD bond funds supported the \$750,000 expenditure.



### **Other Local Measures (Safety and Connectedness)**

Through funding provided through the Proposition 56 Grant and the Low Performing Student Block Grant, LVUSD has launched the Community 360 Counseling Center in the Center EdX wing of the AE Wright Middle School Campus. The new center is staffed by a Dean of Wellness and a Counselor; who have both Pupil Personnel Services credentials and are also marriage and family therapists. The Center was designed to support higher-tier social and emotional support needs that require more in depth student and family counseling. Furthermore, all students who are suspended in the district will now go through the counseling center prior to being eligible for school activities and athletics. This helps ensure that we support the root causes of student behavior and discipline. Students who are referred to the Center participate in a 90 minute intake meeting with their parent or guardian. This intake meeting utilizes a tool called the Brief Risk Reduction Interview and Intervention Model (BRRIM). The BRRIM is used in other districts in California and helps identify strengths and areas of concern and creating goals related to the concerns.

Students are referred to the Community 360 Counseling Center via the site administration following a suspension or after a Student Study Team meeting. Given that the Counseling Center is serving students and families who have school and work obligations, the hours of operation extend into the 6:00 hour several nights a week.

The Counseling Center also supervises social work and counseling intern programs that LVUSD maintains with local universities. This allows counselor and social work interns to provide support to scale the Center's efforts while also preparing the next generation of school mental health supports using our unique model.

From February, 2019 through March, 2020, 57 Agoura High School students were served through the Counseling Center. Students were referred for substance use/possession, discipline/behavior, or mental health support. Students referred to the

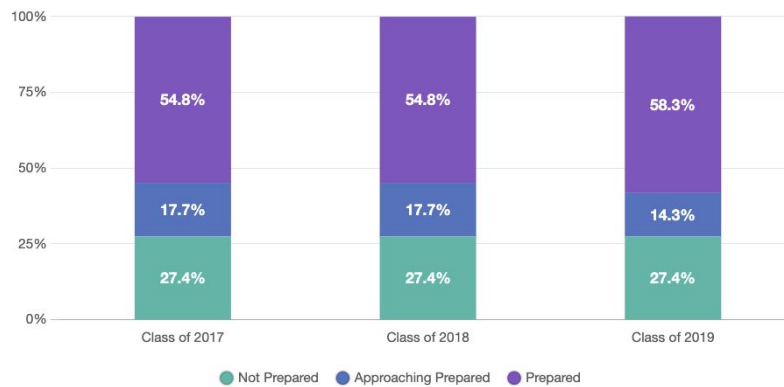
program begin service with a 90-minute family session where parents, students, and the 360 counselor meet. Following that initial meeting, the student receives 6-8 more individual sessions. Some students are offered additional sessions.

### **LCFF Priority 7 - Access to a Broad Course of Study**

#### **Current College and Career Indicator Data**

##### **College/Career**

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



#### **Number of Students Meeting UC A-G Requirements**

##### **Cohort Graduates Meeting UC/CSU (A-G) Requirements**

	2015-16	2016-17	2017-18	2018-19
All Students	N/A	61.50%	61.80%	63%
*EdSource				

##### **Cohort Graduates Meeting UC/CSU (A-G) Requirements by Race/Ethnicity**

	2016-17	2017-18	2018-19
American Indian or Alaska Native	Redacted	Redacted	Redacted
Asian	71.80%	76.50%	87%
Black or African American	Redacted	Redacted	Redacted
Filipino	Redacted	Redacted	Redacted
Hispanic or Latino	47.60%	40.80%	48%
Native Hawaiian or Pacific Islander	N/A	N/A	Redacted
None Reported	Redacted	Redacted	Redacted
Two or More Races	50%	42.90%	86.70%
White	62.90%	64.10%	62.70%
*EdSource (Data are redacted if there are fewer than 11 students in the cohort)			

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Overall, College and Career Readiness indicators are positive; however, Socioeconomically Disadvantaged and Students with Disabilities are significantly less prepared for postsecondary programs when compared with other subgroups. In the 2018-2019 school year, AHS implemented the Early College Academy (ECA) and Dual Enrollment Program in partnership with Moorpark College. The ECA targets first generation college students and provides them dual enrollment opportunities every semester beginning in ninth grade. Through these dual enrollment programs, students have access to college courses as part of their traditional instructional day as well as after school. We are also refining our CTE pathways to provide more opportunities for students to earn completion certificates. We are also increasing access to AP and IB courses. Passing score on two AP exams, completion of two semesters of dual enrollment, earning a 3 on both ELA and Math CAASPP, and CTE pathway completion are the metrics used to determine college and career preparedness. Of the students taking AP exams, pass rates have consistently been near or over 80%. AHS has seen a steady increase in the percent of graduates meeting A-G requirements. This positive trend is expected to continue based on revised LVUSD policy that requires three years of math to meet graduation requirements.

As noted in a previous section, the AHS cohort graduation rate has consistently been over 90% and has steadily been improving each year, even given the increase in graduation requirements to include three years of A-G mathematics. The Dashboard performance indicator is yellow given that there was a 1.7% decline from the previous year. Students in the Hispanic and Students with Disabilities subgroups have the lowest graduation rates.

### **LCFF Priority 8 - Other Pupil Outcomes**

#### **School Budget and Funding Sources**

LVUSD operates on a centralized budget. Each school is allocated a basic, unrestricted budget for general supplies and instructional materials. Additional, targeted funding may be allocated based upon special programs (Perkins, CTE).

The AHS direct control funding support is approximately \$133,431.

#### **AHS Unrestricted Funds**

Accreditation	Peakload	Enrollment	Gen. Operations per student	Site Specific	Allocation
\$5000	\$2500	1897\$	41.16	\$47,850	\$133,431

Unrestricted funds are allocated to support WASC accreditation, classroom materials, additional clerical support, International Student events, first aid, helmet refurbishing, postage, instrument repair , and general supplies. Textbooks, staff, Special Education,

professional development and facilities are funded directly by the District Office.

**CTE Grant - \$22,000**

The CTE Grant funds our Sports Medicine program equipment, staff development, conference attendance, and class size reduction.

**Perkins - \$60,000**

Perkins are used to support our CTE pathways and courses. Recently, we have committed to use Perkins funds to buy a state-of-the-art Anatomage Virtual Dissection Table.

**ASB Budget - \$519,786**




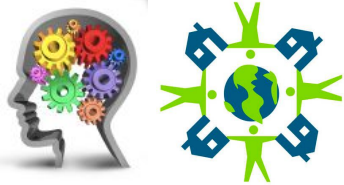


The ASB funds athletics and activities, raising funds from sales of tickets to athletic events, plays, concerts, dances, ASB cards, and parking passes.


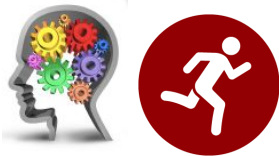
**PFC Budget - \$117,900**

The PFC 501(c) 3 funds supplemental department needs, academic stipends, awareness assemblies, campus improvements, Link Crew, Peer Support, scholastic competitions, teacher conferences, English teacher reading days, field trip transportation, and College Knowledge Night. Recently, they funded the remodeling of the main, attendance, and counseling offices, purchased security fencing at the front of campus, purchased collaborative furniture for classrooms, and allocated funds to paint classrooms. While the principal is an advisory member of PFC, she is not a voting member and although works collaboratively with them to recommend expenditures that align with the SPSA and LCAP goals, she does not direct the funds. The PFC raises funds through its annual Donor Drive and grants.

Booster Clubs - Theatre, Music, and several athletics programs have separate 501(c)3 organizations to fundraise and support activities and athletics. Students may participate in all activities and athletics without contributing to the booster clubs. It is made clear that all donations to these organizations are voluntary donations.

### **E. Schoolwide Learner Outcomes**

<b>Agoura High School Student Disposition</b>	<b>LVUSD Student 360</b>
<b>Open-Minded</b> We support understanding of the art of authentic listening. We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.	
<b>Respectful</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of all people. We understand and embrace equity and access to opportunities for all. We support self-advocacy in times of conflict and understand that conflict is a part of relationship building.	
<b>Caring</b> We show empathy, compassion, and respect. We are charitable and have a commitment to service. We act to make a positive difference in the lives of others and in the world around us. We are responsible, principled, and dignified in our discourse and interactions within our community.	
<b>Knowledgeable</b> We support exploration of strengths and areas of interest and teach students to internalize the learning experience and to set and evaluate learning goals. We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local, national, and global significance. We use critical and creative thinking skills to analyze and take responsible action on complex problems. We are resourceful and resilient in the face of challenges and change.	
<b>Inquirers</b> We develop a love of learning that transcends grades and evaluation. We cultivate an environment where curious, self-directed students take responsible risks. We work with students to embrace and learn from failure and endure through struggle.	
<b>Reflective</b> We cultivate a mindset of growth and balance. We support the development of emotional awareness and regulation.	

<p><b>Communicators</b> We emphasize daily, repeated practice in discourse and speaking skills. We express ourselves confidently and creatively in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	
<p><b>Innovators</b> We are adaptable and approach uncertainty with forethought and determination; we work independently and cooperatively to apply our knowledge and experience to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. We cultivate dispositions of leadership to drive positive change.</p>	

## F. Perception Data

The California Healthy Kids Survey, California School Parent Survey, and the California School Staff Survey are tools supported by the California Department of Education to help districts meet Local Control Accountability Plan priorities to improve school climate, pupil engagement, parent involvement, and academic achievement. LVUSD and AHS administers this survey to all students, parents, and staff and uses this data annually as the primary metric in these areas to identify student needs, inform program development and implementation, and to evaluate progress. CHKS and CSPS data are presented in Section D of this profile. Key indicators from the California School Staff Survey are presented below.

### California School Staff Survey (2018-2019)

Key Indicators of School Climate and Student Behavior	% Strongly Agree/ Agree
<b>Student Learning Environment</b>	
Is a supportive and inviting place for students to learn	99%
Sets high standards for academic performance for all	91%
Believe every student can be a success	89%
Encourages opportunities for students to decide things	80%
Career pathways opportunities	62%
Is welcoming to and facilitates parent involvement	93%



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<b>Staff Working Environment</b>	
Is a supportive and inviting place for staff to work	<b>88%</b>
Promotes trust and collegiality among staff	<b>85%</b>
Promotes personnel participation in decision making	<b>85%</b>
<b>Safety</b>	
Is a safe place for staff	<b>93%</b>
Is a safe place for students	<b>95%</b>
Has sufficient resources to create a safe campus	<b>84%</b>
<b>Student Discipline and Support</b>	
Handles discipline problems fairly	<b>74%</b>
Provides adequate counseling and support services	<b>60%</b>
Emphasizes helping students with social, emotional, behavioral problems	<b>58%</b>
<b>Positive Relationships</b>	
Really care about every student	<b>89%</b>
Fosters an appreciation of student diversity and respect for each other	<b>92%</b>
Has moderate/severe problem with harassment/bullying	<b>30%</b>
<b>Student Behavior</b>	
Students are motivated to learn	<b>72%</b>
Cutting classes or being truant moderate/severe problem	<b>35%</b>
Alcohol and drug use moderate/severe problem	<b>72%</b>

Overall, staff report that AHS is a safe and collaborative environment for student learning environment. Areas of concern for staff are concentrated around student behaviors on and off campus.

## **G. SUMMARY OF PROFILE**

### **Implications of the Data**

A comprehensive analysis of our school data reveals that we are a high-performing school that performs well above state averages in standardized assessments. Our College and Career Readiness index is increasing; we have increased the number of students accessing the AP, IB, and Honors curricula.

Subgroup data analysis also reveals a need to address disproportionate achievement, especially for our Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

School perception data, combined with stakeholder input during the Self-Study process, indicates that our school community values and expects student development of qualities and dispositions that lead to college, career, and life-ready young adults. Through an examination of our existing Charger Pyramid, the LVUSD Student 360 values, and the International Baccalaureate Learner profile, AHS identified eight student dispositions that represented our expected outcomes for AHS graduates.

### **Student Learner Needs**

#### **CRITICAL LEARNING NEED (1): Student growth and progress in self-management skills to include organization, affective skills, resilience, motivation, mindfulness**

When students develop learning-to-learn skills, they are more likely to be both successful students and productive people in their post-secondary ventures. The development of these skills is a crucial element in preparing students for life beyond school. During the self-study process, Focus Group participants analyzed the extent to which these skills were evident in student work samples, collaborative group productivity, and meaningful participation in the classroom and beyond. Additionally, in the revision process of our Vision, Mission, and Student Dispositions, it was apparent across all stakeholder groups our community values the development of interpersonal, problem-solving, and self-management dispositions as part of our students' high school experience. As a result, the AHS team recognizes the importance of increasing the use of specific strategies to help foster learning-to-learn skills. Developing students' skills is about supporting effective skills, such as organization, as well as affective skills, such as self-motivation, resilience and mindfulness. The new bell schedule will allow PLCs to develop and find ways to create and implement strategies to aid in students' abilities to grow and progress in the evolution of these skills as they move toward graduation. These skills, along with the AHS Student Dispositions

and LVUSD Student 360 will ensure that students progress and grow throughout the duration of their four years in high school.

**CRITICAL LEARNING NEED (2): Schoolwide Implementation and Integration of a Multi-Tiered System of Support (MTSS) to include specific and identified supports at Tier II:**

- (a) In-classroom Tier II strategies and supports**
- (b) Tier II programs- guided studies, study skills, after school tutoring**
- (c) Tier III- specialized programs(The Center)**

The self study process revealed that students with severe needs that could be served through categorical programs such as EL or Special Education, have access to a systematic support program. Students deficient in graduation credits or with identified social-emotional or health needs have access to support through Home Hospital services, The Center, and Independent Study. Students who do not fit into these categorical programs (i.e. a student failing more than one class, a student with poor attendance, a student with discipline issues) is not provided with a support system with clear procedures, services, and outcomes. The school does not currently provide these “middle of the road” students with the instructional or remedial supports that would help them gain the skills and knowledge needed to be successful at school. MTSS offers the potential to create a needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. To that end, AHS recognizes that we need to integrate courses such as Study Skills, Guided Studies, and tutoring. These Tier II supports, along with identified staff who are trained and prepared to assist at-risk students will help serve this population. In addition, we need to streamline and more clearly identify the students needing to be served in Tier II systems including both failed learners and intentional non-learners.

**CRITICAL LEARNING NEED (3): Academic proficiency across all disciplines to include a decrease in percentage of students who appear on the D/F list each quarter.**

Looking at data from a variety of locations including the quarterly D/F rates, course passage rates, and course assessments lead to the realization that while we are a high performing school and district, we have students who are struggling to demonstrate proficiency and mastery in coursework. On the California dashboard, we strive to move designated performance indicators to green. From a failure to understand content, to a lack of basic skills there is a portion of our

student population that is falling through the cracks and not being supported instructionally or remedially. The AHS and LVUSD demographics, community expectations and school achievement history suggest that our graduation rates and UC a-g readiness percentages could potentially be higher; this data drives the identification of this learner need. While AHS is proud of the steps it has taken to improve student accessibility (by removing course prerequisites) to advanced or upper level coursework, it appears that not all students are guided and supported to apply themselves to an persevere with coursework that would help them achieve greater mastery and understanding as well as provide necessary preparation for the world of college and work. Through the self study process it also became evident that teachers and departments are not consistently synchronous in the identification of target standards, methods for instructional delivery, and assessment development. In the 2019-2020 school year, departments began to meet and discuss the use of curriculum maps, and common assessments after a schoolwide training on both was held. In the 2020-2021 school year and beyond, plans are in place for department PLCs to begin the process of creating both.

## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources



#### Focus Group Leaders

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#### Focus Group Members

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## **A1. Vision and Purpose Criterion**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the District Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the District LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

### **Vision – Mission – Schoolwide Learner Outcomes – Profile**

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the District LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS has effectively developed the school's statements by utilizing pertinent student/community profile data, the District LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college ready. AHS utilized staff development time to revise the vision and mission to align with the District LCAP goals and Student 360: Making Connections for Lifelong Success.</p> <p>The mission and vision statements were developed by our school community to better align with current educational research and school and district goals. In 2016, LVUSD aligned student vital actions with Common Core practice standards in all disciplines; and in 2017, the district aligned the vital actions with our Student 360 focus. As part of the Self Study process, AHS stakeholders reviewed the school's Mission Statement and Schoolwide Learner Outcomes. This process included students, classified and certificated personnel, and parents. AHS stakeholders incorporated Student 360 Dispositions with the school's existing Charger Pyramid and the International Baccalaureate Student Dispositions to refine and describe AHS Student Learner Outcomes. Through stakeholder focus groups, we outlined expectations for the learning community and identified dispositions that we expected all of our students to demonstrate as both learners and graduates of Agoura High School. The result of this work was a complete revision of the school's Vision, Mission, and Student Dispositions. The Student Dispositions serve as our Schoolwide Learner Outcomes.</p>	<ul style="list-style-type: none"><li>• <a href="#">Staff collaboration</a></li><li>• <a href="#">Student 360 Seven Core Practices 2018 (CARD)</a></li><li>• <a href="#">Single Plan for Student Achievement</a></li><li>• <a href="#">SARC</a></li><li>• <a href="#">School Profile</a></li></ul>

<p>The mission and vision includes focus on autonomy in pursuing student goals and interests. The mission and vision is to create a collaborative community, in which students feel empowered and equipped to pursue their goals and interests. We have reviewed our Healthy Kids Survey and provided input to refine the Healthy Kids Survey questions to collect data that is relevant to our LCAP and SPSA. In addition, we have recently enrolled in a program from Harvard University called Caring Schools Network. Enrolling in this program will help our students grow academically, build healthy relationships and develop key social and emotional skills such as empathy and gratitude. This program helps reduce bias, combat sexual harassment, and minimize bullying and other problem behaviors.</p> <p>In our SPSA (Single Plan for Student Achievement), we analyzed data focusing on CAASPP scores, graduation rates, AP enrollment, and AP pass rates. Our school mission and vision closely matches our LCAP goals. Our first LCAP goal to support students with curriculum, instruction, and intentional guidance for success in college was incorporated into our mission by the positive mindset disposition of Student 360. Our second LCAP goal states that we will provide regular assessment, monitoring, and intervention to expose students to every support opportunity possible. This is incorporated in the Student 360 disposition of collaborative communities. Finally, the disposition of mindfulness &amp; thoughtfulness addresses our third LCAP goal of cultivating the health, safety, and well-being of the whole child.</p>	
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## Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the District board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Agoura High School has effective processes in place to ensure the involvement of all stakeholders in the development and refinement of our vision, mission statement, and schoolwide learner outcomes. There are multiple avenues in which all stakeholders are engaged in the development and maintenance of our school vision.</p> <p>Our LCAP committee consists of District personnel, administrators, students, parents, faculty, and union members. Our school board meetings are open to the public, televised, and minutes are sent via email. Student representatives take an active part and have a voice in the meetings. Our weekend message is</p>	<ul style="list-style-type: none"> <li>● <a href="#">Board Meeting agenda</a></li> <li>● <a href="#">Weekend Message</a></li> <li>● <a href="#">Community 360 Collaborative</a></li> <li>● <a href="#">PFC Agenda</a></li> <li>● <a href="#">Sample School Site Council Agenda</a></li> </ul>

<p>sent to parents, students, staff, and community with updates and notifications. Our Student 360 committee consists of District personnel, parents, and community members. Within the committee, there are three sub-committees: Staff Wellness Committee, SADT (Stress, Anxiety, Depression and Trauma), and Summer Homework/Assignments. Our Community 360 Collaborative was formed in 2018 between LVUSD, Lost Hills Sheriff Station and an assortment of mental health and wellness providers to connect our schools with community support. Our Parent Faculty Committee meets monthly to discuss school needs, raise funds and support the mission of AHS. Finally, our School Site Council meets to review SPSA's alignment to LCAP, and assess SPSA goals.</p>	
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### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the District LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>AHS ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes. In order to achieve this goal, we worked last school year and into the 2020-2021 school year to update our school mission, vision, and student dispositions to better align with district LCAP goals and updated educational research. In the spring, when a traditional roll out of the updated mission and vision would occur our community and the world was struck by a global pandemic. The timing to update the mission and vision in a distance learning environment was not ideal. We planned to announce the revised and updated mission and vision to the school community during the 2020-2021 school year. Our faculty and staff will use collaboration time to identify ways to integrate these dispositions into the daily routines of teaching and learning. Collaborative teams will incorporate the development of these dispositions in the Curriculum Mapping process and intentionally embed them in academic lessons.</p> <p>Faculty and Administration communicate the school's vision and mission to students and parents at school events, parent meetings, and Community 360 events throughout the school year. The District provides parent, student, faculty, and community member outreach to better educate all stakeholders in the mission and vision.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Coffee with Administrators Parent Meeting</a></li> <li>• <a href="#">LVUSD Community 360 Website</a></li> <li>• <a href="#">Weekend Message</a></li> </ul>



## **A2. Governance Criterion**

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### **Governing Board and District Administration**

**A2.1. Indicator:** The District policies and procedures are clear regarding the specific duties and roles of the governing board and District administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and District administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the District LCAP requirements.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The District posts board policies and procedures regarding the roles of the board and District administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the District LCAP requirements on a publically accessible website. The District is currently reviewing and updating BPs (Board Policies) and ARs (Administrative Regulations) in accordance with current educational best practices. Areas of responsibility for the board and District administration are clearly outlined and accessible on the District website. The complaint process is explicitly stated on the LVUSD website, which is available to all stakeholders. Once the process is initiated, there is a clear protocol for processing and escalating a given complaint.</p> <p>Program effectiveness is annually reviewed as part of the LCAP and SPSA process, including but not limited to Board Study Session on October 29, 2019.</p>	<ul style="list-style-type: none"><li>• <a href="#">Board policies</a> and procedures are posted on LVUSD website</li><li>• <a href="#">Uniform Complaint Procedure</a> provided on LVUSD and AHS websites</li><li>• <a href="#">District Org Chart</a></li><li>• <a href="#">Board Data Study</a></li></ul>

## **Governing Board and Stakeholder Involvement**

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, District LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS effectively uses a wide variety of strategies to ensure regular involvement of our families in our school's governance. The District effectively informs and engages the community and parents regarding school governance issues and how they can participate. This includes weekly video updates by LVUSD District personnel and a variety of meetings and councils, such as School Site Council, PFC, LCAP, Curriculum Council, and board meetings to discuss relevant topics and concerns.</p> <p>Parents and the school community are informed weekly via a weekend message that is sent by both email and phone. These messages convey information about events, emergencies, and any other relevant school information or meetings.</p> <p>The AHS PFC weekly newsletter informs stakeholders of events, committees, and updates. Many of our parents volunteer during the planning process of RACI (Registration and Check-In week) and also help out during the event.</p>	<ul style="list-style-type: none"><li>• <a href="#">Weekly email/phone messages</a></li><li>• <a href="#">Website updated weekly</a></li><li>• <a href="#">PFC Newsletter</a></li><li>• <a href="#">School Site Council</a></li><li>• <a href="#">LCAP</a></li><li>• <a href="#">Board Meetings</a></li><li>• <a href="#">Curriculum Council</a></li><li>• <a href="#">RACI (Registration and Check In)</a></li></ul>

## **Uniform Complaint Procedures**

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the District.

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the District's Uniform Complaint Procedures. (Priority 1).*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school utilizes the District Uniform Complaint Procedure both in house and through formal District procedures. The process has been shown to be effective as the majority of issues are resolved at the point of conflict. Of the three total complaints from the 2019-2020 school year, two became Level 2 complaints and one became a Level 3 complaint.</p> <p>The District effectively designs and distributes details of the formal complaint process. These details are clearly stated on websites and during faculty/staff meetings.</p>	<ul style="list-style-type: none"><li>• <a href="#">Complaint Policy and Procedures</a></li></ul>

### **A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### **Broad-Based and Collaborative**

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and FOSTERS the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>AHS continually works to make sure that our school's improvement planning process is broad-based, collaborative and fosters the commitment of all stakeholders. We are committed to a cycle of continuous improvement. Our faculty, School Site Council, PFC, and Academic Council reviewed and assessed our annual SPSA and continues to plan, monitor, and revise the plan as needed. Each group made suggestions as to which actions have been met, which actions should remain, as well as what data we should collect/review in order to address existing/new goals and concerns. Each group reviewed the District LCAP during this process to align our site actions/goals. Data such as D/F rates for subgroups, AP participation rates, California Healthy Kids Survey responses, as well as CAASPP and PSAT scores were analyzed. Staff also participated in Instructional Rounds at numerous school LVUSD school sites in order to inform their own practices.</p> <p>The School Site Council meets at least quarterly to address schoolwide plans, budget, and other required items. Administration, faculty, staff, students, and parents are represented on Site Council.</p> <p>With our revised bell schedule, staff meets in PLC's during Monday morning meetings. Participants have the opportunity to focus on issues that are pertinent to their department or subject area and share best practices. Department chairs are responsible to plan and facilitate PLC time.</p> <p>Both high schools in the District participated in a high school</p>	<ul style="list-style-type: none"><li>• <a href="#">School Site Council Agenda</a></li><li>• <a href="#">High School Summit Agenda</a></li><li>• <a href="#">Academic Council minutes 18-19</a></li><li>• <a href="#">Academic Council minutes 19-20</a></li><li>• <a href="#">Department Meeting Agenda</a></li><li>• <a href="#">Collaboration Time Agenda</a></li><li>• <a href="#">PSAT at school sites</a></li><li>• <a href="#">Writing Proficiency</a></li><li>• <a href="#">Instructional Rounds</a></li></ul>

<p>summit to discuss bell schedules and shared concerns. We collaborated with Calabasas High School and District cabinet members to develop a new bell schedule that contains built-in PLC time, as PLC work was identified as an area of need.</p> <p>Departments meet regularly to evaluate data from both standardized tests and classroom assessments to adjust instruction according to student needs.</p> <p>English departments implement a 10th grade writing proficiency exam, using data to plan writing instruction. Teachers calibrate grading practices using a rubric and meet with Calabasas High School representatives to align instruction across campuses.</p>	
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### **Single School Plan for Student Achievement Correlated to Student Learning**

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with District LCAP.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS continually reviews data to make sure our SPSA is reflective of our students' needs and aligns with our Districtwide LCAP goals. This data helps to guide our development, implementation and monitoring of our school's SPSA plan.</p> <p>At the beginning of the school year, Administration and Department Chairs gather to review our SPSA based on our college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data. The leadership team revises the SPSA in order to target student needs and areas of growth while also maximizing student strengths. The SPSA is then reviewed by the School Site Council for approval. AHS staff holds both department and all staff meetings to review SPSA regularly and data such as grades, the Healthy Kids Survey, PSAT, CAASPP, CA Dashboard, and AP results that are released throughout the school year.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Single Plan for Student Achievement</a> (full document)</li> <li>• <a href="#">AHS Staff meeting powerpoints</a></li> <li>• Assessment data such as grades, Healthy Kids survey, PSAT, CAASPP, CA Dashboard(see <a href="#">Chapter 2</a>)</li> </ul>

### **Staff Actions/Accountability to Support Learning**

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>AHS effectively involves all staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.</p> <p>AHS holds monthly Academic Council meetings in which administration and department chairs discuss schoolwide updates, voice concerns, and share instructional strategies to address identified student learning needs. AHS holds monthly Round Table meetings for certificated union representatives to share concerns that staff may have regarding student learning needs or general concerns. An administrator is always present at Round Table to collect feedback and work collectively to address issues that are shared. AHS staff also participates in shared decision-making through weekly PLC and department meetings to plan curriculum, review common assessments, review student achievement data, and discuss best practices. Administration and counselors work together to support students who are falling behind academically and support students with attendance issues.</p>	<ul style="list-style-type: none"><li>● <a href="#">Academic Council agenda</a></li><li>● Round Table notes</li><li>● <a href="#">Monday PLC time</a></li><li>● Sample <a href="#">Department Meeting agenda</a> (English)</li></ul>

### **Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>AHS effectively evaluates and uses existing structures for internal communication, planning, and resolving differences among the staff and administration. AHS uses email and meetings (both group and face-to-face). The District provides many types of mediums for internal communication. The District Office sends out weekly news briefing emails that include the latest updates, Talent Development options for staff, and additional resources to support student and staff wellness. New phones have been installed at AHS to improve</p>	<ul style="list-style-type: none"><li>● Emails</li><li>● Remind</li><li>● New phone systems landlines</li><li>● Face-to-face meetings</li><li>● <a href="#">“Week in Review” emails from District</a></li><li>● Faculty input surveys</li><li>● Minutes from: <a href="#">Department</a>, Faculty, Round Table, and Academic Council meetings</li></ul>

<p>communication internally and externally across the District.</p> <p>Surveys are circulated electronically in order to gain faculty input, using Google Forms. Administration has an open-door policy involving meetings centered around planning and general school issues.</p> <p>Weekly and monthly meetings are held to keep staff informed and allow for easy communication and collaboration. Full faculty meetings are held for administration to communicate directly with the faculty. Round Table meetings occur for faculty representatives to meet with administration to discuss school wide issues. Any member of the faculty may anonymously bring forth a concern and have it addressed during Round Table. Academic Council meetings are held for administration to provide updates and discuss academic concerns with department chairs. Department chairs report out information from the Academic Council meetings to their respective departments.</p>	<ul style="list-style-type: none"> <li>• Staff Phone list</li> <li>• <a href="#">Healthy Staff Survey results</a></li> </ul>
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## **A4. Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### **Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has confidence in District procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of District procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>LVUSD has appropriate human resource procedures in place so that all hired employees are qualified for their responsibilities. Job postings are posted on Edjoin.org. Once the posting closes, we conduct thorough interviews, check applicant references, conduct a background check, as well as a skills and credentials check.</p> <p>Once hired, AHS admin determines appropriate teaching</p>	<ul style="list-style-type: none"> <li>• <a href="#">LVUSD Human Resources</a></li> <li>• <a href="#">EdJoin.org</a></li> <li>• <a href="#">New Teacher Meetings</a></li> <li>• <a href="#">Professional Development</a></li> <li>• Teachers are certified for all courses they are assigned</li> <li>• <a href="#">The Center</a></li> <li>• Keenan Online Trainings</li> <li>• Department Meetings</li> </ul>



<p>assignments for certificated employees. Department chairs also provide feedback on teacher assignments to ensure teachers are well-matched in courses. All of our teachers are in classes for which they have the appropriate credential.</p> <p>AHS provides additional support to new hires with meetings and training at the beginning of each school year. New teachers also receive a mentor teacher, and all new hires are offered professional development through LVUSD and also outside conferences.</p> <p>LVUSD offers credit recovery and helps to support students who may have struggled in the general education setting. The students complete their courses using APEX and they are assigned to a highly qualified teacher.</p> <p>All staff, classified and credentialed, are required to complete online annual safety trainings on LVUSD technology, sexual harassment in the workplace, mandated reporting; proper care and clean up procedures for accidents (avoiding contact with bloodborne pathogens).</p> <p>Ongoing professional development is offered in a variety of subjects, so that it is specific to the specialized curriculum of all personnel. Teachers are expected to complete 32.5 hours of professional development each year.</p> <p>Furthermore, department chairs have been delegated with the task of providing guidance and instruction, so that each teacher has the necessary expertise and support in the courses they are currently teaching.</p>	
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## **Defining and Understanding Practices/Relationships**

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

<b>Findings</b>	<b>Supporting Evidence</b>
Agoura High School communicates school policies with all stakeholders using a variety of methods. Academic Department Chairs deliver information and test results from	<ul style="list-style-type: none"> <li>• Academic Council meetings</li> <li>• PLC meetings</li> <li>• <a href="#">Policies and Procedures</a></li> </ul>

administration to teachers and evaluate student progress, while sharing teacher best practices together. Meetings are held at least monthly during PLC time. Additionally, all stakeholders are able to access the AHS website, which has links to school policies and course guidelines. Staff members also share their syllabi and classroom policies/ procedures with students and administration, and post this information on their teacher websites. Prior to students arriving for their first day of school, two teacher work days are provided to staff to review school policies and procedures, discuss and set goals for the year, and prepare for students to arrive. Additionally, District personnel provide training to educate or update staff on changes to current procedures.	<ul style="list-style-type: none"> <li>• <a href="#">Staff Contact Page</a></li> <li>• First week of school/teacher work day schedule</li> <li>• Monthly staff meetings by District</li> </ul>
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## **Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Several measures demonstrate the effectiveness of professional development and mentoring on student learning. LVUSD has empowered faculty-to-faculty professional development hours to share best practices in teaching and learning. Teachers are required to complete a prescribed number of professional development hours per year. The number of hours are an annual negotiation item, and the District determines the areas of focus. The District has created many staff development opportunities, where staff can select from an array of offerings. Professional development sessions are often run by teachers and District personnel, but there are several sessions run per month by outside professionals.</p> <p>Every October, the entire District comes together for a District-wide professional development day. Typically, faculty and staff recognition occurs along with District updates, and then teachers break into smaller groups for several professional development sessions.</p> <p>Monday staff collaboration time is set aside for teachers to meet in Professional Learning Communities. PLCs may involve regular department meetings or collaboration about best practices.</p>	<ul style="list-style-type: none"> <li>• <a href="#">LVUSD PD Breakdown</a></li> <li>• <a href="#">LVUSD PD Options</a></li> <li>• <a href="#">LVUSD Staff Development Day</a></li> <li>• Monday PLCs</li> <li>• Staff collaboration</li> <li>• Conferences</li> </ul>



Both LVUSD and AHS set aside monies to allow for teachers to attend state and national conferences. Teachers return from conferences with information to share with staff. Typically, this is done during faculty meetings or through targeted TD sessions.

## **Supervision and Evaluation**

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS administration effectively supervises and evaluates professional growth of staff. Administrators conduct teacher evaluations on a regular basis. As required by law and the contract, evaluations are conducted every other year with teachers who have been in District for less than ten years. Evaluations occur every year for probationary teachers, and every five years for teachers who have received exemplary marks and have approval from site administration from previous evaluations.</p> <p>The administration currently uses self-evaluation forms as part of the evaluation and prior to the observations. After a formal observation, AHS administration holds a post-observation meeting with the teacher to review their performance, discuss any findings, and suggest areas for growth. Administrators conduct at least three observations of each teacher on the evaluation cycle during the school year.</p> <p>Monthly faculty meetings often contain a short professional development or best practices session. Administrators take attendance at meetings.</p> <p>The last two years, the District piloted Instructional Rounds, where administrators, teachers, and staff travel to other schools and observe multiple classrooms. Administrators, teachers, and staff then meet in small groups and review their observations to determine potential best practices. The goal in the rounds is for the participant in the instructional round to discover strategies to use in their own teaching practice. Teachers and administrators from AHS that participated in Instructional Rounds reported that the experience was a highly effective professional development session and a good way to evaluate their own teaching practices. In the following years, Instructional Rounds will be used at LVUSD sites to improve collective efficacy.</p>	<ul style="list-style-type: none"> <li>● Teacher Evaluations</li> <li>● Self-Evaluation Forms</li> <li>● Faculty PD Meetings</li> </ul>

## **A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards

### **Allocation Decisions and Their Impact**

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the District's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the District LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Resources are effectively allocated to support the site and District LCAP and SPSA goals. Principal Dr. McClay, teachers, and parents participate in the LCAP development in order to ensure that resources support the needs of the school. The SPSA plan also includes requests for funding in order to support the goals. The School Site Council monitors the SPSA throughout the school year, making funding adjustments as needed. Parents groups such as PFC and IBPA assist with support of resources and participate in decision-making processes. The PFC budget is developed in concert with the Executive Board and Principal who ensures the funding aligns with SPSA goals. Department Chairs review the annual school and PFC budget and submit requests in order to meet their department goals. The requests are reviewed by the principal and executive board for final approval. LVUSD LCFF and school-based budgets provide funding for professional development and conference attendance, academic competition participation, and instructional materials.</p> <p>Areas of focus for resource allocation are: alternative learning, IB, instructional setting (new desks/chairs/tables) and college and career readiness. Resources also come in the form of staff support for these areas as well.</p> <p>LCFF, school-based, and PFC funds were used to fund instructional materials, general supplies, and professional development for faculty and staff to support classroom instruction. The impact of these resources is that more students have access to laboratory activities in science, arts, and culinary arts. In addition, supplemental online, consumable, and other instructional materials provide for differentiated instruction in the classroom to increase access to the curriculum for all students.</p>	<ul style="list-style-type: none"> <li>● Enrollment in AP courses</li> <li>● <a href="#">A-G eligibility</a></li> <li>● Conference attendance</li> </ul>

## Practices

**A5.2. Indicator:** There are District processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to District practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more District-based than school-based.)*

Findings	Supporting Evidence
The District LCAP committee effectively develops annual budgets in concert with all stakeholders, including staff and community members from AHS. They meet throughout the school year to review the budgets and monitor expenditures. The District audit findings are shared with site staff and are highly transparent. Our budgets include District, PFC, and ASB budgets. Each year, the District holds training sessions on quality business and accounting practices, including protections against mishandling of institutional funds.	<ul style="list-style-type: none"> <li>• District audit</li> <li>• PFC audit</li> <li>• ASB audit</li> <li>• Financial training presentation</li> </ul>

## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>AHS and LVUSD maintain a learning environment that meets the educational health and safety of students. AHS is equipped with 84 classrooms in a variety of buildings with three other learning spaces (PAEC, THE CENTER, and the renovated MPR). Each classroom has the appropriate workspace for each student by furnishing desks, tables, and collaborative seating. The school is equipped with smoke detectors and fire extinguishers, AED stations and science lab safety equipment needed to perform experiments in the classroom. The AHS campus is well maintained by the custodial and grounds maintenance staff both day and night to create a positive learning environment.</p> <p>AHS incorporates the school safety plan. Students and teachers are required to know the procedures for a variety of emergency situations.</p>	<ul style="list-style-type: none"> <li>• Conventional desks</li> <li>• Tables</li> <li>• Flexible seating</li> <li>• Collaborative desks/tables</li> <li>• Safety showers</li> <li>• Safety glasses</li> <li>• Trough sinks</li> <li>• Fire blankets</li> <li>• Fume hoods</li> <li>• <a href="#">School Safety Plan</a></li> <li>• Tinted windows for each classroom</li> <li>• School ID badges worn at all times</li> <li>• Visitor Sign in System - Raptor</li> </ul>

## **Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Agoura High School and Las Virgenes Unified School District have an effective process for acquiring and maintaining adequate instructional materials and equipment. AHS has a Media Center Clerk who maintains all course materials and each student is given a set of textbooks and an Acer laptop to use throughout the school year. Students check out their materials during Registration and Check In and over the course of the school year they may return or checkout additional materials as needed. We have the Williams Complaint procedure in place and have not had any complaints in the past three years regarding access to textbooks or materials.</p> <p>AHS, Calabasas High School (our fellow high school) and LVUSD collaborated on an English and Social Studies textbook adoption that benefited from the input of site pilot teams, the District office, and curriculum council. Science began the process of adopting textbooks across the district in 2019. The District has introduced the use of Google based educational applications on school provided laptops, tablets, and smartboards. Many teachers have implemented the use of Google Classroom in order to organize classwork, allow students access to work at home, work with groups on a shared cloud drive, and communicate with teachers and peers in a professional online setting.</p> <p>Our PFC is instrumental in providing necessary funds for many of our classroom needs. Although this is a positive collaboration, many of the departments rely on PFC funds that vary from year to year.</p>	<ul style="list-style-type: none"><li>• Media Center</li><li>• 1:1 laptops for students</li><li>• <a href="#">Williams Complaint procedures</a></li><li>• New textbook adoptions</li><li>• Supplementary materials on Google classroom</li><li>• PFC funded materials</li></ul>

## **Well-Qualified Staff**

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>AHS collaborates effectively with our District to hire, nurture, and provide ongoing professional development for a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs. Site administrators work with Human Resources to determine staffing needs. All potential hires are reviewed by HR personnel, interviewed, and complete background and reference checks. We use hiring committees that include teachers, administration, students and parents to select qualified teachers and staff.</p> <p>New employees are given a two-day orientation prior to their official start date. Brand new teachers who are hired are paired up with a veteran teacher at the site so that they can receive adequate support. We also have a veteran teacher who leads a new teacher program in which they meet once a month at lunch to share best practices. New teachers who need to clear their credentials also have the opportunity to join our District's Center EdX Teacher Induction Program.</p> <p>All teachers and staff are encouraged to attend conferences and talent development opportunities to further their educational practices.</p>	<ul style="list-style-type: none"><li>● Hiring protocols</li><li>● <a href="#">New teacher information</a></li><li>● <a href="#">Teacher Induction Program through the District's Center EdX</a></li><li>● Conferences and talent development</li></ul>

## **Long-Range Planning**

**A5.6. Indicator:** The District and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
AHS collaborates with our District every year in reviewing and contributing to the District LCAP. Once the District LCAP is finalized, AHS aligns its SPSA with the District LCAP to determine how site resources and funding should be used to support students' achievement of schoolwide learner outcomes, critical student learning needs, academic standards, college-and-career readiness indicators and standards. Site administrators, Academic Council, as well as the School Site Council meet to provide recommendations to the LCAP-aligned SPSA. Once these groups approve the document, the actions and goals are shared with the entire staff for further review and final approval. After final approval, funds are utilized to ensure that there is successful implementation of the plan. When reflecting on this process, having buy-in from a variety of stakeholders ensures the plan's success.	<ul style="list-style-type: none"><li>• <a href="#">District LCAP</a></li><li>• <a href="#">Site SPSA</a></li></ul>

**ACS WASC Organization: Vision and Purpose, Governance, Leadership, Staff,  
and Resources:  
Summary, Strengths, and Growth Needs**

**Summary (including comments about the preliminary identified critical learner needs)**

AHS successfully utilizes pertinent student/community profile data, the District LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college ready. LVUSD posts board policies and procedures regarding the roles of the board and District administration, to support the school's vision, mission, schoolwide learner outcomes, and monitoring student progress. In addition AHS effectively involves all staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs. AHS and LVUSD maintain a learning environment that strives to meet the educational health and safety of students.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- AHS has strong communication and community involvement through videos, websites, PFC newsletter, email and phone weekly messages.
- AHS faculty and administration are unified in their shared desire for professional growth and innovation for best practices (evaluations, collaboration, instructional rounds).
- AHS faculty work comprehensively with all stakeholders to ensure that budgets are managed responsibly, continuously monitored and revised as needed to ensure that an overall goal of fiscal responsibility is promoted and maintained.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Implement data analysis protocols at the department level to monitor student progress and inform instruction and assessment.
- Increase parent, faculty, and staff engagement in the schoolwide decision-making process.
- Increase department chair and lead teacher role in implementation of professional development and PLC initiatives at the school and department level.



## Category B: Standards-based Student Learning: Curriculum



### Focus Group Leaders

Carrie Kleinberger  
Todd Shipley

### Focus Group Members

Mary Hazlett  
Chad Bloom  
Gilles Chiasson  
Patti Davis  
Denise Edwards  
Orit Fromer  
Joseph Fucci  
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Morgan Gunby  
Jack Kernochan  
Crystal Llewellyn  
Mike Magnante

Eileen McGrew  
Erin Miles  
Sami Miller  
Daniela Munther  
Ernestina Osornia  
Michele Ramirez  
Mike Robbins  
Jason Rosenthal  
Bryant Sandoval  
Amber Smart  
David Sparks  
Sandy Wiltshire



## **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college-and career-readiness standards in order to meet graduation requirements.

### **Current Educational Research and Thinking**

**B1.1. Indicator:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>AHS staff works to engage themselves with new educational research as it becomes available. Staff attends professional development opportunities led by site administration and the LVUSD Ed Services. These PD opportunities allow for teachers and staff to continually refine teaching practices to better serve our students. In addition, district communication via the LVUSD weekly briefing, Center EdEx Newsletter, and AHS Faculty &amp; Staff Newsletter allows for teachers to remain connected and up to date on research and curriculum focus for the site/district.</p> <p>High School Summit (a collaborative group of teachers and administrators from each district high school) allows teachers, administrators and cabinet officials to examine, discuss, and problem solve issues that impact the functioning and instruction at both high school campuses.</p> <p>Select teachers attend conferences and share new findings during both structured and unstructured collaboration times. Curriculum is adapted when new standards or practices are available and appropriate. Academic and CTE curriculum is focused on engaging students in relevant, real world simulations that encourage students to problem-solve and communicate in a variety of ways. Teachers use outside resources to enhance their curriculum to engage students and link the curriculum to the real world.</p>	<ul style="list-style-type: none"><li>• <a href="#">Ed Services Staff Development</a></li><li>• <a href="#">Adaptive School Training</a></li><li>• Professional Development Hours - LVUSD Classes</li><li>• Mastery Based Grading and Homework Policy - Student 360 Committee</li><li>• <a href="#">LVUSD Weekly Briefing</a></li><li>• <a href="#">Center EdEx Newsletter</a></li><li>• <a href="#">Marshall Memo</a></li><li>• <a href="#">AHS Faculty and Staff Newsletter</a></li><li>• High School Summit Agenda (District housed)</li><li>• <a href="#">IB Professional Development</a><ul style="list-style-type: none"><li>◦ <a href="#">Workshop Attendance</a></li></ul></li><li>• <a href="#">AP Trainings</a></li><li>• <a href="#">ISTA IB Conferences</a></li><li>• <a href="#">Instructional Rounds</a></li><li>• <a href="#">AHS Adoption of English Textbooks</a></li><li>• AHS Adoption of Social Studies Textbooks</li><li>• <a href="#">2019-20 Faculty PD Calendar</a></li></ul> <p><u>Technology use</u></p> <ul style="list-style-type: none"><li>• Use of Google Suite including Classroom: <a href="#">Congressional Hepatitis B Presentation</a></li><li>• Student draw sample <a href="#">Disease Venn Diagram</a></li><li>• Turnitin.com covers both technology and academic accountability</li><li>• Virtual labs - meeting academic standards by way of publisher purchase and alignment with adoption based on state standards and NGS -</li></ul>

<p>LVUSD recently implemented instructional rounds that provide teachers and administrators an opportunity to observe and discuss best instructional practices across the district. Teachers have reported that they have brought many of these practices from their peers back to their own classrooms.</p> <p>New textbooks were adopted in English, Science (select courses) and Social Studies that include access to updated support materials for teachers, updated content that aligns with state standards and virtual platforms for teacher/students. Textual content examples are also updated to make material more relevant to students.</p> <p>AHS PLCs are working to create Curriculum Maps for all AHS courses in order to provide an equitable and coherent curriculum.</p>	<p><a href="#">LabBench Activities</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Gay-Lussac lab</a></li> </ul> <p><u>Research and documentation methodology</u></p> <ul style="list-style-type: none"> <li>• IB Extended Essay <ul style="list-style-type: none"> <li>◦ <a href="#">Science EE</a></li> <li>◦ <a href="#">Spanish EE</a></li> <li>◦ <a href="#">History EE</a></li> <li>◦ <a href="#">Humanities EE</a></li> <li>◦ <a href="#">Film EE</a></li> </ul> </li> </ul> <p>Social Studies/ History lesson plans</p> <ul style="list-style-type: none"> <li>• <a href="#">Personal Budget Assignment</a></li> <li>• <a href="#">Globalization Project</a></li> <li>• <a href="#">Current Events Assignment</a></li> <li>• <a href="#">Stock Market Project</a></li> </ul>
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## **Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS has articulated academic standards linked to college- and career-readiness for different subjects. All of our departments have comprehensive course outlines that align with Common Core State Standards and Frameworks.</p> <p>AHS makes every effort to create opportunities for students to meet or exceed the graduation requirements in order to lead them to a happy and productive life after high school.</p> <p>AHS has moved towards ensuring that all courses are approved through the UC A-G portal. Aside from</p>	<ul style="list-style-type: none"> <li>• <a href="#">College Planning and Career Counseling</a></li> <li>• <a href="#">UC a-g portal</a></li> <li>• <a href="#">Course Catalog</a></li> <li>• <a href="#">IB Course Curriculum (IB Subject Guides)</a></li> <li>• <a href="#">LVUSD Graduation Requirements</a></li> <li>• <a href="#">The Center @ AHS</a></li> </ul>

<p>Alternative Education and some Special Education classes, AHS courses are UC a-g approved. We offer AP and IB courses that are renewed every year for UC approval.</p> <p>The Freshman Seminar course was added in 2018 as a graduation requirement for all 9th graders to promote success in high school and beyond.</p> <p>AHS has implemented AVID Early College Academy for 35 9th grade students that teachers students effective strategies for success in academic and professional settings. The AVID Early College Academy students are concurrently enrolled in college classes through Moorpark College.</p> <p>Counseling has alumni visit annually who discuss post high school experiences. Counselors meet with Juniors in the Spring and Seniors in Fall. College Bound Senior meetings are also hosted.</p>	
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## **Congruence with Student Learner Outcomes and Standards**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS works to incorporate real life, real world learning into content areas of instruction.</p> <p>Schoolwide learner outcomes including the mission and vision statements for AHS embrace the student dispositions that AHS sets as goals for all students. Dispositions are linked to LVUSD Student 360 as well as IB course work and assessments.</p>	<ul style="list-style-type: none"> <li>● Academic Standards</li> <li>● <a href="#">CTE Standards</a></li> <li>● <a href="#">Student 360</a></li> <li>● <a href="#">AHS Mission/Vision/Dispositions with Student 360</a></li> <li>● <a href="#">English - 10th grade LVUSD Writing Proficiency Assessment</a></li> <li>● Daily Agendas</li> </ul>

<p>Teachers share best practices in academic standards. In some content areas there is a focus on cross curricular learning. Establishing congruence and an increase in cross curricular alignment continues to be an area of focus.</p> <p>Teachers work on incorporating literacy skills for transitions into career readiness and essential skills.</p> <p>Within the Special Education curriculum, the Transition 101 class teaches job skills that directly transfer to the real world and correlate directly to college and career readiness.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Transition 101/SPED Transition Plans</a></li> <li>• <a href="#">College/Career Readiness Indicator</a></li> <li>• <a href="#">IB Learner Profile</a></li> </ul>
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## Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
<p>AHS teachers use outsourced curriculum to supplement adopted curriculum.</p> <p>The Center and Special Education utilizes an online program for credit recovery to individualize learning and coursework.</p> <p>Several departments work together on student centered projects throughout the academic year. Examples include:</p> <p><b>Academic Departments:</b></p> <ul style="list-style-type: none"> <li>• A variety of departments and courses collaborate to assign cross curricular projects that stress the importance of content, creativity, college and career readiness, and real life relevance.</li> </ul> <p><b>Performing Arts Dept. &amp; Visual Arts Dept.:</b></p> <ul style="list-style-type: none"> <li>• The Visual &amp; Performing Arts Departments (VAPA) are working towards creating an online VAPA Hub for AHS with a VAPA Calendar serving as a main piece to collaborate together</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher syllabi</li> <li>• English IV</li> <li>• <a href="#">Co-Teaching ELA Class Letter</a></li> <li>• World Language produces an event celebrating, “Dia De Los Muertos” where various departments contribute renderings to celebrate the holiday:             <ul style="list-style-type: none"> <li>○ English: poems</li> <li>○ Spanish: altars, pan de muerto, historical figure skeletons</li> <li>○ Culinary Arts: sugar skulls</li> <li>○ Ceramics: ceramic skulls</li> </ul> </li> </ul>

through performances. VAPA teachers share the common goal of establishing awareness of VAPA throughout the school community.

- The Wind Honors course in music requires a research paper where students use their writing skills and music knowledge to satisfy a course requirement. Students also use technology in music to evaluate their own recordings based on national and regional rubrics from programs such as SCSBOA (Southern California School Band & Orchestra Association) or Jazz at Lincoln Center's Essentially Ellington program.

**Physical Education:**

- Works with Freshman Seminar classes to tie in the physical, social and mental components of health that the Freshman Seminar class discusses and puts it into practical use during the PE period.

**Counseling**

- Counselors are each assigned to a department to be the liaison and attend department meetings. Counselors push into Freshman Seminar classes to encourage student involvement on campus, and inform students of graduation requirements, and course selection process.

**International Baccalaureate.**

- IB Program
- Theory Of Knowledge course foundation explores knowledge across different areas of knowledge. The knowledge framework is used to compare knowledge across different subject areas.

**Special Education:**

- SPED Special Ed students are mainstreamed into the General Ed classes in Music, Visual Arts, Theatre, and gen ed subjects (Math, Science, English, etc.)



<ul style="list-style-type: none"> <li>Integration of general education and special education: A general education teacher and Special education teacher work together in a co-taught class consisting of <math>\frac{2}{3}</math> gen. ed. students and <math>\frac{1}{3}</math> Sp.Ed. students.</li> </ul>	
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## Community Resources and Articulation and Follow-up Studies

**B1.5. Indicator:** *The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

**B1.5. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>AHS has a strong relationship with the three middle schools in the District. The AHS counseling team works regularly with our feeder schools and informs students about the opportunities available in high school, including our graduation requirements, our CTE programs, art and music programs, and Early College Academy. In addition, students from all three middle schools visit the two high school campuses each spring.</p> <p>Our Counselors and College &amp; Career Center work regularly with local colleges, universities, and technical schools to provide our students with important transition opportunities.</p> <p>The CTE and Special Education programs invite guest speakers from local businesses to present in classes on our campus to expose students to opportunities in their local neighborhoods.</p> <p>Representatives from colleges and universities regularly host information sessions for student exposure post-secondary programs and opportunities.</p> <p>AHS and LVUSD have a Memo of Understanding with Moorpark College to provide college level classes on site,</p>	<ul style="list-style-type: none"> <li><a href="#">College and Career Center</a></li> <li><a href="#">College Visits</a></li> <li>Feeder School Visit Agendas (Counselors)</li> </ul> <p>Teen Safety Awareness Programs</p> <ul style="list-style-type: none"> <li><a href="#">Teen Safety Awareness Program</a></li> <li><a href="#">Agoura High School - Every 15 Minutes 2017</a></li> <li><a href="#">Community 360 (offers book talks, presentations, suicide prevention, etc.)</a></li> <li>CSUN Field Trip</li> <li>Hyatt Hotel Field Trip</li> <li>Moorpark College Collaboration</li> <li>Holocaust Survivor Guest Speaker</li> <li>IB CSUN Field Trip</li> <li>Transition Partnership Program</li> <li>Pierce College Field Trip</li> <li>Workability Program (ROP)</li> <li>AHS Film Fest</li> </ul> <p>Additional evidence for guest speakers :</p> <ul style="list-style-type: none"> <li><a href="#">agourahighmusic.com</a> has several photos/info on guests clinicians and events.</li> </ul>



<p>as well as summer classes.</p> <p>The Early College Academy (ECA) students are concurrently enrolled in Moorpark College. The Moorpark professors come to the high school to teach the classes.</p>	<ul style="list-style-type: none"> <li>• Agoura High School is an honor thespian troupe 1814, part of the International Thespian Society. For more info go to <a href="http://www.schooltheatre.org">www.schooltheatre.org</a></li> <li>• Agoura is part of the National Honor Society for Sports Medicine competes each year, and has always made Nationals. <a href="http://Agourakasma.weebly.com">Agourakasma.weebly.com</a></li> </ul>
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## **B2. Equity and Access to Curriculum Criterion**

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### **Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The AHS course catalog offers a variety of academic options within each department as well as a wide range of elective choices to support student choice, interest and post secondary plans).</p> <p>The AHS CTE program provides vocational and postsecondary education and training. CTE programs provide internships, field experience as well as job opportunities in addition to traditional course work, .</p> <p>Annually, students meet with their counselors to discuss 4 year planning and align course selection for the following school year. Students are introduced to a number of survey and interest inventories through the regularly accessed Naviance portal.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Course Catalog</a></li> <li>• <a href="#">LVUSD Early College Academy</a></li> <li>• <a href="#">Math Course Flowchart</a></li> <li>• <a href="#">Flowchart IB</a></li> <li>• <a href="#">CTE Pathways</a></li> </ul>

The Senior class is provided with many types of supports to guide their post secondary planning including workshops, trainings, individual planning sessions, college exploration activities, and college application and acceptance procedures.

Two full time College and Career Center Coordinators provide support to students and families. They push support into classrooms and provide individual support during support, nutrition lunch, after school and by appointment.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <b>ROP-CTE (CAREER TECHNICAL EDUCATION)</b>  <b>SCHEDULE OF CLASSES FALL, 2019</b> </div> </div>						
<p style="text-align: center;">Las Virgenes Unified School District Classes open to all students unless otherwise indicated</p>						
COURSE TITLE	LOCATION	ROOM	TEACHER	DAYS	PERIOD	CREDITS
Auto Technology**	Agoura HS	U1	Landerer	Alternates	3	CREDITS PER YEAR 10
Business Mgmt & Entrepreneurship	Agoura HS	C8	Wiltshire	Alternates	4	10
Careers in Education I, II **	Agoura HS	K2	Davis	Alternates	2	grades 11 & 12 only 10
Culinary Arts II & III**	Agoura HS	L4	Alderton	Alternates	2	10
Film & Video Production I (ROP)*	Agoura HS	T1	Way	Alternates	2	10
Film & Video Production II (ROP)*	Agoura HS	T1	Way	Alternates	3	10
Sports Med. II, Sports Med. III**	Agoura HS	C9	Dizon	Alternates	0	grades 10,11 & 12 only 10
Sports Medicine**	Agoura HS	C9	Dizon	Alternates	1	grades 10,11 & 12 only 10
Sports Medicine**	Agoura HS	C9	Dizon	Alternates	2	grades 10,11 & 12 only 10
Sports Medicine**	Agoura HS	C9	Dizon	Alternates	3	grades 10,11 & 12 only 10
Sports Medicine II **	Agoura HS	C9	Dizon	Alternates	4	grades 10,11 & 12 only 10
Stagecraft	Agoura HS	PAEC	Ellenshaw	Alternates	5	10
Film Appreciation I	Agoura HS	BBox	Krassner	Alternates	3	10
Film Appreciation I	Agoura HS	BBox	Krassner	Alternates	5	10
Theatre III (Prof. Actor)*	Agoura HS	PAEC	Krassner	Alternates	6	10

- Dual Enrollment courses through Moorpark College. For example:
  - Intro to Sociology (MO1)
  - College Strategies (MO5)
  - Cultural Anthropology (MO2)
- [Summer School](#)
- [The Center](#) - alternative education
- [College & Career Center College Planning Overview](#)
- [Naviance Survey](#)

## Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
<p>Agoura High School informs students of course offerings using a variety of platforms to ensure individual choice making, course planning to meet future goals and accessibility.</p> <p>Course prerequisites have been removed as barriers to access.</p> <p>Students are given flexible educational options through programs such as AP, IB and District Programs including The Center, Apex and the Virtual Academy. Course opportunities in these programs incorporate rigorous and relevant learning linked to</p>	<ul style="list-style-type: none"> <li>● <a href="#">20 Time</a></li> <li>● <a href="#">CAS Guide AHS</a></li> <li>● <a href="#">Auto Technology Syllabus</a></li> <li>● Careers in Education</li> <li>● Auto Competition</li> <li>● <a href="#">Service Learning Opportunities</a></li> <li>● <a href="#">Agoura ASB Goals - WASC</a></li> <li>● <a href="#">Link Crew</a></li> <li>● <a href="#">ASB</a></li> <li>● <a href="#">Media Center</a></li> <li>● <a href="#">AHS Clubs</a></li> <li>● Films from Film Fest</li> <li>● <a href="#">PAEC</a></li> </ul>



<p>the real world.</p> <p>All students have access to academic and social support from peers via tutoring from Honors Societies in English, Math, Science, and World Languages at a variety of times during the day.</p> <p>The AHS Media Center supports the learning process for all students and staff and provides a space for students to come together to learn. Additionally, student access to educational materials is shared and explored in many courses through the research process. The mission of the Agoura High School Media Center is to help students and faculty be effective and ethical users of ideas and information through the management of print and electronic sources, which are reflective of the curriculum as well as personal interests. Equally important is our goal to instill in our students a love of reading for pleasure. The Media Center aims to provide a variety of reading materials in a comfortable, relaxed atmosphere that will promote reading and help students develop a lifelong love of literature.</p> <p>Staff have been trained in distance learning instructional strategies that have been implemented in the virtual learning model that increase student engagement, support rigorous content learning and accessibility.</p> <p>AHS CTE classes allow students to explore course work in fields related to a career of interest as well as develop hands on/technical skills that will increase real world success.</p>	<ul style="list-style-type: none"> <li>● Site Council</li> <li>● <a href="#">AHS Tri-M - Home</a></li> <li>● Honor thespian troupe 1814: <a href="http://www.schooltheatre.org">www.schooltheatre.org</a></li> <li>● KASMA <a href="http://Agourakasma.weebly.com">Agourakasma.weebly.com</a></li> </ul>
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### **Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Communication between the home and school for all aspects of campus life is relayed in a variety of methods including emails, newsletters and social media updates.</p> <p>Parents have regular access to communicate with teachers including email and websites as well as links to be a guardian on Google Classroom. Aeries tracks trends in students' grades, showing nominal change, predicted increase of 1% or more, and predicted decrease of 1% or more. Parents and teachers can monitor changes in grades and make appropriate efforts to improve performance. Teachers upload grades to Aeries to ensure students and parents can see progress; teachers also use websites or Google Classroom to post assignments and needed materials for courses.</p> <p>*In the distance learning model, Aeries portal has links to each teacher's digital learning platform as well as virtual meetings ensuring accessibility for all students.</p> <p>Various programs at AHS allow students the opportunities to make up, advance, or maintain a normal academic load in an environment other than the classroom. Programs include The Center, Independent Study, Home Hospital, APEX, and Concurrent Enrollment.</p> <p>In the last four years Agoura High School has adopted an open-access policy to rigorous courses and programs (i.e. AP and IB). Students are encouraged to pursue challenging courses in their areas of interest.</p> <p>Several systems are in place to provide support and adjustments to a student learning plan; parents are critical stakeholders in this process. Systems include Student Study Team, Counseling Referrals, Student 360 referrals, ELL program and the 504/IEP process.</p> <p>Programs outside of the classroom enforce the importance of a well-rounded educational experience. This experience allows students to explore their interests and develop the skills necessary to be successful outside of the academic realms. Activities through these programs support student engagement, campus community, and community outreach.</p>	<ul style="list-style-type: none"> <li>● Students <ul style="list-style-type: none"> <li>○ Link Crew (<a href="#">Invitations</a>, <a href="#">Phone call Script</a>)</li> <li>○ Remind App <ul style="list-style-type: none"> <li>■ <a href="#">Remind App Conversation I</a></li> <li>■ <a href="#">Remind App HW Reminder</a></li> </ul> </li> <li>○ Staff websites (<a href="#">Robbins Overview</a>)</li> <li>○ ASB Homeroom Visits</li> <li>○ Aeries - comment section <ul style="list-style-type: none"> <li>■ <a href="#">Aeries Comments</a></li> </ul> </li> <li>○ <a href="#">IB Student Committee</a></li> <li>○ BASE Camp <ul style="list-style-type: none"> <li>■ <a href="#">BASE Camp Screenshot</a></li> </ul> </li> <li>○ Google Classroom</li> <li>○ Course catalog</li> <li>○ Student Council &amp; meetings with principal</li> <li>○ Service Learning</li> <li>○ <a href="#">Bolt TV</a></li> </ul> </li> <li>● Staff <ul style="list-style-type: none"> <li>○ Senior Meetings</li> <li>○ Course selection meetings</li> <li>○ Staff weekly emails <ul style="list-style-type: none"> <li>■ <a href="#">Staff Weekly Newsletter</a></li> <li>■ <a href="#">Daily Bulletin</a></li> </ul> </li> <li>○ Meetings <ul style="list-style-type: none"> <li>■ Weekly</li> <li>■ All staff</li> <li>■ Staff Development</li> <li>■ Department</li> </ul> </li> </ul> </li> <li>● Parents <ul style="list-style-type: none"> <li>○ Weekly newsletter/email/all-call (print up)</li> <li>○ <a href="#">AHS Weekly Announcements</a></li> <li>○ Aeries Comments</li> <li>○ Extracurricular - boosters</li> <li>○ Back-to-School Night</li> <li>○ Showcase (<a href="#">Program</a>, <a href="#">PAEC Parent meeting</a>)</li> <li>○ PFC meetings and activities</li> </ul> </li> <li>● All</li> </ul>

<p>Programs include:</p> <ul style="list-style-type: none"> <li>• Student Council</li> <li>• AHS Clubs</li> <li>• IB CAS</li> <li>• Service Learning</li> <li>• Link Crew</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">THIS WEEK IN LVUSD</a></li> <li>○ <a href="#">Dates to remember</a></li> <li>○ <a href="#">8th Grade Showcase Film</a></li> <li>○ <a href="#">AHS PFC</a></li> <li>○ <a href="#">Naviance</a></li> </ul>
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## Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Departments have integrated and enhanced coursework to reflect changes necessary for students' post-secondary success. Examples include:</p> <ul style="list-style-type: none"> <li>• Revision of senior year English course offerings</li> <li>• New IB courses</li> <li>• New CTE courses</li> <li>• Curriculum adoptions</li> </ul> <p>The AHS College &amp; Career Center provides information for students regarding graduation requirements and transitioning to college.</p> <p>The International Baccalaureate Programme conducts numerous studies to explore postsecondary outcomes for IB Diploma graduates and recipients as well as 21st century employability skills. Through the implementation of the Approaches to Teaching and Learning, IB teachers work to best prepare students for postsecondary success.</p> <p>The Special Education program supports the functional academic needs of students who are enrolled in a moderate/severe or mild/moderate program and are working toward a certificate of completion. Through direct instruction, school and/or community based instruction aligned to both Individualized Education Program goals and core content areas, students learn, practice, and apply skills needed to function as independently as possible.</p>	<ul style="list-style-type: none"> <li>• <a href="#">English Courses Offered Link</a></li> <li>• <a href="#">Elective Courses Offered Link</a></li> <li>• <a href="#">Offices / College and Career</a></li> <li>• <a href="#">Career Technical Education (CTE) / CTE Classes</a></li> <li>• <a href="#">Pupil Services / Transition Partnership Program (TPP)</a></li> <li>• <a href="#">Career Technical Education (CTE) / Work Experience Program</a></li> <li>• <a href="#">CA Dashboard - College &amp; Career Readiness</a></li> <li>• <a href="#">AHS Athletics Website</a></li> <li>• <a href="#">AHS Music Program Website</a></li> <li>• <a href="#">AHS Drama Program Website</a></li> <li>• Post Secondary Program</li> <li>• <a href="#">Transitions Partnership Program</a></li> <li>• <a href="#">IB Post Secondary Research</a></li> </ul>

<p>The Post Secondary Program is designed for students with active IEPs who are designated non-diploma bound on the IEP. The purpose of this program is to assist students in developing skills in the area of independent living and applying functional academic skills to everyday life.</p>	
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## **ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the preliminary identified critical learner needs)**

The AHS community has many strengths in the area of Curriculum. Both learners and educators are provided with a wide range of opportunities for growth. The findings indicate that there are professional development options offered through a variety of means. The Ed Services Department at the district office, as well as reputable outside professional development organizations, have hosted sessions that have been attended by teachers, counselors and certificated staff. In addition, the recent implementation of Instructional Rounds support professional development of curriculum. Staff regularly participates in conversation and research in an effort to continuously improve our practice.

AHS has articulated academic standards and provides explicit connections to college and career-readiness for different subjects. All of our departments have comprehensive course outlines that align with Common Core State Standards and Frameworks. AHS has ensured that all courses, with the exception of Alternative Ed, are approved through the UC A-G portal. Career technical courses are A-G approved and incorporate academic skills in their curriculum. AHS offers learners the opportunity to immerse in rigorous AP and IB courses that are renewed every year for UC approval. AHS has a partnership with Moorpark College that offers learners the opportunity of success in not only academic but also professional settings. AHS is constantly redesigning course offerings to provide its learners more control over their academic futures and thus, meet, and in many cases, exceed graduation requirements. The AHS Counseling department monitors and tracks learner progress, making sure learners are meeting graduation standards in preparation for post-secondary work. The AHS College and Career Center guides learners through the college application process and career readiness in preparation for post-secondary work. AHS learners are provided with multiple pathways for success. Learner pursuits are based on real world application and personal goals, providing each learner with a unique secondary experience. All AHS stakeholders (parents, educators, learners, etc.) are prevalent in the design, development and monitoring of the learner's educational plan. It is important to note that while many students experience academic success in the myriad of opportunities provided, academic proficiency is not being achieved campus-wide. There are groups of students struggling within the models provided and AHS needs to work to make sure it provides systems of instruction and support to ensure all students succeed.

AHS has clearly defined academic standards and college- and career-readiness standards for its academic disciplines and the variety of programs it offers. Specifically, there is evidence of congruence between concepts and skills taught with various outcomes/standards in academic courses, CTE, Student 360, Special Education transition plans, and the IB Program. AHS has been effective in establishing congruence between daily student learning and how it connects to our students' futures in college, career, and the real world. While that congruence is evident, there also continues to be a need to focus curriculum on the integration of skills related to perseverance, resilience, emotional efficacy and time management. Evidence indicates that students, in a high performing district such as ours, faces social emotional pressures, issues with balancing the demands of their schedule as well as weaknesses in self care.

### **Category B. Standards-based Student Learning: Curriculum: Areas of Strength**

- Extensive A-G course offerings
- College and Career Center

- Professional development opportunities are encouraged and supported by administration
- AHS communicates effectively with all stakeholders regarding curricular opportunities
- AHS offers opportunity for a full IB diploma and is designated an IB World School
- AHS offers specialized pathways to meet a broader demographic population

**Category B. Standards-based Student Learning: Curriculum: Areas of Growth**

- Create accurate follow-studies on graduates to inform future curricular decisions
- Access to functional technology for all stakeholders
- Continue to provide opportunities for career and technical education
- Development of congruent curriculum mapping of skills taught within and across academic disciplines
- Increase community partnerships
- Continue researching effective methods of assessment/evaluation and grading practices to ensure academic proficiency for all students
- Merge College and Career Center offerings with curriculum design

## Category C: Standards-based Student Learning: Instruction



### Focus Group Leaders

Naomi Elman  
Alex Ozar  
Rick Way

### Focus Group Members

Fariba Albert  
Lorna Barnes  
Ann Berry  
Marnie Davis  
Vivian Ding  
Jeanne Greulach  
Ana Hall  
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Karen Heller  
Lorelei Hollister  
Katrina Jacobsen  
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Amy Levin  
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Katia McCusker  
Laura Moses  
Linda Ordin  
Eric Page  
Chance Redmond  
William Sauer  
Eileen Weiser  
Katherine Willig  
Vicki Willig  
Fenling Zeng



## **C1. Student Involvement in Challenging and Relevant Learning Criterion**

### **Results of Student Observations and Examining Work:**

**C1.1. Indicator:** *The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.*

**C.1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

<b>Findings</b>	<b>Evidence</b>
<p>Students have many college prep, Advanced Placement, and IB options of pathways available to them which allows them to be involved in challenging learning. To encourage college and career readiness, many classes include internship hours.</p> <p>Gatekeeping and prerequisites have been eliminated in all subjects to give all students opportunities to be involved in challenging learning.</p> <p>Students are involved in a variety of educational activities intended to address academic standards and Agoura High School's mission and vision statements. Examples include:</p> <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Class and group discussions/debates</li> <li>- Oral Presentations</li> <li>- Group work/activities</li> <li>- Online work via Google classroom</li> <li>- Lab work and creation</li> <li>- Note-taking</li> <li>- Group/individual projects</li> <li>- Performances</li> <li>- Debates</li> <li>- Research work</li> <li>- Essay writing</li> <li>- Peer editing</li> </ul> <p>World Language learners are involved in many ways. For example, World Language teachers use Flipgrid or Google classroom for speaking and listening assignments, online interactive games to engage</p>	<ul style="list-style-type: none"> <li>• <a href="#">Course Catalog</a></li> <li>• <a href="#">English Course Descriptions</a></li> <li>• <a href="#">Math Course Waiver</a></li> <li>• <a href="#">Senior Level English Options</a></li> <li>• <a href="#">20 Time</a></li> <li>• <a href="#">AVID Tutorial and Reflection</a></li> <li>• <a href="#">Frayer Models- Student Work in CS</a></li> <li>• <a href="#">Math IA Rubric</a></li> <li>• <a href="#">Math Test Corrections Template</a></li> <li>• <a href="#">The Center Suggested Pacing Guide</a></li> </ul>



students in learning, and assigning group projects to encourage peer learning opportunities.

New senior level English classes give opportunities for students to choose topics that are relevant to their interests. These courses give students the opportunities to connect challenging work to their real-life experience and personal interests.

In some classes, students are challenged with creating and presenting their work in a professional manner. Students have extra commitments outside of the normal project requirements (i.e. show deadlines). These shows provide many opportunities for students to demonstrate their work as well as opportunities to become more involved in the creative process.

The AVID program gives students opportunities to learn within a variety of models. They complete tutorials in a variety of learning techniques such as peer questioning strategies and note-taking strategies. Teachers support student progress and also check in with student understanding by having students complete reflections after the completion of tutorials.

While completing IB internal assessments, students investigate and talk about topics that are relevant with their daily life and the issues that we face in today's world, for example, the environment, the use of technology, and the healthy lifestyles. They gather evidence and present their findings using multiple modalities (i.e. labs, written papers, presentations, etc.)

Most students with IEPs are able to work with and interact with their peers by being integrated into General Education classes for academics. These students are able to gain a better understanding of the general education curriculums.

Special ed teachers develop activities and curriculum for special ed classes that challenge students to reach IEP goals as well as appropriate curriculum to meet academic standards

## **Student Understanding of Learning Expectations**

**C1.2. Indicator:** *The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.*

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Evidence
<p>Students are aware of the standards at the start of all coursework or program entrance. Furthermore, students are aware of the grading criteria for each course.</p> <p>Teachers provide a variety of precursors to prepare and inform students of the upcoming course expectations and outcomes. These precursors are both discussed in classes as well as distributed to students, posted in classrooms, and available for online accessing and viewing. These include:</p> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Syllabi</li> <li>● Table of contents</li> <li>● Outlines</li> <li>● Checklists</li> <li>● On-line teacher sites listing all precursors mentioned above</li> </ul> <p>Students are aware of general course expectations via course catalog and counselor consultation. Students are aware of discipline guidelines to ensure safety and mutual respect. As part of the registration process, parents and students must read and agree to AHS discipline policies and expectations in the online portal. Administrators, counselors, teachers, campus supervisors, and J-Team ensure the safety of students while enforcing policies.</p> <p>Counselors provide information to prospective students and their parents about the expectations of students at AHS. For Freshman, these include:</p> <ul style="list-style-type: none"> <li>● Two middle school visits by counselors</li> <li>● Back-to-School Night</li> <li>● Showcase presentations to families</li> <li>● Three parent drop-ins per year</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Syllabi</li> <li>● <a href="#">IB Chemistry Checklist</a></li> <li>● <a href="#">English Rubric</a>,</li> <li>● <a href="#">IB Math Essay Rubric</a></li> <li>● <a href="#">Statistics Chapter Review Sheet</a></li> <li>● <a href="#">Honors and AP Chem - Expected Knowledge</a></li> </ul>

<ul style="list-style-type: none"> <li>• Freshmen 4-year planning meetings</li> <li>• Transition IEP meetings for Special Education Students</li> </ul> <p>For the remainder of the student population, these also include:</p> <ul style="list-style-type: none"> <li>• Junior/Senior meetings with counselor</li> <li>• Alternative programs to traditional options on campus</li> </ul> <p>Students are provided with and taught to use rubrics to assist them with focusing on the controlling idea of the project and to also understand expected performance levels.</p> <p>Review Sheets or Study Guides are provided before tests so students understand the expectations and level of mastery that will be required of them before assessments.</p>	
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## **C2. Student Engagement through a Variety of Strategies and Resources**

### **Criterion**

#### **Teachers as Facilitators of Learning:**

**C2.1. Indicator:** *Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.*

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

<b>Findings</b>	<b>Evidence</b>
Teachers use a variety of instructional strategies to differentiate instruction. In assessing and identifying struggling students and critical learners, or simply to reach out to the different learning styles and abilities in general, teachers will turn to strategies that hit all of the different learning modalities. In an effort to address visual, auditory, and/or tactile learners, teachers use everything from traditional instructional means, to the more involved technological means available.	<ul style="list-style-type: none"> <li>• <a href="#">Teacher website example</a></li> <li>• <a href="#">Screenshot of Google Classroom Stream</a></li> <li>• <a href="#">Google Classroom,</a></li> <li>• <a href="#">Shared Google Docs</a></li> <li>• <a href="#">Flip Grid</a></li> <li>• <a href="#">Classroom Set-up</a></li> <li>• <a href="#">Socratic Seminars</a></li> <li>• <a href="#">"Expert Groups" Example</a></li> <li>• <a href="#">DCE</a></li> </ul>

<p>Many teachers facilitate learning through a variety of media resources such as individual teacher websites and Google Classroom to increase student independence and accountability. By making these resources digital, students can access them regardless of their location. Our Media Center is open extended hours to provide students with a variety of resources. Teachers also take students to the Media Center to familiarize them with available resources.</p> <p>Teachers differentiate learning opportunities by facilitating student use of various modalities to participate in the curriculum. Both digital and traditional formats allow students to access the material in manners that suit all students' learning styles.</p> <p>Teachers have been trained on district engagement strategies including Adaptive Schools to increase the use of facilitative instructional methods that move the locus of instructional control from teacher to students.</p> <p>Group based projects increase communication skills for all students with peers.</p> <p>In most Social Science classes, students write Document Based Questions essays where they are provided with primary sources and a prompt to respond to. They must develop an argument and support their thesis with evidence from the sources provided. This increases their critical thinking abilities as they have to analyze the documents effectively enough to communicate their own ideas in writing.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Group Project Example</a></li> <li>• <a href="#">DBQ</a></li> <li>• <a href="#">College Board rubric</a></li> <li>• <a href="#">Quizizz Report</a></li> </ul>
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## **Creative and Critical Thinking**

**C2.2. Indicator:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.2. Prompt:** Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in a group and individual activities, such as projects, discussions, and debates, and inquiries related to investigation.

<b>Findings</b>	<b>Evidence</b>
Students are given a myriad of opportunities to demonstrate advanced critical thinking skills in a multitude of subjects that permit them creative and	<ul style="list-style-type: none"> <li>• IB Extended Essay <ul style="list-style-type: none"> <li>◦ CSUN Oviatt Library partnership</li> </ul> </li> <li>• CBI Program</li> </ul>

intellectual space to not only design a product on their own, but with their own focus. Demonstrated mastery is an expected outcome and the use of technology is often incorporated.

Art classes encourage and allow student autonomy in the creation and direction of their art projects. Upper division art classes have even more autonomy with project ideas. AP level classes are entirely self-directed. Autonomy allows students to take ownership of their art projects. This allows them to challenge their own particular skill set

Students with learning needs are taught foundational skills that allow them to make sense of what they are reading and use strategies to allow them to do this independently.

Students participate in real world, relevant projects that support their understanding of classroom/course content. They are given the opportunity to observe the outside world, society and systems to ensure they connect personally with their work and think critically in settings outside of the school campus.

Students explore and utilize local resources and agencies (such as the LVUSD Water District, the Thousand Oaks Mall) to develop a deeper understanding of human behavior and local and global communities.

AHS is a Google Suite school. Teachers and students have access to google tools and regularly use them. Teachers use Google Classroom to share resources for students to research and students use Google Classroom to share their work and findings as well as collaborate with peers on assignments and projects. Many teachers facilitate peer editing activities through google documents.

Students regularly access original source documents in Media Center Databases and use those documents in a variety of instructional activities including English research projects, science research, and historical analysis.

Instruction has been enhanced by the implementation of 1-1 devices. Not all students use their provided device but a large percentage does.  
The administration has appointed two designated

- [Collaborative Study Guides](#)
- [AP Coding Skills](#)
- [Adaptive Schools Museum Walk Strategy](#)
- [Students teaching students](#)
- Careers in Education
  - [Bloom's Taxonomy assignment](#)
- [AP Studio Art 3D](#)
- AP Human Geography
  - [Units](#)
  - [Thousand Oaks Mall Project](#)
- [IB Environmental Systems & Societies Water District field trip](#)

<p>“technology mentors” that are there to support staff with any technology needs. These experts have also provided technology training for all staff – both formally and informally. In addition to web-based technology, students use a variety of equipment that are equal to standards of industry, including DSLR cameras, video production equipment, audio recording equipment, lighting rigs, stagecraft tools, and editing equipment to create student-led productions and projects.</p> <p>Teachers and students use virtual polls such Kahoot, PollEverywhere, and Survey Monkey as tools to increase student engagement and to spark discussion. Google classroom is used by all teachers. These technologies allow students to work under less pressure and have also been used to accommodate virtual learning due to the COVID pandemic.</p> <p>Many teachers have received training and are using techniques that promote enhanced student engagement on a playing field that supports cultural sensitivity and justice through district provided professional development. Activities require students (and adults) to think, reason and problem solve using perspective, understanding and kindness.</p>	
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## **Application of Learning**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.3. Prompt:** Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply the knowledge they have already acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

<b>Findings</b>	<b>Evidence</b>
<p>Direct instruction occurs in the classroom, but students create and design products in response to their instruction. Students work collaboratively and independently to create projects. They are able to think, reason, and problem solve in groups and individually.</p> <p>In most classes, students use their prior knowledge to organize their findings on the area of interest and use their skills to independently research the topic chosen. Students apply knowledge they have through relating</p>	<ul style="list-style-type: none"> <li>English Example <a href="#">assignment</a> and student <a href="#">sample of work</a>)</li> <li><a href="#">IB Math Project</a></li> <li><a href="#">Computer Science long term project</a></li> <li><a href="#">IB Enviro “Be the Change” Project</a></li> <li><a href="#">Budget project</a></li> <li><a href="#">20 Time project</a></li> <li><a href="#">Political Hot Spot Project</a></li> </ul>

new information or learning tasks to personal experiences. In addition, through research, students inquire and discover new findings and gain more knowledge on the topic. Students communicate their knowledge inquired to their classmates through presentation.

IB math students write essays in which they relate math they have learned to personal experiences. They research or collect their own data and use the math concepts to analyze and prove a point.

In English IV, students research a topic by accessing databases, library/multimedia resources, and create a multi-essay project that includes three analytical compositions that then lead to a final synthesis essay. Students become more adept at gathering information and presenting it in written, oral and multimedia formats.

CTE courses as well as the Special Ed transitions course requires students to research a career and income and then communicate their findings through a written response. Students are able to think, reason, and problem solve with this project. Students are linked to the real world and research beyond a textbook.

Students in Film Production II must submit a full narrative film to the AHS Film Festival.

Upper division art students create, develop, build and rebuild their own portfolios based upon a theme of their personal interests. These are semester to multiple year projects.

## **Career Preparedness and Real World Experiences**

**C2.4. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.4. Prompt:** Evaluate the degree of and the effectiveness of student access to career awareness, exploration, and preparation that may include such activities such as job shadowing, internships, apprenticeships programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.



Findings	Evidence
<p>Students get authentic practice in several course areas including Careers in Education, Sports Medicine, Business Management classes. These courses mirror on-the-job experiences (via instructional activities and community experience) to provide real-world experiences and consequences. AHS partners with community businesses and LVUSD elementary schools in order to give students hands-on exposure to career paths.</p> <p>In both the general education and special education Freshman Seminar courses, students develop resumes and cover letters.</p> <p>The Special Education Department provides job opportunities through Work Experience. A transition specialist at the school site conferences with students (typically 11th and 12th graders) to expose them to job opportunities. Students get paid for their work from the Transition program and the local business benefits from the student employees efforts.</p> <p>Elective courses at AHS focus heavily on group projects and communication, that encourage students to use tools and skills that mirror the professional world.</p> <p>CTE programs collaborate with community members to provide valuable real world skills while performing a useful service. Culinary Arts I, II, III provides students experience planning, preparing, and serving catered events through prior WASC visitation (7 years ago), the grand opening of the PAEC and first anniversary of the PAEC, State of Our Schools presentation, Installation of new principals and PTA presidents at District Office, and Senior Award night at AHS.</p> <p>Culinary Arts II, and III and Food Service Occupations classes host a field trip to a local farmers market gathering information about new produce the farmers sell at the market. Public transportation is used to and from school to the site.</p> <p>All AHS students have a service learning requirement for graduation. They must complete 15 hours a year for a total of 60 hours over the course of their 4 year high school experience. The Covid pandemic has impacted</p>	<ul style="list-style-type: none"> <li>● <a href="#">Careers in Education</a></li> <li>● <a href="#">Kinesthiology and Sports Medicine Academy</a></li> <li>● <a href="#">Service Learning Opportunities</a></li> <li>● <a href="#">Special Education Transitions Partnership Newsletter</a></li> <li>● <a href="#">Student-organized website</a> (Literary Magazine)</li> <li>● <a href="#">Student-led interviews for English Honors Society</a></li> <li>● <a href="#">IB Creativity, Activity, Service Portfolio</a></li> <li>● Guest Speakers</li> </ul>

this progress currently as LVUSD has put the requirements for the 2019-2020 and 2020-2021 school years on hold.

AHS IB diploma candidates participate in and satisfy Creativity Action and Service (CAS) requirements.

Students are exposed to real world activities within academic honor societies and AHS clubs that work towards creating services and products that benefit the greater campus community.

At least twice a year the College and Career Center hosts Career Fairs, often with a theme, in which students can meet with industry representatives to learn more about career paths.

Several teachers invite guest speakers to their classes to present their college and career path to students as well as share guidance and input about their current field of practice.

## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the preliminary identified critical learner needs)**

Agoura High School is acutely aware that we need to educate students for a rapidly evolving and ever challenging world. This means a renewed effort to develop the entire student with emphasis on personal responsibility, accountability to the group, and production of life-long learners.

In order to increase personal responsibility our students are offered a defined say in their own education. It is demonstrated at Agoura High School that students who control their academic destiny display greater grit and resilience. Developing ownership means offering students multiple pathways. On an academic level, Agoura High School has reduced gateways to AP Classes and encourages all students to take an I.B. class. On a practical level, Agoura High School offers Sports Medicine, Robotics, and Computer Science Classes. And, on a creative level, the school offers programs in music, art, and media studies.

To be successful in post-high school endeavors and ensure a rewarding future, the ability to put projects and group assignments together is a priority. This requires skilled planning and organization. With the guidance and support from teachers, students at Agoura High School produce self-directed theatre productions, produce film projects, and work in collaborative IB projects.

Project based education is promoted at Agoura High School as it develops rigorous problem solving techniques and skills. Students are encouraged to “think outside the box” and embrace the philosophy that there are multiple ways to meet a desired goal. Emphasis is placed on delivering academically meaningful projects in a timely manner. Furthermore, a group ethos is instilled as students are expected to contribute and “do their part.” Therefore, communication among the individual students in the group is a necessity.

Academic proficiency is measured by standardized tests, finals, mid-terms, oral exams, among other assessments.

### **Category C. Standards-based Student Learning: Instruction: Areas of Strength**

- Opportunities for students have been increased at Agoura High School. This includes the elimination of gatekeeping for AP and Honors classes, the encouragement for every student to take an IB Class under our new motto of “IB for All”.
- Project-Based education continues to be pushed and enhanced. This prepares students to navigate the real world. Not only is project-based education implemented in our core classes, but it can be found in our art, music, and CTE electives.
- Agoura High School has made a firm commitment to students who are not succeeding in a traditional classroom. Our flagship program is called “The Center” and its goal is credit recovery through the use of technology and differentiated instruction.

### **Category C. Standards-based Student Learning: Instruction: Areas of Growth**

- We need a greater emphasis on the relevance between student work and its connection to the real world.

This includes a continued push to include state of the art technology in our curriculum. Students need a deeper understanding of how their effort at Agoura High School will lay a successful foundation for their future.

- We need to continue to develop Professional Learning Communities especially as this pertains to creating Curriculum Maps across all departments and disciplines. This will ensure that all students have the requisite academic foundation as they move upward through various disciplines.
- We need to place a greater emphasis on instruction “outside the textbook.” Knowledge is delivered in multiple mediums in today’s world.
- Cross department collaboration needs to be further enhanced and developed. Students need to understand that education is not an isolated endeavor. Rather, education needs to become a group and community undertaking.

## Category D: Standards-based Student Learning: Assessment and Accountability



### Focus Group Leaders

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### Focus Group Members

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Dennis Ritterbush  
Shari Robinson  
Kim Varonin  
Charlie Wegher  
Dana Wortham

## **D1. Using Assessment to Analyze and Report Student Progress Criterion**

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

### **Professionally Acceptable Assessment Process**

**D1.1. Indicator :** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt :** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

<b>Findings</b>	<b>Evidence</b>
<p>The AHS leadership and instructional staff uses Aeries student database and D/F lists to collect and analyze student performance data. Counselors meet with students with D/F's individually and provide seniors with feedback on their graduation status by sending letters home.</p> <p>Teachers and Departments use Grade Distribution Reports to analyze class results. Additionally, teachers work to identify skills/lesson plans that have produced successful students outcomes and peer train on those strategies.</p> <p>Individual teachers, departments and counselors analyze and interpret CAASPP, CAST, and PSAT results. However, consistent distribution of these results would allow for a deeper analysis of performance by department.</p> <p>Counselors provide data to students and parents on PSAT scores through Score Report Nights and visits to Sophomore English classes where they teach students how to find the information online (through Aeries). Parents are shown where they can access their students' assessment results in all subjects on Back to</p>	<ul style="list-style-type: none"> <li>● Classroom-based formative and summative assessments</li> <li>● Screenshot of <a href="#">Aeries</a> data report of assignment analysis</li> <li>● <a href="#">D/F List</a></li> <li>● <a href="#">AP Score Report</a></li> <li>● <a href="#">IB Score Report</a></li> <li>● CA Dashboard</li> <li>● <a href="#">CA Dashboard Summary (BOE Study Session)</a></li> <li>● Grade distribution reports</li> <li>● Math dept analysis of <ul style="list-style-type: none"> <li>○ <a href="#">CAASPP</a></li> <li>○ <a href="#">CAASPP</a> and</li> <li>○ <a href="#">CAST</a> Results</li> </ul> </li> <li>● PSAT Results and <a href="#">Score Report Nights</a></li> <li>● <a href="#">Pearson Online Quizzes</a></li> <li>● Kahoots, <a href="#">Quizziz</a></li> <li>● <a href="#">AHS Website Calendar</a></li> <li>● <a href="#">Weekly Newsletter</a></li> <li>● SPSA</li> <li>● <a href="#">Classroom-based formative and summative assessments</a></li> <li>● Department Meeting Minutes - <a href="#">Math</a>, <a href="#">English</a></li> </ul>

School Night.

In Math, 74.35% of students perform near or above standards in the Claim area of Problem Solving.

2018-2019 CAASPP:

In Math, 81.27% of students perform near or above standards in the Claim area of Communicating Reasoning.

In ELA, students perform strongly in Writing (83.45%) and Research/Inquiry (81.63%), but not as strong in the Claim Area of Reading (76.86%)

Decline in both ELA and Mathematics in the percent of students who meet or exceed standards from 2018 to 2019 CASSPP administration

- a) ELA 71.3% => 62.9%
- b) Math 52.8% => 48.9%

Most teachers access curricular and instructional platforms such as Pearson, StudySync, and Higher Learning, online quizzes, respectively, in order to measure student performance and progress.

College/Career and Counseling use Blackboard/Naviance, the AHS website, and the PFC newsletter in order to communicate to students and parents.

An administrative weekly newsletter is distributed to all teachers online.

Testing data is shared through school-site council via the SPSA document that is shared yearly accessible to 20 stakeholders, including ASB students. More systemic distribution and use of this data during PLC time with teachers would be beneficial at the instructional level.

Teachers use classroom assessments to guide lesson plans.

Some departments meet to discuss common assessments, pacing, and common lessons to guide pacing.



### **Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.

Findings	Evidence
<p>The majority of departments utilize a standardized test bank for their assessments throughout the semester and for finals. Some teachers collaborate on assessments and results including English teachers with the 10th grade English Writing exam that is common with Calabasas High School as well.</p> <p>Many teachers rely upon rubrics to standardize their grading practices. Rubrics are used across the content areas; many courses feature a common rubric to norm teacher expectations.</p> <p>AP, IB, and Common Core Standards are used as the basis for curriculum and assessment decisions. The AP College Board's new AP Classroom is utilized in Social Science to standardize the classroom assessments to the College Board's requirements and assessments.</p> <p>Teachers review CELDT, ELPAC, and Lexile scores of English Learners to assess their reading, writing, comprehension, and overall English proficiency levels.</p> <p>Special education staff meet to discuss IEP goals and student progress across classes determining best practices for providing student feedback and grades.</p>	<ul style="list-style-type: none"> <li>● Standardized final exams in common grade levels and common subject areas</li> <li>● Departments meet regularly to discuss problem areas noted in assessments</li> <li>● <a href="#">10th Grade English Writing Exam</a></li> <li>● IB (<a href="#">2017</a> <a href="#">2018</a> <a href="#">2019</a>), AP and Common Core Standards</li> <li>● PSAT results</li> <li>● CAASPP results</li> <li>● CELDT/ELPAC/Lexile scores</li> <li>● IEP goals</li> <li>● <a href="#">Special ed history project rubric</a></li> <li>● <a href="#">English Rubric</a>,</li> <li>● <a href="#">IB Math Essay Rubric</a></li> </ul>

## **Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.

<b>Findings</b>	<b>Evidence</b>
<p>The AHS leadership and instructional staff uses Aeries, the D/F list, and progress reports to analyze student performance data. Counselors meet with students with D/F's individually and seniors are provided feedback on their graduation status by sending letters home. The use of the Aeries gradebook enables all students and parents to monitor growth and progress. New and emerging features of Aeries allow us to deepen its use; however, this requires ongoing training and professional development.</p> <p>Some departments collaborate during Monday PLC time to examine the results of classroom assessments.</p> <p>Teachers analyze and interpret CAASPP, CAST, and PSAT results. Students and their parents are provided data on PSAT through Score Report Nights, visits to Sophomore English classes, and online access through Aeries. Special Education utilizes these results to help inform IEP goal development.</p> <p>Teachers use a variety of assessment styles as a basis for scoring student achievement; formative and summative assessments, portfolios and projects, and individual/class discussions.</p> <p>English department:</p> <ul style="list-style-type: none"> <li>● Portfolios</li> <li>● DCE, term papers</li> <li>● Socratic Seminar (instructions and rubrics)</li> </ul> <p>Science department:</p> <ul style="list-style-type: none"> <li>● lab portfolios</li> </ul>	<ul style="list-style-type: none"> <li>● Aeries Progress Reports</li> <li>● <a href="#">D/F List</a></li> <li>● Department Meeting Minutes - <a href="#">Math</a> and <a href="#">English</a></li> <li>● <a href="#">CAASPP</a> (math sample) &amp; <a href="#">CAST</a> Results</li> <li>● <a href="#">Result Report Nights</a></li> <li>● <a href="#">Pearson Online Quizzes</a></li> <li>● Kahoots</li> <li>● <a href="#">Quizziz</a></li> <li>● <a href="#">College and Career planning resources</a></li> <li>● <a href="#">College and Career events (listed on school calendar)</a></li> <li>● Rough Draft vs Final Draft of written work</li> <li>● <a href="#">Assessment Corrections</a></li> </ul>

<ul style="list-style-type: none"> <li>• formative and summative assessment (chapter tests and quizzes)</li> </ul> <p>Math department:</p> <ul style="list-style-type: none"> <li>• chapter tests</li> <li>• projects</li> </ul> <p>Art department:</p> <ul style="list-style-type: none"> <li>• project-based installations</li> </ul> <p>World Language department:</p> <ul style="list-style-type: none"> <li>• audio and video tapes</li> </ul> <p>IB:</p> <ul style="list-style-type: none"> <li>• Internal Assessments</li> <li>• Extended Essay</li> </ul> <p>Teachers and students have access to online quizzes and assessment tools to measure student performance and progress.</p> <p>Class and schoolwide expectations are distributed at Back to School Night. The College and Career Center and the Counseling office communicate through weekly newsletters as well as the online calendars through Naviance and the AHS website.</p> <p>Students peer review written work. Some teachers allow students to correct assessments.</p>	
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## Assessment of Program Areas

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Evidence
AHS effectively assesses each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.	<ul style="list-style-type: none"> <li>• PLC Agenda and notes <ul style="list-style-type: none"> <li>◦ <a href="#">Math</a></li> <li>◦ <a href="#">English</a></li> </ul> </li> <li>• <a href="#">Freshman English Meeting Minutes</a></li> <li>• <a href="#">Google Classroom</a></li> <li>• <a href="#">Faculty Websites</a></li> </ul>

AHS uses department meetings, staff meetings, and our principal's weekly newsletter as an effective way to dispense school-wide information. We also meet each Monday for Professional Learning Community (PLC) time of 58 minutes before school starts. Each meeting includes department teachers, counselors, and administrative staff.

AHS uses course/level meetings as an effective opportunity for teachers to compare student data and unit pacing. At course/level meetings, teachers work effectively to create streamlined rubrics for College Prep courses and pacing guides. Students are given rubrics in tandem with the assignments and are better informed of expectations. Most AHS teachers use informal collaboration to provide a convenient dialogue regarding curriculum, student needs, and school-wide concerns.

Through new curriculum adoption, AHS has created opportunities to incorporate relevant and up to date sources for students. Through our school email, students and teachers have online access to most textbooks. AHS teachers effectively utilize technology to keep students organized with materials, dates, and upcoming information.

Additionally, teachers effectively utilize social media resources, such as Remind, Twitter, and Instagram to provide updates for their students.

Graduation requirements were examined Districtwide and it was decided that starting with the class of 2022, all students will need three years of math instead of two to better align our graduation requirements with UC A-G standards.

Counselors meet individually with students to review course strengths and weaknesses to help select future courses based on successful completion of the current year's course load. This is to ensure that students do not take on a class schedule that is not conducive to their mental health, affective skills, and resiliency.

AHS is effective at identifying struggling students and often hold Student Success Team (SST) meetings to determine appropriate support for the student.

- [Remind101](#)
- [AHS Website - Graduation Requirements](#)
- [Course Selection Dates](#)
- StudySync

<p>During the SST meeting, if additional assessment is needed, a student is referred for either a 504 or an IEP. After the assessment is complete, the team reconvenes, and if a student qualifies, appropriate supports are put into place. If a student does not qualify for a 504 or IEP, counselors will email teachers the SST notes and identify areas of support for the student that can be done within the class setting.</p> <p>The English department administers a writing assessment to the entire 10th grade each year. This assessment is then graded anonymously by a team of teachers who first calibrate their grading practices before beginning grading. Teachers are then able to monitor student progress and target specific writing strategies for each student. The grading of the writing assessment is open to all English teachers and is crucial to establishing grade norming throughout the department.</p>	
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### **Using Assessment to Analyze and Report Schoolwide Student Progress Criterion**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

<b>Findings</b>	<b>Evidence</b>
<p>AHS uses assessment results, such as CAASPP, AP, PSAT, Healthy Kids Survey, D/F rates, and classroom-based assessments, to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.</p> <p>LVUSD changed their graduation requirement for math from two to three years after research showed that students were more successful in college when they had three years of math.</p> <p>Change of bell schedule to provide more consistency</p>	<ul style="list-style-type: none"> <li>● <a href="#">Bell Schedule</a></li> <li>● Healthy Kids Survey</li> <li>● District Wide Staff Development Day Agenda</li> <li>● CAASPP, AP, PSAT results (See Chapter 2)</li> <li>● Disaggregated D/F rates</li> </ul>

<p>for students, teachers and parents along with providing an opportunity for the community college to teach classes on our campus. The support period allows students to access teachers for additional support. The collaboration time allows staff to communicate about our programs.</p> <p>Every 5 weeks, progress reports are provided to students and parents via Aeries Gradebook. Parents and students have immediate, real-time access to grades and can communicate with teachers via email or phone.</p> <p>English teachers from AHS and CHS meet to compare results on benchmark assessments and discuss trends in student achievement.</p> <p>Counselors meet with students to determine why they are not doing well; they examine internal and external factors to achievement.</p> <p>Special Education students are assigned a case manager to monitor their achievement and growth throughout their high school career. Case managers track growth on a regular basis by having general education teachers complete follow up forms that identify the student's growth, as it pertains to the academic standards.</p>	
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## **D2. Using Assessment to Monitor and Modify Learning in the Classroom**

### **Criterion**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### **Appropriate Assessment Strategies**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Evidence
<p>At the student and parent level, student data is reported to students and parents in a number of ways on an individual, school, district, and state level. At the student level the district provides every student an account on Aeries. Within Aeries students can access grades, district and classroom assessments (both tests and individual testing scores), and attendance information. Parents are also given the ability to access their child's Aeries. Teachers regularly update Aeries with grades, and the counselors use the updates to track student progress as well. Some teachers keep students (and parents) apprised of grades through Google Classroom where assignments are graded and commented on and returned. Parents also receive CAASPP reports and AP scores both through the mail and with online access.</p> <p>Agoura High School teachers use a variety of assessment strategies to evaluate student learning. Teachers implement formal, summative strategies such as unit tests, oral exams, and final exams to assess what material needs reteaching or what lessons worked and what might need revision in future years. Teachers also use less formal, formative strategies to gauge student learning as they move through material on their way to summative assessment. Teachers use KWL activities, informal questioning, exit cards, Socratic seminars, mid-unit reading quizzes, and writing prompts to track student learning as they move through content, therefore allowing teachers to assess and reteach information prior to summative assessments.</p> <p>Teachers also use formative assessments such as daily warm-ups, Kahoot, Exit Tickets, Socratic Seminars, or KWL Charts to check for student understanding and adjust instruction inside their classrooms. Summative assessments such as essays, lab write-ups, or end of</p>	<ul style="list-style-type: none"> <li>● Unit / Final Exams</li> <li>● <a href="#">Socratic Seminar Rubrics</a></li> <li>● <a href="#">Diario Rubric</a></li> <li>● <a href="#">Oral Exams</a></li> <li>● <a href="#">Debates</a></li> <li>● <a href="#">Google Classrooms</a></li> <li>● <a href="#">Google Calendars</a></li> <li>● <a href="#">IB Data</a></li> <li>● <a href="#">PSAT</a></li> </ul>



unit exams are given to students to assess mastery of standards. Teachers provide timely feedback and review the results with their students. Many teachers allow test retakes and some teachers reteach concepts missed when necessary. Assessment data is used to differentiate instruction to respond to students' diverse needs.

Annually, the AHS Administration with the support of School Site Council and Academic Council creates the Single Plan for Student Achievement (SPSA). Each year the administration collects data from various sources (such as CAASPP scores, AP scores, Interim assessments, surveys, etc.), decides on focused areas of needed growth, and addresses those areas with funding and a plan for improvement.

More PD trainings on monitoring students' emotional well-being have occurred in the last three years. Trauma training, Wellness Training, Restorative Justice, and Mindfulness Trainings have all been implemented. There has also been an increase in PD's related to bias such as Social Justice Cohorts. All of these PDs are to help faculty, staff, and administrators better monitor students, and themselves, for emotional distress and biased reactions.

Each fall, the IB Diploma Program Coordinator reviews results from the previous exam session. Teachers are given grade distribution, assessment breakdowns, worldwide averages, and Internal Assessment feedback from the IBO. Teachers use this information to guide their teaching for the current year.

For the last three years, in the fall, all 10th grade students take the PSAT. This district-funded initiative allows 10th grade students and teachers to evaluate student readiness for the SAT. Juniors also have the option to retest to assess their level of preparation for the SAT.

## **Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional Decisions.

<b>Findings</b>	<b>Evidence</b>
<p>AHS ELA and Math teachers administer the CAASPP Interim assessments to 11th graders. In Special Education students are provided with additional practice and exposure to the test portal to increase familiarity and level of comfort. A more consistent distribution of results to teachers would result in instructional adjustments based on student interim test results.</p> <p>PLC teams and individual teachers assess students using a variety of modalities and assessment strategies. The results are analyzed so teachers can make adjustments to their pacing of units. The adjustments are communicated with students through Google calendars, google classrooms and teacher websites in order to help students learn to organize.</p> <p>AHS Counselors use five-week progress reports twice a semester and final grade reports at the end of each semester to determine student performance levels and create interventions when students are falling behind. This is accomplished through individual meetings with teachers, emails, phone calls and meetings with parents and students that can include teachers. The team may also hold an SST (Student Study Team) meeting to explore additional interventions or supports to assist struggling students.</p> <p>While teachers are using the strategies discussed above to improve instruction, teachers should spend additional time to reflect upon student data and reteach concepts that have not been mastered. It is recommended that our teachers meet in PLCs to collaborate best practices and to also include standardized assessment data to inform instruction.</p>	<ul style="list-style-type: none"><li>• Unit / Final Exams</li><li>• <a href="#">Socratic Seminar Rubrics</a></li><li>• <a href="#">Drawing Rubric</a></li><li>• <a href="#">Oral Exams</a></li><li>• Chapter Tests and Quizzes</li><li>• <a href="#">Debates</a></li></ul>

## **Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.

Findings	Evidence
<p>AHS teachers are effective in communicating expectations and providing feedback to students that allow students to evaluate their performance levels. Teachers provide feedback to students daily inside the classroom through informal and formal means. Frequent checks for understanding occur each class period. All teachers use Google classroom as well as other technological platforms to dialogue with students and help students monitor their progress. Teachers are expected to communicate their learning objectives and agenda each day for students to see.</p> <p>Teachers use a variety of techniques and tools to obtain student feedback.</p> <ul style="list-style-type: none"> <li>● formal assessments</li> <li>● class discussions</li> <li>● Socratic Seminars</li> <li>● Diarios</li> <li>● Congress simulation</li> <li>● Teacher reflection</li> <li>● Quizzes</li> <li>● Kahoot!</li> <li>● Rough drafts</li> <li>● Journals</li> <li>● Student questionnaires and surveys</li> <li>● Exit Tickets</li> <li>● Annual 504 and IEP meetings</li> </ul> <p>Student-teacher interaction also takes place regularly at AHS through use of Support Periods four times per week where students can get individualized help and</p>	<ul style="list-style-type: none"> <li>● Checks for understanding inside the classroom</li> <li>● Google classroom communication</li> <li>● Healthy Kids Survey</li> <li>● <a href="#">Socratic seminar Rubric</a></li> <li>● <a href="#">Diario rubrics</a></li> <li>● <a href="#">Congress simulation</a></li> <li>● Exit tickets</li> <li>● <a href="#">Peer Edit</a></li> <li>● Freshman Seminar activities</li> <li>● Aeries Grading Program</li> <li>● Support period built into <a href="#">Bell Schedule</a> 4 days a week for students to be able to go over tests, rubrics, or receive clarification on any specific topic that is being studied.</li> </ul>

have conversations with their teachers about their achievements, interests, and college preparedness. Some students utilize this time to see their counselors or visit the College and Career Center to clarify questions they might have regarding college applications and admissions as well as create more personalized academic plans that are relevant to their life and career goals.

Teachers are given reports and attend meetings for students with IEP's and 504's each year. They have been provided with the opportunity to attend trainings, although inconsistently, on ways to assist students who have not yet been identified as having a disability.

Freshman Seminar was designed to bring awareness to 9th grade students about the expectations of high school and beyond. In addition to academic expectations, the course uses Myers Briggs assessments, career reports, and financial literacy projects to address skills necessary for careers and life. Many self-help books are utilized by the students, including *The 7 Habits of the Highly Effective Teen*, *Switch*, and *Think and Grow Rich*.

English teachers hold conferences with individual students to review their areas of strength and areas for growth.

Science students complete self-reflection after lab assignments.

Student Council surveys students and conducts homeroom visits where they can get student body feedback to adjust how they serve the campus.

Student Council hosts monthly House of Representatives meetings in which a representative from each homeroom attends a meeting where updates are provided, input on events is taken and suggestions for ways Council can better serve the campus is discussed.

The Healthy Kids Survey is a district-wide survey asking a series of questions relating to rigor, relevance, and relationships. The following year, district personnel and leadership review the results based on areas of growth.

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the preliminary identified critical learner needs)**

Agoura High School uses a wide range of assessments to identify strengths and weaknesses in student learning. These assessments are given in a variety of modalities including, but not limited to Socratic Seminars, debates, oral exams, unit and final exams, written analyses, and preparation for formal assessments such as the CAASPP/CAST/AP/IB/PSAT. Classroom assessment and performance feedback is shared with students in individual settings and also through technological means. Teachers need time and training, with clear expectations and outcomes to align assessment practices and regularly examine student performance within each department. A systemic way to regularly distribute standardized test results to teachers would assist in the development of instructional practices that respond to the learning needs of students based on their individual performance data. While data is collected from standardized testing, the results are not easily accessible to teachers to help guide instruction. Teachers need to collaborate on common teaching practices to ensure all students have access to guided practice and reteaching when needed.

### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Assessments in different modalities
- Some departments have created common assessments and communicated results to students.
- Support period provides additional instruction and remediation, motivates students in each content area, and helps students' development of resiliency as they go through their high school experience.
- The Center, as a program of student support as well as the use of Apex as an online credit recovery program.

### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Regularly evaluate and actively use assessment data to guide teaching and learning
- Use Department PLC time to analyze trends in data as well as to create curriculum maps and common assessments
- Provide teachers with ongoing professional development in the use of data to inform educational practices.

## Category E: School Culture and Support for Student Personal and Academic Growth



### Focus Group Leaders

Brent Kast  
Natalie Naberhaus

### Focus Group Members

Garrett Lepisto  
Adrienne Alderton  
Liz Cangelosi  
Clint Cummings  
Marisa DeFalco  
Lisa Donoho  
Shirley Elliott  
Andrea Friedland  
Jonathan Genavia  
Leslie Glowacki  
Tracy Grant  
Marcy Heider

Josh Landerer  
Mike Lipka  
Jack Maranto  
Jessica Mejia  
Naime Nili  
Jeff Peterson  
Cathy Prater  
Maria Sheinkman  
Teresa Smolarski  
Russ Stephans  
Stan Toyama

## **E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

### **Regular Parent Involvement**

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

<b>Findings</b>	<b>Evidence</b>
<p>AHS uses a wide variety of strategies to ensure regular involvement of our families in the learning/teaching process. Faculty and staff members use email, the school website, teacher websites, Google classroom, blackboard, social media, phone, and in-person conferences to communicate critical instructional and co-curricular activities to parents and our community. Information and events are communicated to the community via a weekly phone/email message. Additionally, Back to School Night is held at the beginning of the school year to promote a collaborative learning environment between school staff and families to set each student up for success.</p> <p>School staff works closely with our Parent Faculty Club (PFC) to ensure that families are informed about on-campus events, volunteer opportunities, and deadlines. The principal and administrative staff attends monthly PFC meetings and provides information to the PFC to be publicized through the PFC weekly emails and website. The PFC also works to raise funds to help teachers obtain tools that could be used in their classrooms to promote learning, mindfulness, and organization.</p> <p>AHS has multiple Booster Clubs that support a variety of extracurricular programs from the arts to sports. Each club/foundation helps in raising funds for the program it supports.</p> <p>Access to our school staff emails and websites is readily available on our school website. This provides the opportunity for parents to reach out to teachers/staff as</p>	<ul style="list-style-type: none"> <li>• <a href="#">AHS PFC</a></li> <li>• <a href="#">Booster Clubs</a></li> <li>• <a href="#">Access to Staff Directory/Websites</a></li> <li>• <a href="#">Daily Bulletin shared on Agoura website</a></li> <li>• <a href="#">Coffee with College Advisors and Counselors</a></li> <li>• <a href="#">Parent Info Sessions (FAFSA, PSAT, etc.)</a>, <a href="#">Weekly emails from the CCC</a></li> <li>• <a href="#">Access to student/parent presentations through website</a></li> <li>• <a href="#">Back to School Night Classroom Powerpoint</a>, <a href="#">BOLT promo video for BTSN</a></li> <li>• <a href="#">Showcase Whole School PowerPoint</a></li> <li>• Social Media Communication (<a href="#">Facebook</a>, <a href="#">Twitter</a>, <a href="#">Instagram</a>)</li> <li>• <a href="#">Parent Access to Aeries</a></li> <li>• <a href="#">Parent Access to Naviance</a></li> <li>• <a href="#">Progress reports for parents of independent study students</a></li> <li>• <a href="#">Blackboard/Naviance communication (emails, phone calls, etc.)</a></li> <li>• Events by clubs, boosters, etc. i.e.             <ul style="list-style-type: none"> <li>○ ASB Auction Night,</li> <li>○ <a href="#">Rhythm &amp; Chews</a></li> </ul> </li> <li>• Parent Drop-In Nights with counselors</li> <li>• CHKS provided to parents (via email)</li> <li>• Annual College Knowledge Night</li> <li>• Annual College Spring Fair for families</li> <li>• <a href="#">Calendar of Senior Events</a></li> <li>• CCC Advisors make and have appointments with parents and students as needed.</li> </ul>



needed and to see what their student(s) will be learning in each class. In the distance learning model, additional information for virtual meeting logins and google classroom codes is linked in Aeries for easy access.

AHS provides an updated Daily Bulletin on our website each day. This bulletin includes information on things happening on and off campus and special announcements. These announcements are also provided over the loudspeaker daily to classes or through Bolt TV, our student-run school news outlet.

Teachers of Independent Study and The Center courses communicate regularly with parents, providing weekly progress reports as well as attendance and behavior. Face to face meetings with parents are required to enroll in the programs (Independent Study & The Center programs) and a contract is signed in person. Instructors communicate with parents directly via phone calls and email to regularly update parents on student progress.

Our Special Education program provides regular parent involvement with annual IEP meetings to bring together parents, students, teachers, case managers, and service providers to set the students up for success. IEP meetings are held daily over the course of the year, starting the first week of the school year and include a team designed to help the student succeed. Transition meetings are held for all incoming students to ensure students and parents are aware of school offerings and how the IEP will transition to AHS. Through the Special Education Department students are able to become involved in a transitions program that partners local businesses with students to help them gain real world experience. AHS has relationships with the Department of Rehab, local businesses, and community colleges that help students get jobs.

Our English Language teacher meets in class with our EL students to discuss progress. Stakeholders and parents of ELs meet through LAT (Language Acquisition Team) meetings to discuss language proficiency and goals. Frequent email communication and five week progress reports are sent home to the parents of EL students in their home language.

Counselors and College Advisors have monthly Coffee Klatches with parents covering a variety of topics such as

“Reducing Stress in Your Student and Yourself” and “The Importance of Fit for College and Career”.

Counselors and College & Career Advisors hold Parent Information sessions on the PSAT and FAFSA in the fall and a Financial Aid Informational session for parents in spring. They also do Naviance presentations and College Bound Student Presentations. They include this information on flyers, Blackboard Connect, and in the weekly Newsletter for those who cannot attend the informational sessions.

Presentations provided to parents and students are uploaded and available to parents through the AHS website. These presentations range from use of certain online programs like Aeries or Naviance to preparation for the college application process. In response to the COVID Pandemic, additional video uploaded presentations and webinars are being made available to families.

Back to School Night is held at the beginning of the school year to promote a collaborative learning environment between school staff and families to set each student up for success.

AHS hosts a Showcase evening in December for incoming families who either will feed into AHS or may choose to apply for a permit into the school due to specialized programs. The night offers them an opportunity to see the different academic, art, athletic, and specialty programs as well as extracurricular activities available to AHS students.

The Counseling Office and College & Career Center use Facebook, Twitter, and Instagram to communicate with students, parents, and the community. The social media platforms are publicized through events, emails, and flyers around campus and in each office.

## **Safe, Clean, and Orderly Environment**

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Evidence
<p>Agoura High School's number one priority is to have a safe, clean and orderly campus. Agoura High School effectively maintains preventative measures for classrooms, offices, and overall student and campus safety in the event of a major emergency. Some measures include monthly emergency drills for fires and earthquakes, and bi-annual active shooter/campus lockdown drills. LVUSD conducts staff development focusing on Active Shooter drills and many of our AHS faculty have attended. AHS classrooms have been updated with tinted windows, a new phone system, and new classroom locks. The campus is secured by clearly identified campus supervisors with working communication equipment and requires front of the campus check-ins for visitors. AHS verifies all visitors through the "Raptor" system that cross-references their driver's license with the Megan's Law database. AHS staff members are required to wear visible staff ID badges as well as complete annual Keenan online student-safety training.</p> <p>Each student is required to complete an appropriate use program before gaining access to District-provided laptops. Inappropriate websites and content are filtered by the District.</p> <p>AHS offers several drug education and prevention programs to address the needs of our students. The new Freshman Seminar course educates students on overall health and wellness. We applied and received a grant from the state of California to combat the use of nicotine on school campuses. LVUSD's current focus is on vaping. The District has two Dean of Safety and Wellness positions that work with local law enforcement to support student safety efforts, help with early intervention and discipline of nicotine-related incidents and promote restorative approaches to discipline. Additionally, the program</p>	<ul style="list-style-type: none"> <li>• <a href="#">Agoura High School Disaster Plan</a></li> <li>• Updated tinted windows and classroom locks</li> <li>• Updated telephone system</li> <li>• Campus supervisors with working communication</li> <li>• Front of campus check-ins for visitors</li> <li>• Staff ID badges</li> <li>• Restorative justice practices               <ul style="list-style-type: none"> <li>◦ <a href="#">Decline in suspension rates</a></li> </ul> </li> <li>• Bullying investigation protocol paperwork</li> <li>• <a href="#">District vaping grant</a>; <a href="#">hiring Dean of Student Safety and Wellness</a></li> <li>• <a href="#">Administrative panel hearings</a></li> <li>• Uniform Complaint Procedures</li> <li>• <a href="#">CHOICES Protocol</a></li> <li>• <a href="#">Teacher Field Trip Request Form</a></li> <li>• <a href="#">Student Field Trip Permission Slip</a></li> <li>• <a href="#">Chemical Storage</a></li> <li>• <a href="#">Annual Keenan Trainings</a></li> <li>• <a href="#">Parent/Guest automated sign in Raptor program</a></li> <li>• CPR training for teachers and students</li> <li>• <a href="#">Auto Safety Test</a></li> <li>• <a href="#">Culinary Safety Test</a></li> <li>• Sports Medicine Safety/CPR test</li> </ul>

Every 15 Minutes is implemented every other year to educate students on the dangers of driving under the influence as well as distracted driving. \*As of the 2020-2021 school year the Dean of Safety and Wellness positions have been removed due to lack of funding/budget constraints.

AHS provides peer guided programs such as Link Crew and Student Council to build collaborative communities and prevent bullying. AHS has a powerful culture of support and collaboration surrounding student-created clubs that boast a variety of topics.

AHS uses Restorative Justice practices to build community as well as to help students with infractions return to the classroom and allow for student growth, as opposed to suspension or expulsion.

In the event that bullying does occur, AHS has a streamlined discipline referral process which includes well-documented reports that allow the staff to address incidents of bullying swiftly and effectively. Administrators at AHS take a hands on approach to discipline and restorative practices including attending administrative hearing panels and frequent meetings with students, teachers, and District officials.

AHS uses the CHOICES program to provide a restorative approach to discipline infractions involving the use/possession of alcohol/illegal substances/drug-related paraphernalia. It is supportive and educational rather than strictly punitive. For these infractions, expulsion is typically considered, and a suspended stipulated expulsion and a Choices Program Agreement may be recommended in lieu of expulsion.

Uniform Complaint Procedures are posted on the District website and shared with parents through District communication.

The Woosley fire required a thorough cleaning and sanitizing of the school by ServPro before anyone was allowed to return to campus. Damage to several buildings presented its own set of challenges for the remainder of the 2018-19 school year. Restoration was complete for the 2019-2020 school year.

<p>New safety measures are in place in response to the Covid pandemic with guidance from the LA County Health Department. A staff check in portal is active for those working on campus, visitors to campus are screened before entering, PPE and safety protections are available to staff, and deep cleanings are regularly occurring.</p> <p>CTE courses requiring the use of machinery or industry standard equipment utilizes safety tests prior to student participation in lab work or hand on work.</p>	
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## High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Evidence
<p>AHS has effectively created an atmosphere of caring, concern and high expectations for our students. We have realized that the social and emotional well-being of our students is of equal importance to our academic success.</p> <p>AHS classrooms are designated physical and emotional safe spaces for students. AHS also provides support to students by offering Support Periods before school so that students can meet with teachers, catch up on work, make up tests, and receive extra help when needed. Four Support Periods are offered Tuesday through Friday mornings for 40 minutes each.</p> <p>Unique cultural differences are honored throughout the various clubs on campus.</p> <p>For behaviorally high risk students, positive behavior</p>	<ul style="list-style-type: none"> <li>• Healthy Kid Survey</li> <li>• Counseling services - SSTs</li> <li>• <a href="#">Restorative Justice Strategies</a></li> <li>• Link Crew - <a href="#">Calendar of events</a>, <a href="#">Orientation</a>, <a href="#">Friendsgiving</a></li> <li>• <a href="#">Student support period</a></li> <li>• <a href="#">Peer tutoring for English, Math, History, &amp; World Languages</a></li> <li>• Artist and Scholar of the Month</li> <li>• <a href="#">Day of the Dead festival</a></li> <li>• <a href="#">Club List</a></li> <li>• <a href="#">Club Advisor Roster</a></li> <li>• <a href="#">IB Learner Profile</a></li> <li>• Multicultural literature each year (English)</li> <li>• <a href="#">DCE Character analysis</a> teaches social emotional literacy</li> </ul>

interventions and services are being piloted using Restorative Justice for resolution rather than punishment. Over the past three years, administration has reviewed discipline data and found that there were inconsistencies. To improve the disproportionality of discipline, we have implemented several strategies, including Restorative Justice, Student 360, improved counselor-student relationships, as well as our CHOICES and program. Training in restorative practices needs to be ongoing.

The International Baccalaureate Programme's curriculum focuses on International-Mindedness. The IB Learner profile and mission statement emphasize the importance of differences, open-mindedness, and respect.

AHS values student involvement and feedback. A wide range of engagement activities where students can demonstrate their individual preferences, participate in high interest activities, and engage in discourse and discussion about opinions and perspectives are made available. They included ASB sponsored events, Clubs, and Athletics.

Link Crew hosts a welcome event and several check in events throughout the year for 9th graders to ensure that they learn about AHS culture and tradition and link them to campus life to ensure a smooth transition to high school.

AHS Media Center has completely reformatted the area to allow a cafe-like environment. Students choose the Media Center to study, collaborate, socialize. The Media Center highlights literature and text each month to celebrate different themes of social and culture nature.

AHS Peer tutoring offers tutoring services during the Support period for any student needing help in English, Math, World Languages. A truly collaborative environment, honor students provide an approach students find less intimidating.

## **Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The entire school community has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Evidence
<p>AHS works to maintain an atmosphere of trust, respect, and professionalism. Our 2018-2019 annual Healthy Staff Survey showed the following data. Of the 67 teachers who responded:</p> <ul style="list-style-type: none"> <li>94% of teachers feel administration treats them with respect</li> <li>88% of teachers feel site administrators support shared decision making</li> <li>91% of teachers feel site administration uses staff input to inform decisions</li> <li>72% of teachers feel safe to express opinions</li> </ul> <p>Review of the Student Healthy Kids survey showed the following:</p> <ul style="list-style-type: none"> <li>67% of students feel that there is an adult who cares about them</li> <li>73% of students feel that there is an adult who listens to them</li> </ul> <p>Review of the Parent Healthy Kids survey showed the following:</p> <ul style="list-style-type: none"> <li>64% of parents feel school welcomes and listens to parent input</li> <li>77% of parents feel school staff treats parents with respect</li> <li>71% of parents feel school staff are helpful to parents</li> </ul> <p>As AHS reviews the results of the CHKS, we recognize areas of strengths and growth and are hopeful that intentional focus on Student 360 will lead to an increased culture of mutual trust and respect.</p> <p>In order to maintain consistent and open communication, AHS has several avenues for communication and collaboration among stakeholders. The Academic Council and Round Table meet monthly</p>	<ul style="list-style-type: none"> <li>Healthy Kids Survey-need link for</li> <li>Healthy Staff Survey</li> <li>Healthy Parent Survey</li> <li><a href="#">Academic Council</a></li> <li>Round Table</li> <li>Staff Emails</li> <li>Monthly Faculty Meetings</li> <li>Monthly Department Meetings</li> <li>School Site Council</li> <li>PFC Meetings</li> <li>Teacher Survey in which we give feedback to the site/district,link for</li> <li>Classroom rule discussions</li> <li><a href="#">AHS Newsletter</a></li> <li><a href="#">Announcements from College and Career Center</a></li> <li><a href="#">Bolt TV</a></li> <li><a href="#">PFC newsletter</a></li> </ul>



<p>with Administration to discuss important issues and provide updates. Each faculty member participates in the Faculty Senate. The PFC meets on campus once a month for the general meeting, and the School Site Council meets every other month.</p> <p>Biweekly BOLT TV segments inform students, teachers, and staff about current events on campus.</p> <p>The College and Career Center sends a weekly newsletter to parents and students and makes 2-3 announcements per week to invite students to meet with representatives from colleges and career opportunities.</p>	
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### **E3. Personal and Academic Student Support Criterion**

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

#### **Equitable Academic Support**

**E3.1. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.1. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

<b>Findings</b>	<b>Evidence</b>
<p>AHS successfully supports our students from incoming Freshman to graduating Seniors. We have developed the Freshman Seminar class to support incoming students as they begin to navigate and transition into high school. Freshman Seminar helps to develop essential life skills for students to be successful in school and prepare them for the future.</p> <p>Systems are in place for SST, 504, and IEP referrals. Special education services are offered to all students who qualify. In accordance with Child-Find, AHS evaluates any child that it knows, or suspects, may have a disability. The counseling team is working to develop a clearer SST referral process for teachers to the counseling department. SST, 504, and IEP, meetings provide direct communication with parents, general education teachers, and counselors. AHS has a Community Based Instruction</p>	<ul style="list-style-type: none"> <li>● Freshman Seminar</li> <li>● Counselor meetings</li> <li>● <a href="#">SSTs</a>, <a href="#">504s</a>, <a href="#">IEPs</a></li> <li>● School Psychologist</li> <li>● CBI Program</li> <li>● Speech and Language Pathologist</li> <li>● Physical Therapist</li> <li>● Addition of 16 college-prep UC a-g courses in the last 3 years, i.e.: <ul style="list-style-type: none"> <li>a. Robotics</li> <li>b. Conceptual Physics</li> <li>c. Sports Medicine</li> <li>d. English IV: Science Fiction &amp; Fantasy</li> </ul> </li> <li>● <a href="#">Course Catalog</a></li> </ul>

<p>Program as well as Social Communication and Post Secondary Programs. They have the support of a school psychologist, ERSES and Empire Services (Counseling) are offered. AHS has a registered nurse, speech and language support, general psychological support, physical therapy support, occupational therapy support, among many others to support our students. Special Education Services supports individual students with academic and personal needs. In the 2019-20 school year, 12.1% of the school qualified for Special Education services.</p> <p>AHS also offers independent studies as well as credit recovery courses through The Center. Apex online learning is used to serve the unique needs of our individual students in the Center whose schedules might not allow them to be typical students on campus or are credit deficient.</p> <p>After the WASC Mid Term Cycle visit, AHS Academic Council reviewed and removed gatekeeping and prerequisite requirements for upper level courses. These prerequisites are now used as suggestions for course selection and allows students to challenge themselves in their areas of interest or desired goals.</p> <p>The College and Career Center is centrally located on campus and our College and Career Counselors host over 150 college visits yearly, and provide workshops for students and parents to help them navigate the application process. The College and Career Counselors also inform parents and students on the use of Naviance and utilizes the data to help students choose an appropriate college and/or career path. In addition to the CCC, the school website has many resources for parents and students, including post-high school planning. Many teachers also have their own classroom websites where students and parents can access notes from class, classwork and homework, and classroom resources.</p>	
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### **Multi-Tiered Support Strategies for Students**

**E3.2. Indicator:** School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

**E3. Prompt:** *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

<b>Findings</b>	<b>Evidence</b>
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Agoura High School implements numerous student-targeted tiered interventions and alternative support practices to ensure equity in access to educational programs and curriculum. The Support periods and personalized multi-tiered intervention strategies are embedded in our bell schedule and counseling program.

Teachers provide accommodations and modifications that meet students' level of need in accordance with IEPs, 504s, SST, and supplemental lower-tiered intervention action plans such as parent-teacher or student-counselor support meetings. Community Based Instruction, Social Communication and Post Secondary programs (CBI) are offered to students, and 12% of the student population qualify for Special Education services. Teachers, counselors, and administrators work collaboratively with other IEP support staff such as school psychologists, speech pathologists, behavioral interventionists and contracted mental health professionals to identify areas of need, monitor progress, and adjust intervention to appropriately align with identified goals.

In order to address the correlation between struggling students and discipline, Agoura High School has implemented alternative programs, such as restorative justice, to target behavioral challenges with the most effective intervention strategies. Administrators involve parents, students, teachers, and counselors in the restorative justice process to increase community reconciliation and behavioral rehabilitation.

Teachers and counselors review students' grades at every 5-week grading period. Teachers provide specific commentary on 5-week D/F reports that identify which areas are challenging for the student (i.e. missing assignments, low test scores, frequent absences). Counselors meet with each struggling student and collaborate with teachers, parents, and administration to intervene in identified areas of need. Students who are in need of additional support have the option of seeking help during Support Period four times a week. Counselors continually monitor the effectiveness of interventions implemented at D/F meetings throughout the semester and continue communication with relevant stakeholders. Counselors review subgroup populations on the D/F list to ensure equity in intervention. Such groups include English language learners, students with IEPs and 504s, and first generation college-bound students. Credit recovery options are offered to support students who are deficient credits.

- [Early College Academy](#)
- [Student 360](#)
- IEPs, 504s, SST, LAT Meetings
- CBI, Social Communication, Post Secondary Programs
- [Restorative Justice](#)
- Weekly Support Periods
- 5/10/15 Week Reports
- D/F List
- The Center

## **Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:**

**E3.3.** The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

**E3. Prompt:** *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Evidence
<p>AHS is effective at identifying students with specific learning needs in a timely manner. Our multi-tiered approach begins in the classroom with teachers reaching out to parents with concerns. If further action is needed, students are referred to the counselors to determine the appropriate intervention. Our SST, 504 and IEP programs are effective and well-managed.</p> <p>AHS implements various intervention programs that directly align with areas of need within the student populations. Teachers utilize parent communication, Support periods, and detailed progress reporting. Counselors implement progress report meetings based on grade data reports to reach students with low marks, subgroup populations, and those students with identified attendance issues.</p> <p>Staff meetings engage faculty to align social-emotional dispositions as well as Adaptive Schools techniques. All AHS Administrators and Department Chairpersons as well as many AHS teachers participated in the 3 day training that focuses on developing strong schools in which collaborative faculties are capable of meeting the educational challenges as well the developmental and changing needs of today's learners.</p> <p>An identified area of attention is at the RtI Tier II level; at risk students do not have access to structural support or specialized courses/programs to meet their instructional and social emotional needs.</p>	<ul style="list-style-type: none"> <li>● The Center Staff <ul style="list-style-type: none"> <li>○ Center Coordinator</li> <li>○ AHS Administrator</li> <li>○ AHS Teachers</li> <li>○ Clerical</li> </ul> </li> <li>● <a href="#"><u>Adaptive Schools Techniques &amp; Resource Binder</u></a></li> </ul>

## Co-Curricular Activities

**E3.4. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular

activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.4. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Evidence
<p>AHS offers a wide variety of curricular and co-curricular offerings that directly relate to and support schoolwide learning. Our course catalog has over 35 electives for students to choose from and a robust CTE offering. AHS hosts events to expose and introduce students to these opportunities, such as Club Rush, which presents over 90 approved club associations and students have the opportunity to create clubs throughout the school year based on their interests. The Associated Student Body (ASB) utilizes data measures collected by each club's leadership team to track student involvement in and attendance of each club. ASB also monitors student involvement in co-curricular activities including attendance at athletic events, music/theater performances, participation in club activities, pep rallies, and nutrition/lunch time class competitions. AHS has over 20 athletic teams and an award winning performing arts program of which more than 50% of our student body participate.</p> <p>All subgroups have equitable access to curricular and co-curricular programs by including activity fairs, schoolwide announcements, and weekly emails.</p> <p>AHS campus celebrates student achievements through public postings on Facebook, Twitter and Instagram. These platforms are also a vehicle for announcement making and the visual display of daily campus life.</p> <p>During Virtual Learning in the Covid Pandemic, ASB is connecting students to each other via virtual class competitions, videos and social media postings.</p> <p>A large percentage of AHS teachers (58 different staff members) act as club advisors and Class Advisors. Ten AHS teachers also serve as head and assistant coaches in the athletic department. Additional teachers also direct the theater, music and dance programs.</p> <p>Teachers can be regularly seen at sporting events, student productions and performances.</p>	<ul style="list-style-type: none"> <li>● <a href="#"><u>ASB</u></a></li> <li>● <a href="#"><u>Athletics</u></a></li> <li>● <a href="#"><u>Twitter</u></a></li> <li>● <a href="#"><u>Instagram</u></a></li> <li>● <a href="#"><u>Teacher Coaches on Campus</u></a></li> <li>● <a href="#"><u>Theater</u></a></li> <li>● <a href="#"><u>Dance</u></a></li> <li>● <a href="#"><u>Teacher Club Advisors</u></a></li> </ul>

## **ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

## Synthesize Strengths and Growth Needs

### Summary (including comments about the preliminary identified critical learner needs)

Communication between AHS and families is offered on multiple platforms to ensure that all students have access to curriculum and feedback, as well as support from teachers and counselors. Staff also works directly with students and parents to support the academic success and mental and emotional well-being of all students on campus. LVUSD has implemented Student 360, Staff 360, and Community 360 to specifically address the social and emotional needs of our students, teachers, and community at large. The school offers a wide variety of curricular and co-curricular offerings that directly relate to and support schoolwide learning, including clubs, athletics, classroom activities, school-wide events and assemblies, and extracurricular activities. AHS works to identify students in need of support through multi-tiered approaches between teachers, counselors, administrators, and their families to provide appropriate interventions, accommodations, and support. While this identification does occur, the systems and procedures to do it consistently lacks solid definition. Students receive support and intervention in the classroom and in special programs such as Special Education, but the struggling student with whom the classroom interventions do not help is often left without specific programmatic support (MTSS Tier II).

While AHS has systems in place to promote positive school culture and support for student personal and academic growth, we can continue to improve in this area by engaging our SPED and EL communities, developing restorative practices, and continuing to develop alternative learning opportunities for struggling students.

### Category E. School Culture and Support for Student Personal, Social-Emotional and Academic Growth: Areas of Strength

- AHS communicates to all stakeholders using a variety of methods to build collaborative school culture.
- Staff and students feel safe on campus; consistent safety measures are in place and actively utilized.
- Students have many opportunities through student events and activities as well as through the membership of clubs, programs, and athletic teams to be part of the greater AHS community.
- Adaptive Schools training opportunities provided to staff help us facilitate more productive meetings, create a collaborative atmosphere and utilize tools to increase student engagement/learning to ensure its value.

### Category E. School Culture and Support for Student Personal, Social-Emotional and Academic Growth: Areas of Growth

- Examine additional methods to communicate and engage students and families who are not accessing LVUSD, AHS and ASB supports, meetings and events.
- Create programmatic changes to specifically target at risk students who need support academically, emotionally and personally. Develop specific MTSS Tier II Interventions that are clearly defined and track students performance once interventions are in place.
- Increased guidance and encouragement of students to take academic risks and advanced level coursework.



## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources



#### Focus Group Leaders

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#### Focus Group Members

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Kamran Salem  
Juan Sandoval  
Harold Suggs  
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Keith Thomas



## **A1. Vision and Purpose Criterion**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the District Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the District LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

### **Vision – Mission – Schoolwide Learner Outcomes – Profile**

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the District LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS has effectively developed the school's statements by utilizing pertinent student/community profile data, the District LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college ready. AHS utilized staff development time to revise the vision and mission to align with the District LCAP goals and Student 360: Making Connections for Lifelong Success.</p> <p>The mission and vision statements were developed by our school community to better align with current educational research and school and district goals. In 2016, LVUSD aligned student vital actions with Common Core practice standards in all disciplines; and in 2017, the district aligned the vital actions with our Student 360 focus. As part of the Self Study process, AHS stakeholders reviewed the school's Mission Statement and Schoolwide Learner Outcomes. This process included students, classified and certificated personnel, and parents. AHS stakeholders incorporated Student 360 Dispositions with the school's existing Charger Pyramid and the International Baccalaureate Student Dispositions to refine and describe AHS Student Learner Outcomes. Through stakeholder focus groups, we outlined expectations for the learning community and identified dispositions that we expected all of our students to demonstrate as both learners and graduates of Agoura High School. The result of this work was a complete revision of the school's Vision, Mission, and Student Dispositions. The Student Dispositions serve as our Schoolwide Learner Outcomes.</p>	<ul style="list-style-type: none"><li>• <a href="#">Staff collaboration</a></li><li>• <a href="#">Student 360 Seven Core Practices 2018 (CARD)</a></li><li>• <a href="#">Single Plan for Student Achievement</a></li><li>• <a href="#">SARC</a></li><li>• <a href="#">School Profile</a></li></ul>

<p>The mission and vision includes focus on autonomy in pursuing student goals and interests. The mission and vision is to create a collaborative community, in which students feel empowered and equipped to pursue their goals and interests. We have reviewed our Healthy Kids Survey and provided input to refine the Healthy Kids Survey questions to collect data that is relevant to our LCAP and SPSA. In addition, we have recently enrolled in a program from Harvard University called Caring Schools Network. Enrolling in this program will help our students grow academically, build healthy relationships and develop key social and emotional skills such as empathy and gratitude. This program helps reduce bias, combat sexual harassment, and minimize bullying and other problem behaviors.</p> <p>In our SPSA (Single Plan for Student Achievement), we analyzed data focusing on CAASPP scores, graduation rates, AP enrollment, and AP pass rates. Our school mission and vision closely matches our LCAP goals. Our first LCAP goal to support students with curriculum, instruction, and intentional guidance for success in college was incorporated into our mission by the positive mindset disposition of Student 360. Our second LCAP goal states that we will provide regular assessment, monitoring, and intervention to expose students to every support opportunity possible. This is incorporated in the Student 360 disposition of collaborative communities. Finally, the disposition of mindfulness &amp; thoughtfulness addresses our third LCAP goal of cultivating the health, safety, and well-being of the whole child.</p>	
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## Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the District board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Agoura High School has effective processes in place to ensure the involvement of all stakeholders in the development and refinement of our vision, mission statement, and schoolwide learner outcomes. There are multiple avenues in which all stakeholders are engaged in the development and maintenance of our school vision.</p> <p>Our LCAP committee consists of District personnel, administrators, students, parents, faculty, and union members. Our school board meetings are open to the public, televised, and minutes are sent via email. Student representatives take an active part and have a voice in the meetings. Our weekend message is</p>	<ul style="list-style-type: none"> <li>● <a href="#">Board Meeting agenda</a></li> <li>● <a href="#">Weekend Message</a></li> <li>● <a href="#">Community 360 Collaborative</a></li> <li>● <a href="#">PFC Agenda</a></li> <li>● <a href="#">Sample School Site Council Agenda</a></li> </ul>

<p>sent to parents, students, staff, and community with updates and notifications. Our Student 360 committee consists of District personnel, parents, and community members. Within the committee, there are three sub-committees: Staff Wellness Committee, SADT (Stress, Anxiety, Depression and Trauma), and Summer Homework/Assignments. Our Community 360 Collaborative was formed in 2018 between LVUSD, Lost Hills Sheriff Station and an assortment of mental health and wellness providers to connect our schools with community support. Our Parent Faculty Committee meets monthly to discuss school needs, raise funds and support the mission of AHS. Finally, our School Site Council meets to review SPSA's alignment to LCAP, and assess SPSA goals.</p>	
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### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the District LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>AHS ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes. In order to achieve this goal, we worked last school year and into the 2020-2021 school year to update our school mission, vision, and student dispositions to better align with district LCAP goals and updated educational research. In the spring, when a traditional roll out of the updated mission and vision would occur our community and the world was struck by a global pandemic. The timing to update the mission and vision in a distance learning environment was not ideal. We planned to announce the revised and updated mission and vision to the school community during the 2020-2021 school year. Our faculty and staff will use collaboration time to identify ways to integrate these dispositions into the daily routines of teaching and learning. Collaborative teams will incorporate the development of these dispositions in the Curriculum Mapping process and intentionally embed them in academic lessons.</p> <p>Faculty and Administration communicate the school's vision and mission to students and parents at school events, parent meetings, and Community 360 events throughout the school year. The District provides parent, student, faculty, and community member outreach to better educate all stakeholders in the mission and vision.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Coffee with Administrators Parent Meeting</a></li> <li>• <a href="#">LVUSD Community 360 Website</a></li> <li>• <a href="#">Weekend Message</a></li> </ul>

## A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Governing Board and District Administration

**A2.1. Indicator:** The District policies and procedures are clear regarding the specific duties and roles of the governing board and District administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and District administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the District LCAP requirements.*

Findings	Supporting Evidence
<p>The District posts board policies and procedures regarding the roles of the board and District administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the District LCAP requirements on a publically accessible website. The District is currently reviewing and updating BPs (Board Policies) and ARs (Administrative Regulations) in accordance with current educational best practices. Areas of responsibility for the board and District administration are clearly outlined and accessible on the District website. The complaint process is explicitly stated on the LVUSD website, which is available to all stakeholders. Once the process is initiated, there is a clear protocol for processing and escalating a given complaint.</p> <p>Program effectiveness is annually reviewed as part of the LCAP and SPSA process, including but not limited to Board Study Session on October 29, 2019.</p>	<ul style="list-style-type: none"><li>• <a href="#">Board policies</a> and procedures are posted on LVUSD website</li><li>• <a href="#">Uniform Complaint Procedure</a> provided on LVUSD and AHS websites</li><li>• <a href="#">District Org Chart</a></li><li>• <a href="#">Board Data Study</a></li></ul>

## **Governing Board and Stakeholder Involvement**

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, District LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS effectively uses a wide variety of strategies to ensure regular involvement of our families in our school's governance. The District effectively informs and engages the community and parents regarding school governance issues and how they can participate. This includes weekly video updates by LVUSD District personnel and a variety of meetings and councils, such as School Site Council, PFC, LCAP, Curriculum Council, and board meetings to discuss relevant topics and concerns.</p> <p>Parents and the school community are informed weekly via a weekend message that is sent by both email and phone. These messages convey information about events, emergencies, and any other relevant school information or meetings.</p> <p>The AHS PFC weekly newsletter informs stakeholders of events, committees, and updates. Many of our parents volunteer during the planning process of RACI (Registration and Check-In week) and also help out during the event.</p>	<ul style="list-style-type: none"><li>• <a href="#">Weekly email/phone messages</a></li><li>• <a href="#">Website updated weekly</a></li><li>• <a href="#">PFC Newsletter</a></li><li>• <a href="#">School Site Council</a></li><li>• <a href="#">LCAP</a></li><li>• <a href="#">Board Meetings</a></li><li>• <a href="#">Curriculum Council</a></li><li>• <a href="#">RACI (Registration and Check In)</a></li></ul>

## **Uniform Complaint Procedures**

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the District.

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the District's Uniform Complaint Procedures. (Priority 1).*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school utilizes the District Uniform Complaint Procedure both in house and through formal District procedures. The process has been shown to be effective as the majority of issues are resolved at the point of conflict. Of the three total complaints from the 2019-2020 school year, two became Level 2 complaints and one became a Level 3 complaint.</p> <p>The District effectively designs and distributes details of the formal complaint process. These details are clearly stated on websites and during faculty/staff meetings.</p>	<ul style="list-style-type: none"><li>• <a href="#">Complaint Policy and Procedures</a></li></ul>

### **A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### **Broad-Based and Collaborative**

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and FOSTERS the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>AHS continually works to make sure that our school's improvement planning process is broad-based, collaborative and fosters the commitment of all stakeholders. We are committed to a cycle of continuous improvement. Our faculty, School Site Council, PFC, and Academic Council reviewed and assessed our annual SPSA and continues to plan, monitor, and revise the plan as needed. Each group made suggestions as to which actions have been met, which actions should remain, as well as what data we should collect/review in order to address existing/new goals and concerns. Each group reviewed the District LCAP during this process to align our site actions/goals. Data such as D/F rates for subgroups, AP participation rates, California Healthy Kids Survey responses, as well as CAASPP and PSAT scores were analyzed. Staff also participated in Instructional Rounds at numerous school LVUSD school sites in order to inform their own practices.</p> <p>The School Site Council meets at least quarterly to address schoolwide plans, budget, and other required items. Administration, faculty, staff, students, and parents are represented on Site Council.</p> <p>With our revised bell schedule, staff meets in PLC's during Monday morning meetings. Participants have the opportunity to focus on issues that are pertinent to their department or subject area and share best practices. Department chairs are responsible to plan and facilitate PLC time.</p> <p>Both high schools in the District participated in a high school</p>	<ul style="list-style-type: none"><li>• <a href="#">School Site Council Agenda</a></li><li>• <a href="#">High School Summit Agenda</a></li><li>• <a href="#">Academic Council minutes 18-19</a></li><li>• <a href="#">Academic Council minutes 19-20</a></li><li>• <a href="#">Department Meeting Agenda</a></li><li>• <a href="#">Collaboration Time Agenda</a></li><li>• <a href="#">PSAT at school sites</a></li><li>• <a href="#">Writing Proficiency</a></li><li>• <a href="#">Instructional Rounds</a></li></ul>



<p>summit to discuss bell schedules and shared concerns. We collaborated with Calabasas High School and District cabinet members to develop a new bell schedule that contains built-in PLC time, as PLC work was identified as an area of need.</p> <p>Departments meet regularly to evaluate data from both standardized tests and classroom assessments to adjust instruction according to student needs.</p> <p>English departments implement a 10th grade writing proficiency exam, using data to plan writing instruction. Teachers calibrate grading practices using a rubric and meet with Calabasas High School representatives to align instruction across campuses.</p>	
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### **Single School Plan for Student Achievement Correlated to Student Learning**

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with District LCAP.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS continually reviews data to make sure our SPSA is reflective of our students' needs and aligns with our Districtwide LCAP goals. This data helps to guide our development, implementation and monitoring of our school's SPSA plan.</p> <p>At the beginning of the school year, Administration and Department Chairs gather to review our SPSA based on our college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data. The leadership team revises the SPSA in order to target student needs and areas of growth while also maximizing student strengths. The SPSA is then reviewed by the School Site Council for approval. AHS staff holds both department and all staff meetings to review SPSA regularly and data such as grades, the Healthy Kids Survey, PSAT, CAASPP, CA Dashboard, and AP results that are released throughout the school year.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Single Plan for Student Achievement</a> (full document)</li> <li>• <a href="#">AHS Staff meeting powerpoints</a></li> <li>• Assessment data such as grades, Healthy Kids survey, PSAT, CAASPP, CA Dashboard(see <a href="#">Chapter 2</a>)</li> </ul>



### **Staff Actions/Accountability to Support Learning**

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS effectively involves all staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.</p> <p>AHS holds monthly Academic Council meetings in which administration and department chairs discuss schoolwide updates, voice concerns, and share instructional strategies to address identified student learning needs. AHS holds monthly Round Table meetings for certificated union representatives to share concerns that staff may have regarding student learning needs or general concerns. An administrator is always present at Round Table to collect feedback and work collectively to address issues that are shared. AHS staff also participates in shared decision-making through weekly PLC and department meetings to plan curriculum, review common assessments, review student achievement data, and discuss best practices. Administration and counselors work together to support students who are falling behind academically and support students with attendance issues.</p>	<ul style="list-style-type: none"><li>● <a href="#">Academic Council agenda</a></li><li>● Round Table notes</li><li>● <a href="#">Monday PLC time</a></li><li>● Sample <a href="#">Department Meeting agenda</a> (English)</li></ul>

### **Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS effectively evaluates and uses existing structures for internal communication, planning, and resolving differences among the staff and administration. AHS uses email and meetings (both group and face-to-face). The District provides many types of mediums for internal communication. The District Office sends out weekly news briefing emails that include the latest updates, Talent Development options for staff, and additional resources to support student and staff wellness. New phones have been installed at AHS to improve</p>	<ul style="list-style-type: none"><li>● Emails</li><li>● Remind</li><li>● New phone systems landlines</li><li>● Face-to-face meetings</li><li>● <a href="#">“Week in Review” emails from District</a></li><li>● Faculty input surveys</li><li>● Minutes from: <a href="#">Department</a>, Faculty, Round Table, and Academic Council meetings</li></ul>

<p>communication internally and externally across the District.</p> <p>Surveys are circulated electronically in order to gain faculty input, using Google Forms. Administration has an open-door policy involving meetings centered around planning and general school issues.</p> <p>Weekly and monthly meetings are held to keep staff informed and allow for easy communication and collaboration. Full faculty meetings are held for administration to communicate directly with the faculty. Round Table meetings occur for faculty representatives to meet with administration to discuss school wide issues. Any member of the faculty may anonymously bring forth a concern and have it addressed during Round Table. Academic Council meetings are held for administration to provide updates and discuss academic concerns with department chairs. Department chairs report out information from the Academic Council meetings to their respective departments.</p>	<ul style="list-style-type: none"> <li>• Staff Phone list</li> <li>• <a href="#">Healthy Staff Survey results</a></li> </ul>
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## **A4. Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### **Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has confidence in District procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of District procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>LVUSD has appropriate human resource procedures in place so that all hired employees are qualified for their responsibilities. Job postings are posted on Edjoin.org. Once the posting closes, we conduct thorough interviews, check applicant references, conduct a background check, as well as a skills and credentials check.</p> <p>Once hired, AHS admin determines appropriate teaching</p>	<ul style="list-style-type: none"> <li>• <a href="#">LVUSD Human Resources</a></li> <li>• <a href="#">EdJoin.org</a></li> <li>• <a href="#">New Teacher Meetings</a></li> <li>• <a href="#">Professional Development</a></li> <li>• Teachers are certified for all courses they are assigned</li> <li>• <a href="#">The Center</a></li> <li>• Keenan Online Trainings</li> <li>• Department Meetings</li> </ul>

<p>assignments for certificated employees. Department chairs also provide feedback on teacher assignments to ensure teachers are well-matched in courses. All of our teachers are in classes for which they have the appropriate credential.</p> <p>AHS provides additional support to new hires with meetings and training at the beginning of each school year. New teachers also receive a mentor teacher, and all new hires are offered professional development through LVUSD and also outside conferences.</p> <p>LVUSD offers credit recovery and helps to support students who may have struggled in the general education setting. The students complete their courses using APEX and they are assigned to a highly qualified teacher.</p> <p>All staff, classified and credentialed, are required to complete online annual safety trainings on LVUSD technology, sexual harassment in the workplace, mandated reporting; proper care and clean up procedures for accidents (avoiding contact with bloodborne pathogens).</p> <p>Ongoing professional development is offered in a variety of subjects, so that it is specific to the specialized curriculum of all personnel. Teachers are expected to complete 32.5 hours of professional development each year.</p> <p>Furthermore, department chairs have been delegated with the task of providing guidance and instruction, so that each teacher has the necessary expertise and support in the courses they are currently teaching.</p>	
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## **Defining and Understanding Practices/Relationships**

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

<b>Findings</b>	<b>Supporting Evidence</b>
Agoura High School communicates school policies with all stakeholders using a variety of methods. Academic Department Chairs deliver information and test results from	<ul style="list-style-type: none"> <li>• Academic Council meetings</li> <li>• PLC meetings</li> <li>• <a href="#">Policies and Procedures</a></li> </ul>

<p>administration to teachers and evaluate student progress, while sharing teacher best practices together. Meetings are held at least monthly during PLC time. Additionally, all stakeholders are able to access the AHS website, which has links to school policies and course guidelines. Staff members also share their syllabi and classroom policies/ procedures with students and administration, and post this information on their teacher websites. Prior to students arriving for their first day of school, two teacher work days are provided to staff to review school policies and procedures, discuss and set goals for the year, and prepare for students to arrive. Additionally, District personnel provide training to educate or update staff on changes to current procedures.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Staff Contact Page</a></li> <li>• First week of school/teacher work day schedule</li> <li>• Monthly staff meetings by District</li> </ul>
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## Support of Professional Development/Learning and Measurable Effect on Student Learning

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Several measures demonstrate the effectiveness of professional development and mentoring on student learning. LVUSD has empowered faculty-to-faculty professional development hours to share best practices in teaching and learning. Teachers are required to complete a prescribed number of professional development hours per year. The number of hours are an annual negotiation item, and the District determines the areas of focus. The District has created many staff development opportunities, where staff can select from an array of offerings. Professional development sessions are often run by teachers and District personnel, but there are several sessions run per month by outside professionals.</p> <p>Every October, the entire District comes together for a District-wide professional development day. Typically, faculty and staff recognition occurs along with District updates, and then teachers break into smaller groups for several professional development sessions.</p> <p>Monday staff collaboration time is set aside for teachers to meet in Professional Learning Communities. PLCs may involve regular department meetings or collaboration about best practices.</p>	<ul style="list-style-type: none"> <li>• <a href="#">LVUSD PD Breakdown</a></li> <li>• <a href="#">LVUSD PD Options</a></li> <li>• <a href="#">LVUSD Staff Development Day</a></li> <li>• Monday PLCs</li> <li>• Staff collaboration</li> <li>• Conferences</li> </ul>

Both LVUSD and AHS set aside monies to allow for teachers to attend state and national conferences. Teachers return from conferences with information to share with staff. Typically, this is done during faculty meetings or through targeted TD sessions.

## **Supervision and Evaluation**

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS administration effectively supervises and evaluates professional growth of staff. Administrators conduct teacher evaluations on a regular basis. As required by law and the contract, evaluations are conducted every other year with teachers who have been in District for less than ten years. Evaluations occur every year for probationary teachers, and every five years for teachers who have received exemplary marks and have approval from site administration from previous evaluations.</p> <p>The administration currently uses self-evaluation forms as part of the evaluation and prior to the observations. After a formal observation, AHS administration holds a post-observation meeting with the teacher to review their performance, discuss any findings, and suggest areas for growth. Administrators conduct at least three observations of each teacher on the evaluation cycle during the school year.</p> <p>Monthly faculty meetings often contain a short professional development or best practices session. Administrators take attendance at meetings.</p> <p>The last two years, the District piloted Instructional Rounds, where administrators, teachers, and staff travel to other schools and observe multiple classrooms. Administrators, teachers, and staff then meet in small groups and review their observations to determine potential best practices. The goal in the rounds is for the participant in the instructional round to discover strategies to use in their own teaching practice. Teachers and administrators from AHS that participated in Instructional Rounds reported that the experience was a highly effective professional development session and a good way to evaluate their own teaching practices. In the following years, Instructional Rounds will be used at LVUSD sites to improve collective efficacy.</p>	<ul style="list-style-type: none"> <li>● Teacher Evaluations</li> <li>● Self-Evaluation Forms</li> <li>● Faculty PD Meetings</li> </ul>

## **A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards

### **Allocation Decisions and Their Impact**

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the District's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the District LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Resources are effectively allocated to support the site and District LCAP and SPSA goals. Principal Dr. McClay, teachers, and parents participate in the LCAP development in order to ensure that resources support the needs of the school. The SPSA plan also includes requests for funding in order to support the goals. The School Site Council monitors the SPSA throughout the school year, making funding adjustments as needed. Parents groups such as PFC and IBPA assist with support of resources and participate in decision-making processes. The PFC budget is developed in concert with the Executive Board and Principal who ensures the funding aligns with SPSA goals. Department Chairs review the annual school and PFC budget and submit requests in order to meet their department goals. The requests are reviewed by the principal and executive board for final approval. LVUSD LCFF and school-based budgets provide funding for professional development and conference attendance, academic competition participation, and instructional materials.</p> <p>Areas of focus for resource allocation are: alternative learning, IB, instructional setting (new desks/chairs/tables) and college and career readiness. Resources also come in the form of staff support for these areas as well.</p> <p>LCFF, school-based, and PFC funds were used to fund instructional materials, general supplies, and professional development for faculty and staff to support classroom instruction. The impact of these resources is that more students have access to laboratory activities in science, arts, and culinary arts. In addition, supplemental online, consumable, and other instructional materials provide for differentiated instruction in the classroom to increase access to the curriculum for all students.</p>	<ul style="list-style-type: none"> <li>● Enrollment in AP courses</li> <li>● <a href="#">A-G eligibility</a></li> <li>● Conference attendance</li> </ul>



## Practices

**A5.2. Indicator:** There are District processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to District practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more District-based than school-based.)*

Findings	Supporting Evidence
The District LCAP committee effectively develops annual budgets in concert with all stakeholders, including staff and community members from AHS. They meet throughout the school year to review the budgets and monitor expenditures. The District audit findings are shared with site staff and are highly transparent. Our budgets include District, PFC, and ASB budgets. Each year, the District holds training sessions on quality business and accounting practices, including protections against mishandling of institutional funds.	<ul style="list-style-type: none"><li>• District audit</li><li>• PFC audit</li><li>• ASB audit</li><li>• Financial training presentation</li></ul>

## Facilities

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
AHS and LVUSD maintain a learning environment that meets the educational health and safety of students. AHS is equipped with 84 classrooms in a variety of buildings with three other learning spaces (PAEC, THE CENTER, and the renovated MPR). Each classroom has the appropriate workspace for each student by furnishing desks, tables, and collaborative seating. The school is equipped with smoke detectors and fire extinguishers, AED stations and science lab safety equipment needed to perform experiments in the classroom. The AHS campus is well maintained by the custodial and grounds maintenance staff both day and night to create a positive learning environment.  AHS incorporates the school safety plan. Students and teachers are required to know the procedures for a variety of emergency situations.	<ul style="list-style-type: none"><li>• Conventional desks</li><li>• Tables</li><li>• Flexible seating</li><li>• Collaborative desks/tables</li><li>• Safety showers</li><li>• Safety glasses</li><li>• Trough sinks</li><li>• Fire blankets</li><li>• Fume hoods</li><li>• <a href="#">School Safety Plan</a></li><li>• Tinted windows for each classroom</li><li>• School ID badges worn at all times</li><li>• Visitor Sign in System - Raptor</li></ul>



## **Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Agoura High School and Las Virgenes Unified School District have an effective process for acquiring and maintaining adequate instructional materials and equipment. AHS has a Media Center Clerk who maintains all course materials and each student is given a set of textbooks and an Acer laptop to use throughout the school year. Students check out their materials during Registration and Check In and over the course of the school year they may return or checkout additional materials as needed. We have the Williams Complaint procedure in place and have not had any complaints in the past three years regarding access to textbooks or materials.</p> <p>AHS, Calabasas High School (our fellow high school) and LVUSD collaborated on an English and Social Studies textbook adoption that benefited from the input of site pilot teams, the District office, and curriculum council. Science began the process of adopting textbooks across the district in 2019. The District has introduced the use of Google based educational applications on school provided laptops, tablets, and smartboards. Many teachers have implemented the use of Google Classroom in order to organize classwork, allow students access to work at home, work with groups on a shared cloud drive, and communicate with teachers and peers in a professional online setting.</p> <p>Our PFC is instrumental in providing necessary funds for many of our classroom needs. Although this is a positive collaboration, many of the departments rely on PFC funds that vary from year to year.</p>	<ul style="list-style-type: none"><li>● Media Center</li><li>● 1:1 laptops for students</li><li>● <a href="#">Williams Complaint procedures</a></li><li>● New textbook adoptions</li><li>● Supplementary materials on Google classroom</li><li>● PFC funded materials</li></ul>

## **Well-Qualified Staff**

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>AHS collaborates effectively with our District to hire, nurture, and provide ongoing professional development for a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs. Site administrators work with Human Resources to determine staffing needs. All potential hires are reviewed by HR personnel, interviewed, and complete background and reference checks. We use hiring committees that include teachers, administration, students and parents to select qualified teachers and staff.</p> <p>New employees are given a two-day orientation prior to their official start date. Brand new teachers who are hired are paired up with a veteran teacher at the site so that they can receive adequate support. We also have a veteran teacher who leads a new teacher program in which they meet once a month at lunch to share best practices. New teachers who need to clear their credentials also have the opportunity to join our District's Center EdX Teacher Induction Program.</p> <p>All teachers and staff are encouraged to attend conferences and talent development opportunities to further their educational practices.</p>	<ul style="list-style-type: none"><li>● Hiring protocols</li><li>● <a href="#">New teacher information</a></li><li>● <a href="#">Teacher Induction Program through the District's Center EdX</a></li><li>● Conferences and talent development</li></ul>

## **Long-Range Planning**

**A5.6. Indicator:** The District and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>AHS collaborates with our District every year in reviewing and contributing to the District LCAP. Once the District LCAP is finalized, AHS aligns its SPSA with the District LCAP to determine how site resources and funding should be used to support students' achievement of schoolwide learner outcomes, critical student learning needs, academic standards, college-and-career readiness indicators and standards. Site administrators, Academic Council, as well as the School Site Council meet to provide recommendations to the LCAP-aligned SPSA. Once these groups approve the document, the actions and goals are shared with the entire staff for further review and final approval. After final approval, funds are utilized to ensure that there is successful implementation of the plan. When reflecting on this process, having buy-in from a variety of stakeholders ensures the plan's success.</p>	<ul style="list-style-type: none"><li>• <a href="#">District LCAP</a></li><li>• <a href="#">Site SPSA</a></li></ul>

**ACS WASC Organization: Vision and Purpose, Governance, Leadership, Staff,  
and Resources:  
Summary, Strengths, and Growth Needs**

**Summary (including comments about the preliminary identified critical learner needs)**

AHS successfully utilizes pertinent student/community profile data, the District LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college ready. LVUSD posts board policies and procedures regarding the roles of the board and District administration, to support the school's vision, mission, schoolwide learner outcomes, and monitoring student progress. In addition AHS effectively involves all staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs. AHS and LVUSD maintain a learning environment that strives to meet the educational health and safety of students.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- AHS has strong communication and community involvement through videos, websites, PFC newsletter, email and phone weekly messages.
- AHS faculty and administration are unified in their shared desire for professional growth and innovation for best practices (evaluations, collaboration, instructional rounds).
- AHS faculty work comprehensively with all stakeholders to ensure that budgets are managed responsibly, continuously monitored and revised as needed to ensure that an overall goal of fiscal responsibility is promoted and maintained.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Implement data analysis protocols at the department level to monitor student progress and inform instruction and assessment.
- Increase parent, faculty, and staff engagement in the schoolwide decision-making process.
- Increase department chair and lead teacher role in implementation of professional development and PLC initiatives at the school and department level.

## Category B: Standards-based Student Learning: Curriculum



### Focus Group Leaders

Carrie Kleinberger  
Todd Shipley

### Focus Group Members

Mary Hazlett  
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Gilles Chiasson  
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Morgan Gunby  
Jack Kernochan  
Crystal Llewellyn  
Mike Magnante

Eileen McGrew  
Erin Miles  
Sami Miller  
Daniela Munther  
Ernestina Osornia  
Michele Ramirez  
Mike Robbins  
Jason Rosenthal  
Bryant Sandoval  
Amber Smart  
David Sparks  
Sandy Wiltshire

## **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college-and career-readiness standards in order to meet graduation requirements.

### **Current Educational Research and Thinking**

**B1.1. Indicator:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>AHS staff works to engage themselves with new educational research as it becomes available. Staff attends professional development opportunities led by site administration and the LVUSD Ed Services. These PD opportunities allow for teachers and staff to continually refine teaching practices to better serve our students. In addition, district communication via the LVUSD weekly briefing, Center EdEx Newsletter, and AHS Faculty &amp; Staff Newsletter allows for teachers to remain connected and up to date on research and curriculum focus for the site/district.</p> <p>High School Summit (a collaborative group of teachers and administrators from each district high school) allows teachers, administrators and cabinet officials to examine, discuss, and problem solve issues that impact the functioning and instruction at both high school campuses.</p> <p>Select teachers attend conferences and share new findings during both structured and unstructured collaboration times. Curriculum is adapted when new standards or practices are available and appropriate. Academic and CTE curriculum is focused on engaging students in relevant, real world simulations that encourage students to problem-solve and communicate in a variety of ways. Teachers use outside resources to enhance their curriculum to engage students and link the curriculum to the real world.</p>	<ul style="list-style-type: none"><li>• <a href="#">Ed Services Staff Development</a></li><li>• <a href="#">Adaptive School Training</a></li><li>• Professional Development Hours - LVUSD Classes</li><li>• Mastery Based Grading and Homework Policy - Student 360 Committee</li><li>• <a href="#">LVUSD Weekly Briefing</a></li><li>• <a href="#">Center EdEx Newsletter</a></li><li>• <a href="#">Marshall Memo</a></li><li>• <a href="#">AHS Faculty and Staff Newsletter</a></li><li>• High School Summit Agenda (District housed)</li><li>• <a href="#">IB Professional Development</a><ul style="list-style-type: none"><li>◦ <a href="#">Workshop Attendance</a></li></ul></li><li>• <a href="#">AP Trainings</a></li><li>• <a href="#">ISTA IB Conferences</a></li><li>• <a href="#">Instructional Rounds</a></li><li>• <a href="#">AHS Adoption of English Textbooks</a></li><li>• AHS Adoption of Social Studies Textbooks</li><li>• <a href="#">2019-20 Faculty PD Calendar</a></li></ul> <p><u>Technology use</u></p> <ul style="list-style-type: none"><li>• Use of Google Suite including Classroom: <a href="#">Congressional Hepatitis B Presentation</a></li><li>• Student draw sample <a href="#">Disease Venn Diagram</a></li><li>• Turnitin.com covers both technology and academic accountability</li><li>• Virtual labs - meeting academic standards by way of publisher purchase and alignment with adoption based on state standards and NGS -</li></ul>



<p>LVUSD recently implemented instructional rounds that provide teachers and administrators an opportunity to observe and discuss best instructional practices across the district. Teachers have reported that they have brought many of these practices from their peers back to their own classrooms.</p> <p>New textbooks were adopted in English, Science (select courses) and Social Studies that include access to updated support materials for teachers, updated content that aligns with state standards and virtual platforms for teacher/students. Textual content examples are also updated to make material more relevant to students.</p> <p>AHS PLCs are working to create Curriculum Maps for all AHS courses in order to provide an equitable and coherent curriculum.</p>	<p><a href="#">LabBench Activities</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Gay-Lussac lab</a></li> </ul> <p><u>Research and documentation methodology</u></p> <ul style="list-style-type: none"> <li>• IB Extended Essay <ul style="list-style-type: none"> <li>◦ <a href="#">Science EE</a></li> <li>◦ <a href="#">Spanish EE</a></li> <li>◦ <a href="#">History EE</a></li> <li>◦ <a href="#">Humanities EE</a></li> <li>◦ <a href="#">Film EE</a></li> </ul> </li> </ul> <p>Social Studies/ History lesson plans</p> <ul style="list-style-type: none"> <li>• <a href="#">Personal Budget Assignment</a></li> <li>• <a href="#">Globalization Project</a></li> <li>• <a href="#">Current Events Assignment</a></li> <li>• <a href="#">Stock Market Project</a></li> </ul>
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## **Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS has articulated academic standards linked to college- and career-readiness for different subjects. All of our departments have comprehensive course outlines that align with Common Core State Standards and Frameworks.</p> <p>AHS makes every effort to create opportunities for students to meet or exceed the graduation requirements in order to lead them to a happy and productive life after high school.</p> <p>AHS has moved towards ensuring that all courses are approved through the UC A-G portal. Aside from</p>	<ul style="list-style-type: none"> <li>• <a href="#">College Planning and Career Counseling</a></li> <li>• <a href="#">UC a-g portal</a></li> <li>• <a href="#">Course Catalog</a></li> <li>• <a href="#">IB Course Curriculum (IB Subject Guides)</a></li> <li>• <a href="#">LVUSD Graduation Requirements</a></li> <li>• <a href="#">The Center @ AHS</a></li> </ul>



<p>Alternative Education and some Special Education classes, AHS courses are UC a-g approved. We offer AP and IB courses that are renewed every year for UC approval.</p> <p>The Freshman Seminar course was added in 2018 as a graduation requirement for all 9th graders to promote success in high school and beyond.</p> <p>AHS has implemented AVID Early College Academy for 35 9th grade students that teachers students effective strategies for success in academic and professional settings. The AVID Early College Academy students are concurrently enrolled in college classes through Moorpark College.</p> <p>Counseling has alumni visit annually who discuss post high school experiences. Counselors meet with Juniors in the Spring and Seniors in Fall. College Bound Senior meetings are also hosted.</p>	
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## **Congruence with Student Learner Outcomes and Standards**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>AHS works to incorporate real life, real world learning into content areas of instruction.</p> <p>Schoolwide learner outcomes including the mission and vision statements for AHS embrace the student dispositions that AHS sets as goals for all students. Dispositions are linked to LVUSD Student 360 as well as IB course work and assessments.</p>	<ul style="list-style-type: none"> <li>● Academic Standards</li> <li>● <a href="#">CTE Standards</a></li> <li>● <a href="#">Student 360</a></li> <li>● <a href="#">AHS Mission/Vision/Dispositions with Student 360</a></li> <li>● <a href="#">English - 10th grade LVUSD Writing Proficiency Assessment</a></li> <li>● Daily Agendas</li> </ul>

<p>Teachers share best practices in academic standards. In some content areas there is a focus on cross curricular learning. Establishing congruence and an increase in cross curricular alignment continues to be an area of focus.</p> <p>Teachers work on incorporating literacy skills for transitions into career readiness and essential skills.</p> <p>Within the Special Education curriculum, the Transition 101 class teaches job skills that directly transfer to the real world and correlate directly to college and career readiness.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Transition 101/SPED Transition Plans</a></li> <li>• <a href="#">College/Career Readiness Indicator</a></li> <li>• <a href="#">IB Learner Profile</a></li> </ul>
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## Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
<p>AHS teachers use outsourced curriculum to supplement adopted curriculum.</p> <p>The Center and Special Education utilizes an online program for credit recovery to individualize learning and coursework.</p> <p>Several departments work together on student centered projects throughout the academic year. Examples include:</p> <p><b>Academic Departments:</b></p> <ul style="list-style-type: none"> <li>• A variety of departments and courses collaborate to assign cross curricular projects that stress the importance of content, creativity, college and career readiness, and real life relevance.</li> </ul> <p><b>Performing Arts Dept. &amp; Visual Arts Dept.:</b></p> <ul style="list-style-type: none"> <li>• The Visual &amp; Performing Arts Departments (VAPA) are working towards creating an online VAPA Hub for AHS with a VAPA Calendar serving as a main piece to collaborate together</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher syllabi</li> <li>• English IV</li> <li>• <a href="#">Co-Teaching ELA Class Letter</a></li> <li>• World Language produces an event celebrating, “Dia De Los Muertos” where various departments contribute renderings to celebrate the holiday:             <ul style="list-style-type: none"> <li>○ English: poems</li> <li>○ Spanish: altars, pan de muerto, historical figure skeletons</li> <li>○ Culinary Arts: sugar skulls</li> <li>○ Ceramics: ceramic skulls</li> </ul> </li> </ul>

through performances. VAPA teachers share the common goal of establishing awareness of VAPA throughout the school community.

- The Wind Honors course in music requires a research paper where students use their writing skills and music knowledge to satisfy a course requirement. Students also use technology in music to evaluate their own recordings based on national and regional rubrics from programs such as SCSBOA (Southern California School Band & Orchestra Association) or Jazz at Lincoln Center's Essentially Ellington program.

**Physical Education:**

- Works with Freshman Seminar classes to tie in the physical, social and mental components of health that the Freshman Seminar class discusses and puts it into practical use during the PE period.

**Counseling**

- Counselors are each assigned to a department to be the liaison and attend department meetings. Counselors push into Freshman Seminar classes to encourage student involvement on campus, and inform students of graduation requirements, and course selection process.

**International Baccalaureate.**

- IB Program
- Theory Of Knowledge course foundation explores knowledge across different areas of knowledge. The knowledge framework is used to compare knowledge across different subject areas.

**Special Education:**

- SPED Special Ed students are mainstreamed into the General Ed classes in Music, Visual Arts, Theatre, and gen ed subjects (Math, Science, English, etc.)



<ul style="list-style-type: none"> <li>Integration of general education and special education: A general education teacher and Special education teacher work together in a co-taught class consisting of <math>\frac{2}{3}</math> gen. ed. students and <math>\frac{1}{3}</math> Sp.Ed. students.</li> </ul>	
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## Community Resources and Articulation and Follow-up Studies

**B1.5. Indicator:** *The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

**B1.5. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>AHS has a strong relationship with the three middle schools in the District. The AHS counseling team works regularly with our feeder schools and informs students about the opportunities available in high school, including our graduation requirements, our CTE programs, art and music programs, and Early College Academy. In addition, students from all three middle schools visit the two high school campuses each spring.</p> <p>Our Counselors and College &amp; Career Center work regularly with local colleges, universities, and technical schools to provide our students with important transition opportunities.</p> <p>The CTE and Special Education programs invite guest speakers from local businesses to present in classes on our campus to expose students to opportunities in their local neighborhoods.</p> <p>Representatives from colleges and universities regularly host information sessions for student exposure post-secondary programs and opportunities.</p> <p>AHS and LVUSD have a Memo of Understanding with Moorpark College to provide college level classes on site,</p>	<ul style="list-style-type: none"> <li><a href="#">College and Career Center</a></li> <li><a href="#">College Visits</a></li> <li>Feeder School Visit Agendas (Counselors)</li> </ul> <p>Teen Safety Awareness Programs</p> <ul style="list-style-type: none"> <li><a href="#">Teen Safety Awareness Program</a></li> <li><a href="#">Agoura High School - Every 15 Minutes 2017</a></li> <li><a href="#">Community 360 (offers book talks, presentations, suicide prevention, etc.)</a></li> <li>CSUN Field Trip</li> <li>Hyatt Hotel Field Trip</li> <li>Moorpark College Collaboration</li> <li>Holocaust Survivor Guest Speaker</li> <li>IB CSUN Field Trip</li> <li>Transition Partnership Program</li> <li>Pierce College Field Trip</li> <li>Workability Program (ROP)</li> <li>AHS Film Fest</li> </ul> <p>Additional evidence for guest speakers :</p> <ul style="list-style-type: none"> <li><a href="#">agourahighmusic.com</a> has several photos/info on guests clinicians and events.</li> </ul>

<p>as well as summer classes.</p> <p>The Early College Academy (ECA) students are concurrently enrolled in Moorpark College. The Moorpark professors come to the high school to teach the classes.</p>	<ul style="list-style-type: none"> <li>• Agoura High School is an honor thespian troupe 1814, part of the International Thespian Society. For more info go to <a href="http://www.schooltheatre.org">www.schooltheatre.org</a></li> <li>• Agoura is part of the National Honor Society for Sports Medicine competes each year, and has always made Nationals. <a href="http://Agourakasma.weebly.com">Agourakasma.weebly.com</a></li> </ul>
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## **B2. Equity and Access to Curriculum Criterion**

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### **Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The AHS course catalog offers a variety of academic options within each department as well as a wide range of elective choices to support student choice, interest and post secondary plans).</p> <p>The AHS CTE program provides vocational and postsecondary education and training. CTE programs provide internships, field experience as well as job opportunities in addition to traditional course work, .</p> <p>Annually, students meet with their counselors to discuss 4 year planning and align course selection for the following school year. Students are introduced to a number of survey and interest inventories through the regularly accessed Naviance portal.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Course Catalog</a></li> <li>• <a href="#">LVUSD Early College Academy</a></li> <li>• <a href="#">Math Course Flowchart</a></li> <li>• <a href="#">Flowchart IB</a></li> <li>• <a href="#">CTE Pathways</a></li> </ul>

The Senior class is provided with many types of supports to guide their post secondary planning including workshops, trainings, individual planning sessions, college exploration activities, and college application and acceptance procedures.

Two full time College and Career Center Coordinators provide support to students and families. They push support into classrooms and provide individual support during support, nutrition lunch, after school and by appointment.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <b>ROP-CTE (CAREER TECHNICAL EDUCATION)</b>  <b>SCHEDULE OF CLASSES FALL, 2019</b> </div> </div>						
<b>Las Virgenes Unified School District</b> Classes open to all students unless otherwise indicated						
COURSE TITLE	LOCATION	ROOM	TEACHER	DAYS	PERIOD	CREDITS
Auto Technology**	Agoura HS	U1	Landerer	Alternates	3	CREDITS PER YEAR 10
Business Mgmt & Entrepreneurship	Agoura HS	C8	Wiltshire	Alternates	4	10
Careers in Education I, II **	Agoura HS	K2	Davis	Alternates	2	grades 11 & 12 only 10
Culinary Arts II & III**	Agoura HS	L4	Alderton	Alternates	2	10
Film & Video Production I (ROP)*	Agoura HS	T1	Way	Alternates	2	10
Film & Video Production II (ROP)*	Agoura HS	T1	Way	Alternates	3	10
Sports Med. II, Sports Med. III**	Agoura HS	C9	Dizon	Alternates	0	grades 10,11 & 12 only 10
Sports Medicine**	Agoura HS	C9	Dizon	Alternates	1	grades 10,11 & 12 only 10
Sports Medicine**	Agoura HS	C9	Dizon	Alternates	2	grades 10,11 & 12 only 10
Sports Medicine**	Agoura HS	C9	Dizon	Alternates	3	grades 10,11 & 12 only 10
Sports Medicine II **	Agoura HS	C9	Dizon	Alternates	4	grades 10,11 & 12 only 10
Stagecraft	Agoura HS	PAEC	Ellenshaw	Alternates	5	10
Film Appreciation I	Agoura HS	BBox	Krassner	Alternates	3	10
Film Appreciation I	Agoura HS	BBox	Krassner	Alternates	5	10
Theatre III (Prof. Actor)*	Agoura HS	PAEC	Krassner	Alternates	6	10

- Dual Enrollment courses through Moorpark College. For example:
  - Intro to Sociology (MO1)
  - College Strategies (MO5)
  - Cultural Anthropology (MO2)
- [Summer School](#)
- [The Center](#) - alternative education
- [College & Career Center College Planning Overview](#)
- [Naviance Survey](#)

## Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings	Supporting Evidence
<p>Agoura High School informs students of course offerings using a variety of platforms to ensure individual choice making, course planning to meet future goals and accessibility.</p> <p>Course prerequisites have been removed as barriers to access.</p> <p>Students are given flexible educational options through programs such as AP, IB and District Programs including The Center, Apex and the Virtual Academy. Course opportunities in these programs incorporate rigorous and relevant learning linked to</p>	<ul style="list-style-type: none"> <li>• <a href="#">20 Time</a></li> <li>• <a href="#">CAS Guide AHS</a></li> <li>• <a href="#">Auto Technology Syllabus</a></li> <li>• Careers in Education</li> <li>• Auto Competition</li> <li>• <a href="#">Service Learning Opportunities</a></li> <li>• <a href="#">Agoura ASB Goals - WASC</a></li> <li>• <a href="#">Link Crew</a></li> <li>• <a href="#">ASB</a></li> <li>• <a href="#">Media Center</a></li> <li>• <a href="#">AHS Clubs</a></li> <li>• Films from Film Fest</li> <li>• <a href="#">PAEC</a></li> </ul>



<p>the real world.</p> <p>All students have access to academic and social support from peers via tutoring from Honors Societies in English, Math, Science, and World Languages at a variety of times during the day.</p> <p>The AHS Media Center supports the learning process for all students and staff and provides a space for students to come together to learn. Additionally, student access to educational materials is shared and explored in many courses through the research process. The mission of the Agoura High School Media Center is to help students and faculty be effective and ethical users of ideas and information through the management of print and electronic sources, which are reflective of the curriculum as well as personal interests. Equally important is our goal to instill in our students a love of reading for pleasure. The Media Center aims to provide a variety of reading materials in a comfortable, relaxed atmosphere that will promote reading and help students develop a lifelong love of literature.</p> <p>Staff have been trained in distance learning instructional strategies that have been implemented in the virtual learning model that increase student engagement, support rigorous content learning and accessibility.</p> <p>AHS CTE classes allow students to explore course work in fields related to a career of interest as well as develop hands on/technical skills that will increase real world success.</p>	<ul style="list-style-type: none"> <li>● Site Council</li> <li>● <a href="#">AHS Tri-M - Home</a></li> <li>● Honor thespian troupe 1814: <a href="http://www.schooltheatre.org">www.schooltheatre.org</a></li> <li>● KASMA <a href="http://Agourakasma.weebly.com">Agourakasma.weebly.com</a></li> </ul>
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### **Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)



**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Communication between the home and school for all aspects of campus life is relayed in a variety of methods including emails, newsletters and social media updates.</p> <p>Parents have regular access to communicate with teachers including email and websites as well as links to be a guardian on Google Classroom. Aeries tracks trends in students' grades, showing nominal change, predicted increase of 1% or more, and predicted decrease of 1% or more. Parents and teachers can monitor changes in grades and make appropriate efforts to improve performance. Teachers upload grades to Aeries to ensure students and parents can see progress; teachers also use websites or Google Classroom to post assignments and needed materials for courses.</p> <p>*In the distance learning model, Aeries portal has links to each teacher's digital learning platform as well as virtual meetings ensuring accessibility for all students.</p> <p>Various programs at AHS allow students the opportunities to make up, advance, or maintain a normal academic load in an environment other than the classroom. Programs include The Center, Independent Study, Home Hospital, APEX, and Concurrent Enrollment.</p> <p>In the last four years Agoura High School has adopted an open-access policy to rigorous courses and programs (i.e. AP and IB). Students are encouraged to pursue challenging courses in their areas of interest.</p> <p>Several systems are in place to provide support and adjustments to a student learning plan; parents are critical stakeholders in this process. Systems include Student Study Team, Counseling Referrals, Student 360 referrals, ELL program and the 504/IEP process.</p> <p>Programs outside of the classroom enforce the importance of a well-rounded educational experience. This experience allows students to explore their interests and develop the skills necessary to be successful outside of the academic realms. Activities through these programs support student engagement, campus community, and community outreach.</p>	<ul style="list-style-type: none"> <li>● Students <ul style="list-style-type: none"> <li>○ Link Crew (<a href="#">Invitations</a>, <a href="#">Phone call Script</a>)</li> <li>○ Remind App <ul style="list-style-type: none"> <li>■ <a href="#">Remind App Conversation I</a></li> <li>■ <a href="#">Remind App HW Reminder</a></li> </ul> </li> <li>○ Staff websites (<a href="#">Robbins Overview</a>)</li> <li>○ ASB Homeroom Visits</li> <li>○ Aeries - comment section <ul style="list-style-type: none"> <li>■ <a href="#">Aeries Comments</a></li> </ul> </li> <li>○ <a href="#">IB Student Committee</a></li> <li>○ BASE Camp <ul style="list-style-type: none"> <li>■ <a href="#">BASE Camp Screenshot</a></li> </ul> </li> <li>○ Google Classroom</li> <li>○ Course catalog</li> <li>○ Student Council &amp; meetings with principal</li> <li>○ Service Learning</li> <li>○ <a href="#">Bolt TV</a></li> </ul> </li> <li>● Staff <ul style="list-style-type: none"> <li>○ Senior Meetings</li> <li>○ Course selection meetings</li> <li>○ Staff weekly emails <ul style="list-style-type: none"> <li>■ <a href="#">Staff Weekly Newsletter</a></li> <li>■ <a href="#">Daily Bulletin</a></li> </ul> </li> <li>○ Meetings <ul style="list-style-type: none"> <li>■ Weekly</li> <li>■ All staff</li> <li>■ Staff Development</li> <li>■ Department</li> </ul> </li> </ul> </li> <li>● Parents <ul style="list-style-type: none"> <li>○ Weekly newsletter/email/all-call (print up)</li> <li>○ <a href="#">AHS Weekly Announcements</a></li> <li>○ Aeries Comments</li> <li>○ Extracurricular - boosters</li> <li>○ Back-to-School Night</li> <li>○ Showcase (<a href="#">Program</a>, <a href="#">PAEC Parent meeting</a>)</li> <li>○ PFC meetings and activities</li> </ul> </li> <li>● All</li> </ul>

<p>Programs include:</p> <ul style="list-style-type: none"> <li>• Student Council</li> <li>• AHS Clubs</li> <li>• IB CAS</li> <li>• Service Learning</li> <li>• Link Crew</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">THIS WEEK IN LVUSD</a></li> <li>○ <a href="#">Dates to remember</a></li> <li>○ <a href="#">8th Grade Showcase Film</a></li> <li>○ <a href="#">AHS PFC</a></li> <li>○ <a href="#">Naviance</a></li> </ul>
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## Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Departments have integrated and enhanced coursework to reflect changes necessary for students' post-secondary success. Examples include:</p> <ul style="list-style-type: none"> <li>• Revision of senior year English course offerings</li> <li>• New IB courses</li> <li>• New CTE courses</li> <li>• Curriculum adoptions</li> </ul> <p>The AHS College &amp; Career Center provides information for students regarding graduation requirements and transitioning to college.</p> <p>The International Baccalaureate Programme conducts numerous studies to explore postsecondary outcomes for IB Diploma graduates and recipients as well as 21st century employability skills. Through the implementation of the Approaches to Teaching and Learning, IB teachers work to best prepare students for postsecondary success.</p> <p>The Special Education program supports the functional academic needs of students who are enrolled in a moderate/severe or mild/moderate program and are working toward a certificate of completion. Through direct instruction, school and/or community based instruction aligned to both Individualized Education Program goals and core content areas, students learn, practice, and apply skills needed to function as independently as possible.</p>	<ul style="list-style-type: none"> <li>• <a href="#">English Courses Offered Link</a></li> <li>• <a href="#">Elective Courses Offered Link</a></li> <li>• <a href="#">Offices / College and Career</a></li> <li>• <a href="#">Career Technical Education (CTE) / CTE Classes</a></li> <li>• <a href="#">Pupil Services / Transition Partnership Program (TPP)</a></li> <li>• <a href="#">Career Technical Education (CTE) / Work Experience Program</a></li> <li>• <a href="#">CA Dashboard - College &amp; Career Readiness</a></li> <li>• <a href="#">AHS Athletics Website</a></li> <li>• <a href="#">AHS Music Program Website</a></li> <li>• <a href="#">AHS Drama Program Website</a></li> <li>• Post Secondary Program</li> <li>• <a href="#">Transitions Partnership Program</a></li> <li>• <a href="#">IB Post Secondary Research</a></li> </ul>

<p>The Post Secondary Program is designed for students with active IEPs who are designated non-diploma bound on the IEP. The purpose of this program is to assist students in developing skills in the area of independent living and applying functional academic skills to everyday life.</p>	
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## **ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the preliminary identified critical learner needs)**

The AHS community has many strengths in the area of Curriculum. Both learners and educators are provided with a wide range of opportunities for growth. The findings indicate that there are professional development options offered through a variety of means. The Ed Services Department at the district office, as well as reputable outside professional development organizations, have hosted sessions that have been attended by teachers, counselors and certificated staff. In addition, the recent implementation of Instructional Rounds support professional development of curriculum. Staff regularly participates in conversation and research in an effort to continuously improve our practice.

AHS has articulated academic standards and provides explicit connections to college and career-readiness for different subjects. All of our departments have comprehensive course outlines that align with Common Core State Standards and Frameworks. AHS has ensured that all courses, with the exception of Alternative Ed, are approved through the UC A-G portal. Career technical courses are A-G approved and incorporate academic skills in their curriculum. AHS offers learners the opportunity to immerse in rigorous AP and IB courses that are renewed every year for UC approval. AHS has a partnership with Moorpark College that offers learners the opportunity of success in not only academic but also professional settings. AHS is constantly redesigning course offerings to provide its learners more control over their academic futures and thus, meet, and in many cases, exceed graduation requirements. The AHS Counseling department monitors and tracks learner progress, making sure learners are meeting graduation standards in preparation for post-secondary work. The AHS College and Career Center guides learners through the college application process and career readiness in preparation for post-secondary work. AHS learners are provided with multiple pathways for success. Learner pursuits are based on real world application and personal goals, providing each learner with a unique secondary experience. All AHS stakeholders (parents, educators, learners, etc.) are prevalent in the design, development and monitoring of the learner's educational plan. It is important to note that while many students experience academic success in the myriad of opportunities provided, academic proficiency is not being achieved campus-wide. There are groups of students struggling within the models provided and AHS needs to work to make sure it provides systems of instruction and support to ensure all students succeed.

AHS has clearly defined academic standards and college- and career-readiness standards for its academic disciplines and the variety of programs it offers. Specifically, there is evidence of congruence between concepts and skills taught with various outcomes/standards in academic courses, CTE, Student 360, Special Education transition plans, and the IB Program. AHS has been effective in establishing congruence between daily student learning and how it connects to our students' futures in college, career, and the real world. While that congruence is evident, there also continues to be a need to focus curriculum on the integration of skills related to perseverance, resilience, emotional efficacy and time management. Evidence indicates that students, in a high performing district such as ours, faces social emotional pressures, issues with balancing the demands of their schedule as well as weaknesses in self care.

### **Category B. Standards-based Student Learning: Curriculum: Areas of Strength**

- Extensive A-G course offerings
- College and Career Center

- Professional development opportunities are encouraged and supported by administration
- AHS communicates effectively with all stakeholders regarding curricular opportunities
- AHS offers opportunity for a full IB diploma and is designated an IB World School
- AHS offers specialized pathways to meet a broader demographic population

**Category B. Standards-based Student Learning: Curriculum: Areas of Growth**

- Create accurate follow-studies on graduates to inform future curricular decisions
- Access to functional technology for all stakeholders
- Continue to provide opportunities for career and technical education
- Development of congruent curriculum mapping of skills taught within and across academic disciplines
- Increase community partnerships
- Continue researching effective methods of assessment/evaluation and grading practices to ensure academic proficiency for all students
- Merge College and Career Center offerings with curriculum design

## Category C: Standards-based Student Learning: Instruction



### Focus Group Leaders

Naomi Elman  
Alex Ozar  
Rick Way

### Focus Group Members

Fariba Albert  
Lorna Barnes  
Ann Berry  
Marnie Davis  
Vivian Ding  
Jeanne Greulach  
Ana Hall  
Nicholas Hardy  
Karen Heller  
Lorelei Hollister  
Katrina Jacobsen  
Joe Keays  
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Amy Levin  
Kristen Marsilio  
Katia McCusker  
Laura Moses  
Linda Ordin  
Eric Page  
Chance Redmond  
William Sauer  
Eileen Weiser  
Katherine Willig  
Vicki Willig  
Fenling Zeng

## **C1. Student Involvement in Challenging and Relevant Learning Criterion**

### **Results of Student Observations and Examining Work:**

**C1.1. Indicator:** *The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.*

**C.1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

<b>Findings</b>	<b>Evidence</b>
<p>Students have many college prep, Advanced Placement, and IB options of pathways available to them which allows them to be involved in challenging learning. To encourage college and career readiness, many classes include internship hours.</p> <p>Gatekeeping and prerequisites have been eliminated in all subjects to give all students opportunities to be involved in challenging learning.</p> <p>Students are involved in a variety of educational activities intended to address academic standards and Agoura High School's mission and vision statements. Examples include:</p> <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Class and group discussions/debates</li> <li>- Oral Presentations</li> <li>- Group work/activities</li> <li>- Online work via Google classroom</li> <li>- Lab work and creation</li> <li>- Note-taking</li> <li>- Group/individual projects</li> <li>- Performances</li> <li>- Debates</li> <li>- Research work</li> <li>- Essay writing</li> <li>- Peer editing</li> </ul> <p>World Language learners are involved in many ways. For example, World Language teachers use Flipgrid or Google classroom for speaking and listening assignments, online interactive games to engage</p>	<ul style="list-style-type: none"> <li>• <a href="#">Course Catalog</a></li> <li>• <a href="#">English Course Descriptions</a></li> <li>• <a href="#">Math Course Waiver</a></li> <li>• <a href="#">Senior Level English Options</a></li> <li>• <a href="#">20 Time</a></li> <li>• <a href="#">AVID Tutorial and Reflection</a></li> <li>• <a href="#">Frayer Models- Student Work in CS</a></li> <li>• <a href="#">Math IA Rubric</a></li> <li>• <a href="#">Math Test Corrections Template</a></li> <li>• <a href="#">The Center Suggested Pacing Guide</a></li> </ul>



students in learning, and assigning group projects to encourage peer learning opportunities.

New senior level English classes give opportunities for students to choose topics that are relevant to their interests. These courses give students the opportunities to connect challenging work to their real-life experience and personal interests.

In some classes, students are challenged with creating and presenting their work in a professional manner. Students have extra commitments outside of the normal project requirements (i.e. show deadlines). These shows provide many opportunities for students to demonstrate their work as well as opportunities to become more involved in the creative process.

The AVID program gives students opportunities to learn within a variety of models. They complete tutorials in a variety of learning techniques such as peer questioning strategies and note-taking strategies. Teachers support student progress and also check in with student understanding by having students complete reflections after the completion of tutorials.

While completing IB internal assessments, students investigate and talk about topics that are relevant with their daily life and the issues that we face in today's world, for example, the environment, the use of technology, and the healthy lifestyles. They gather evidence and present their findings using multiple modalities (i.e. labs, written papers, presentations, etc.)

Most students with IEPs are able to work with and interact with their peers by being integrated into General Education classes for academics. These students are able to gain a better understanding of the general education curriculums.

Special ed teachers develop activities and curriculum for special ed classes that challenge students to reach IEP goals as well as appropriate curriculum to meet academic standards

## **Student Understanding of Learning Expectations**

**C1.2. Indicator:** *The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.*

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Evidence
<p>Students are aware of the standards at the start of all coursework or program entrance. Furthermore, students are aware of the grading criteria for each course.</p> <p>Teachers provide a variety of precursors to prepare and inform students of the upcoming course expectations and outcomes. These precursors are both discussed in classes as well as distributed to students, posted in classrooms, and available for online accessing and viewing. These include:</p> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Syllabi</li> <li>● Table of contents</li> <li>● Outlines</li> <li>● Checklists</li> <li>● On-line teacher sites listing all precursors mentioned above</li> </ul> <p>Students are aware of general course expectations via course catalog and counselor consultation. Students are aware of discipline guidelines to ensure safety and mutual respect. As part of the registration process, parents and students must read and agree to AHS discipline policies and expectations in the online portal. Administrators, counselors, teachers, campus supervisors, and J-Team ensure the safety of students while enforcing policies.</p> <p>Counselors provide information to prospective students and their parents about the expectations of students at AHS. For Freshman, these include:</p> <ul style="list-style-type: none"> <li>● Two middle school visits by counselors</li> <li>● Back-to-School Night</li> <li>● Showcase presentations to families</li> <li>● Three parent drop-ins per year</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Syllabi</li> <li>● <a href="#">IB Chemistry Checklist</a></li> <li>● <a href="#">English Rubric</a>,</li> <li>● <a href="#">IB Math Essay Rubric</a></li> <li>● <a href="#">Statistics Chapter Review Sheet</a></li> <li>● <a href="#">Honors and AP Chem - Expected Knowledge</a></li> </ul>

<ul style="list-style-type: none"> <li>• Freshmen 4-year planning meetings</li> <li>• Transition IEP meetings for Special Education Students</li> </ul> <p>For the remainder of the student population, these also include:</p> <ul style="list-style-type: none"> <li>• Junior/Senior meetings with counselor</li> <li>• Alternative programs to traditional options on campus</li> </ul> <p>Students are provided with and taught to use rubrics to assist them with focusing on the controlling idea of the project and to also understand expected performance levels.</p> <p>Review Sheets or Study Guides are provided before tests so students understand the expectations and level of mastery that will be required of them before assessments.</p>	
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## **C2. Student Engagement through a Variety of Strategies and Resources**

### **Criterion**

#### **Teachers as Facilitators of Learning:**

**C2.1. Indicator:** *Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.*

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

<b>Findings</b>	<b>Evidence</b>
Teachers use a variety of instructional strategies to differentiate instruction. In assessing and identifying struggling students and critical learners, or simply to reach out to the different learning styles and abilities in general, teachers will turn to strategies that hit all of the different learning modalities. In an effort to address visual, auditory, and/or tactile learners, teachers use everything from traditional instructional means, to the more involved technological means available.	<ul style="list-style-type: none"> <li>• <a href="#">Teacher website example</a></li> <li>• <a href="#">Screenshot of Google Classroom Stream</a></li> <li>• <a href="#">Google Classroom,</a></li> <li>• <a href="#">Shared Google Docs</a></li> <li>• <a href="#">Flip Grid</a></li> <li>• <a href="#">Classroom Set-up</a></li> <li>• <a href="#">Socratic Seminars</a></li> <li>• <a href="#">"Expert Groups" Example</a></li> <li>• <a href="#">DCE</a></li> </ul>

<p>Many teachers facilitate learning through a variety of media resources such as individual teacher websites and Google Classroom to increase student independence and accountability. By making these resources digital, students can access them regardless of their location. Our Media Center is open extended hours to provide students with a variety of resources. Teachers also take students to the Media Center to familiarize them with available resources.</p> <p>Teachers differentiate learning opportunities by facilitating student use of various modalities to participate in the curriculum. Both digital and traditional formats allow students to access the material in manners that suit all students' learning styles.</p> <p>Teachers have been trained on district engagement strategies including Adaptive Schools to increase the use of facilitative instructional methods that move the locus of instructional control from teacher to students.</p> <p>Group based projects increase communication skills for all students with peers.</p> <p>In most Social Science classes, students write Document Based Questions essays where they are provided with primary sources and a prompt to respond to. They must develop an argument and support their thesis with evidence from the sources provided. This increases their critical thinking abilities as they have to analyze the documents effectively enough to communicate their own ideas in writing.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Group Project Example</a></li> <li>• <a href="#">DBQ</a></li> <li>• <a href="#">College Board rubric</a></li> <li>• <a href="#">Quizizz Report</a></li> </ul>
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## **Creative and Critical Thinking**

**C2.2. Indicator:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.2. Prompt:** Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in a group and individual activities, such as projects, discussions, and debates, and inquiries related to investigation.

<b>Findings</b>	<b>Evidence</b>
Students are given a myriad of opportunities to demonstrate advanced critical thinking skills in a multitude of subjects that permit them creative and	<ul style="list-style-type: none"> <li>• IB Extended Essay <ul style="list-style-type: none"> <li>◦ CSUN Oviatt Library partnership</li> </ul> </li> <li>• CBI Program</li> </ul>

intellectual space to not only design a product on their own, but with their own focus. Demonstrated mastery is an expected outcome and the use of technology is often incorporated.

Art classes encourage and allow student autonomy in the creation and direction of their art projects. Upper division art classes have even more autonomy with project ideas. AP level classes are entirely self-directed. Autonomy allows students to take ownership of their art projects. This allows them to challenge their own particular skill set

Students with learning needs are taught foundational skills that allow them to make sense of what they are reading and use strategies to allow them to do this independently.

Students participate in real world, relevant projects that support their understanding of classroom/course content. They are given the opportunity to observe the outside world, society and systems to ensure they connect personally with their work and think critically in settings outside of the school campus.

Students explore and utilize local resources and agencies (such as the LVUSD Water District, the Thousand Oaks Mall) to develop a deeper understanding of human behavior and local and global communities.

AHS is a Google Suite school. Teachers and students have access to google tools and regularly use them. Teachers use Google Classroom to share resources for students to research and students use Google Classroom to share their work and findings as well as collaborate with peers on assignments and projects. Many teachers facilitate peer editing activities through google documents.

Students regularly access original source documents in Media Center Databases and use those documents in a variety of instructional activities including English research projects, science research, and historical analysis.

Instruction has been enhanced by the implementation of 1-1 devices. Not all students use their provided device but a large percentage does.  
The administration has appointed two designated

- [Collaborative Study Guides](#)
- [AP Coding Skills](#)
- [Adaptive Schools Museum Walk Strategy](#)
- [Students teaching students](#)
- Careers in Education
  - [Bloom's Taxonomy assignment](#)
- [AP Studio Art 3D](#)
- AP Human Geography
  - [Units](#)
  - [Thousand Oaks Mall Project](#)
- [IB Environmental Systems & Societies Water District field trip](#)

<p>“technology mentors” that are there to support staff with any technology needs. These experts have also provided technology training for all staff – both formally and informally. In addition to web-based technology, students use a variety of equipment that are equal to standards of industry, including DSLR cameras, video production equipment, audio recording equipment, lighting rigs, stagecraft tools, and editing equipment to create student-led productions and projects.</p> <p>Teachers and students use virtual polls such Kahoot, PollEverywhere, and Survey Monkey as tools to increase student engagement and to spark discussion. Google classroom is used by all teachers. These technologies allow students to work under less pressure and have also been used to accommodate virtual learning due to the COVID pandemic.</p> <p>Many teachers have received training and are using techniques that promote enhanced student engagement on a playing field that supports cultural sensitivity and justice through district provided professional development. Activities require students (and adults) to think, reason and problem solve using perspective, understanding and kindness.</p>	
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## **Application of Learning**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.3. Prompt:** Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply the knowledge they have already acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

<b>Findings</b>	<b>Evidence</b>
<p>Direct instruction occurs in the classroom, but students create and design products in response to their instruction. Students work collaboratively and independently to create projects. They are able to think, reason, and problem solve in groups and individually.</p> <p>In most classes, students use their prior knowledge to organize their findings on the area of interest and use their skills to independently research the topic chosen. Students apply knowledge they have through relating</p>	<ul style="list-style-type: none"> <li>• English Example <a href="#">assignment</a> and student <a href="#">sample of work</a>)</li> <li>• <a href="#">IB Math Project</a></li> <li>• <a href="#">Computer Science long term project</a></li> <li>• <a href="#">IB Enviro “Be the Change” Project</a></li> <li>• <a href="#">Budget project</a></li> <li>• <a href="#">20 Time project</a></li> <li>• <a href="#">Political Hot Spot Project</a></li> </ul>

new information or learning tasks to personal experiences. In addition, through research, students inquire and discover new findings and gain more knowledge on the topic. Students communicate their knowledge inquired to their classmates through presentation.

IB math students write essays in which they relate math they have learned to personal experiences. They research or collect their own data and use the math concepts to analyze and prove a point.

In English IV, students research a topic by accessing databases, library/multimedia resources, and create a multi-essay project that includes three analytical compositions that then lead to a final synthesis essay. Students become more adept at gathering information and presenting it in written, oral and multimedia formats.

CTE courses as well as the Special Ed transitions course requires students to research a career and income and then communicate their findings through a written response. Students are able to think, reason, and problem solve with this project. Students are linked to the real world and research beyond a textbook.

Students in Film Production II must submit a full narrative film to the AHS Film Festival.

Upper division art students create, develop, build and rebuild their own portfolios based upon a theme of their personal interests. These are semester to multiple year projects.

## **Career Preparedness and Real World Experiences**

**C2.4. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.4. Prompt:** Evaluate the degree of and the effectiveness of student access to career awareness, exploration, and preparation that may include such activities such as job shadowing, internships, apprenticeships programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.



Findings	Evidence
<p>Students get authentic practice in several course areas including Careers in Education, Sports Medicine, Business Management classes. These courses mirror on-the-job experiences (via instructional activities and community experience) to provide real-world experiences and consequences. AHS partners with community businesses and LVUSD elementary schools in order to give students hands-on exposure to career paths.</p> <p>In both the general education and special education Freshman Seminar courses, students develop resumes and cover letters.</p> <p>The Special Education Department provides job opportunities through Work Experience. A transition specialist at the school site conferences with students (typically 11th and 12th graders) to expose them to job opportunities. Students get paid for their work from the Transition program and the local business benefits from the student employees efforts.</p> <p>Elective courses at AHS focus heavily on group projects and communication, that encourage students to use tools and skills that mirror the professional world.</p> <p>CTE programs collaborate with community members to provide valuable real world skills while performing a useful service. Culinary Arts I, II, III provides students experience planning, preparing, and serving catered events through prior WASC visitation (7 years ago), the grand opening of the PAEC and first anniversary of the PAEC, State of Our Schools presentation, Installation of new principals and PTA presidents at District Office, and Senior Award night at AHS.</p> <p>Culinary Arts II, and III and Food Service Occupations classes host a field trip to a local farmers market gathering information about new produce the farmers sell at the market. Public transportation is used to and from school to the site.</p> <p>All AHS students have a service learning requirement for graduation. They must complete 15 hours a year for a total of 60 hours over the course of their 4 year high school experience. The Covid pandemic has impacted</p>	<ul style="list-style-type: none"> <li>● <a href="#">Careers in Education</a></li> <li>● <a href="#">Kinesthiology and Sports Medicine Academy</a></li> <li>● <a href="#">Service Learning Opportunities</a></li> <li>● <a href="#">Special Education Transitions Partnership Newsletter</a></li> <li>● <a href="#">Student-organized website</a> (Literary Magazine)</li> <li>● <a href="#">Student-led interviews for English Honors Society</a></li> <li>● <a href="#">IB Creativity, Activity, Service Portfolio</a></li> <li>● Guest Speakers</li> </ul>

this progress currently as LVUSD has put the requirements for the 2019-2020 and 2020-2021 school years on hold.

AHS IB diploma candidates participate in and satisfy Creativity Action and Service (CAS) requirements.

Students are exposed to real world activities within academic honor societies and AHS clubs that work towards creating services and products that benefit the greater campus community.

At least twice a year the College and Career Center hosts Career Fairs, often with a theme, in which students can meet with industry representatives to learn more about career paths.

Several teachers invite guest speakers to their classes to present their college and career path to students as well as share guidance and input about their current field of practice.

## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the preliminary identified critical learner needs)**

Agoura High School is acutely aware that we need to educate students for a rapidly evolving and ever challenging world. This means a renewed effort to develop the entire student with emphasis on personal responsibility, accountability to the group, and production of life-long learners.

In order to increase personal responsibility our students are offered a defined say in their own education. It is demonstrated at Agoura High School that students who control their academic destiny display greater grit and resilience. Developing ownership means offering students multiple pathways. On an academic level, Agoura High School has reduced gateways to AP Classes and encourages all students to take an I.B. class. On a practical level, Agoura High School offers Sports Medicine, Robotics, and Computer Science Classes. And, on a creative level, the school offers programs in music, art, and media studies.

To be successful in post-high school endeavors and ensure a rewarding future, the ability to put projects and group assignments together is a priority. This requires skilled planning and organization. With the guidance and support from teachers, students at Agoura High School produce self-directed theatre productions, produce film projects, and work in collaborative IB projects.

Project based education is promoted at Agoura High School as it develops rigorous problem solving techniques and skills. Students are encouraged to “think outside the box” and embrace the philosophy that there are multiple ways to meet a desired goal. Emphasis is placed on delivering academically meaningful projects in a timely manner. Furthermore, a group ethos is instilled as students are expected to contribute and “do their part.” Therefore, communication among the individual students in the group is a necessity.

Academic proficiency is measured by standardized tests, finals, mid-terms, oral exams, among other assessments.

### **Category C. Standards-based Student Learning: Instruction: Areas of Strength**

- Opportunities for students have been increased at Agoura High School. This includes the elimination of gatekeeping for AP and Honors classes, the encouragement for every student to take an IB Class under our new motto of “IB for All”.
- Project-Based education continues to be pushed and enhanced. This prepares students to navigate the real world. Not only is project-based education implemented in our core classes, but it can be found in our art, music, and CTE electives.
- Agoura High School has made a firm commitment to students who are not succeeding in a traditional classroom. Our flagship program is called “The Center” and its goal is credit recovery through the use of technology and differentiated instruction.

### **Category C. Standards-based Student Learning: Instruction: Areas of Growth**

- We need a greater emphasis on the relevance between student work and its connection to the real world.

This includes a continued push to include state of the art technology in our curriculum. Students need a deeper understanding of how their effort at Agoura High School will lay a successful foundation for their future.

- We need to continue to develop Professional Learning Communities especially as this pertains to creating Curriculum Maps across all departments and disciplines. This will ensure that all students have the requisite academic foundation as they move upward through various disciplines.
- We need to place a greater emphasis on instruction “outside the textbook.” Knowledge is delivered in multiple mediums in today’s world.
- Cross department collaboration needs to be further enhanced and developed. Students need to understand that education is not an isolated endeavor. Rather, education needs to become a group and community undertaking.

## Category D: Standards-based Student Learning: Assessment and Accountability



### Focus Group Leaders

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### Focus Group Members

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## **D1. Using Assessment to Analyze and Report Student Progress Criterion**

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

### **Professionally Acceptable Assessment Process**

**D1.1. Indicator :** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt :** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

<b>Findings</b>	<b>Evidence</b>
<p>The AHS leadership and instructional staff uses Aeries student database and D/F lists to collect and analyze student performance data. Counselors meet with students with D/F's individually and provide seniors with feedback on their graduation status by sending letters home.</p> <p>Teachers and Departments use Grade Distribution Reports to analyze class results. Additionally, teachers work to identify skills/lesson plans that have produced successful students outcomes and peer train on those strategies.</p> <p>Individual teachers, departments and counselors analyze and interpret CAASPP, CAST, and PSAT results. However, consistent distribution of these results would allow for a deeper analysis of performance by department.</p> <p>Counselors provide data to students and parents on PSAT scores through Score Report Nights and visits to Sophomore English classes where they teach students how to find the information online (through Aeries). Parents are shown where they can access their students' assessment results in all subjects on Back to</p>	<ul style="list-style-type: none"> <li>● Classroom-based formative and summative assessments</li> <li>● Screenshot of <a href="#">Aeries</a> data report of assignment analysis</li> <li>● <a href="#">D/F List</a></li> <li>● <a href="#">AP Score Report</a></li> <li>● <a href="#">IB Score Report</a></li> <li>● CA Dashboard</li> <li>● <a href="#">CA Dashboard Summary (BOE Study Session)</a></li> <li>● Grade distribution reports</li> <li>● Math dept analysis of <ul style="list-style-type: none"> <li>○ <a href="#">CAASPP</a></li> <li>○ <a href="#">CAASPP</a> and</li> <li>○ <a href="#">CAST</a> Results</li> </ul> </li> <li>● PSAT Results and <a href="#">Score Report Nights</a></li> <li>● <a href="#">Pearson Online Quizzes</a></li> <li>● Kahoots, <a href="#">Quizziz</a></li> <li>● <a href="#">AHS Website Calendar</a></li> <li>● <a href="#">Weekly Newsletter</a></li> <li>● SPSA</li> <li>● <a href="#">Classroom-based formative and summative assessments</a></li> <li>● Department Meeting Minutes - <a href="#">Math</a>, <a href="#">English</a></li> </ul>

School Night.

In Math, 74.35% of students perform near or above standards in the Claim area of Problem Solving.

2018-2019 CAASPP:

In Math, 81.27% of students perform near or above standards in the Claim area of Communicating Reasoning.

In ELA, students perform strongly in Writing (83.45%) and Research/Inquiry (81.63%), but not as strong in the Claim Area of Reading (76.86%)

Decline in both ELA and Mathematics in the percent of students who meet or exceed standards from 2018 to 2019 CASSPP administration

- a) ELA 71.3% => 62.9%
- b) Math 52.8% => 48.9%

Most teachers access curricular and instructional platforms such as Pearson, StudySync, and Higher Learning, online quizzes, respectively, in order to measure student performance and progress.

College/Career and Counseling use Blackboard/Naviance, the AHS website, and the PFC newsletter in order to communicate to students and parents.

An administrative weekly newsletter is distributed to all teachers online.

Testing data is shared through school-site council via the SPSA document that is shared yearly accessible to 20 stakeholders, including ASB students. More systemic distribution and use of this data during PLC time with teachers would be beneficial at the instructional level.

Teachers use classroom assessments to guide lesson plans.

Some departments meet to discuss common assessments, pacing, and common lessons to guide pacing.



### **Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.

Findings	Evidence
<p>The majority of departments utilize a standardized test bank for their assessments throughout the semester and for finals. Some teachers collaborate on assessments and results including English teachers with the 10th grade English Writing exam that is common with Calabasas High School as well.</p> <p>Many teachers rely upon rubrics to standardize their grading practices. Rubrics are used across the content areas; many courses feature a common rubric to norm teacher expectations.</p> <p>AP, IB, and Common Core Standards are used as the basis for curriculum and assessment decisions. The AP College Board's new AP Classroom is utilized in Social Science to standardize the classroom assessments to the College Board's requirements and assessments.</p> <p>Teachers review CELDT, ELPAC, and Lexile scores of English Learners to assess their reading, writing, comprehension, and overall English proficiency levels.</p> <p>Special education staff meet to discuss IEP goals and student progress across classes determining best practices for providing student feedback and grades.</p>	<ul style="list-style-type: none"> <li>● Standardized final exams in common grade levels and common subject areas</li> <li>● Departments meet regularly to discuss problem areas noted in assessments</li> <li>● <a href="#">10th Grade English Writing Exam</a></li> <li>● IB (<a href="#">2017</a> <a href="#">2018</a> <a href="#">2019</a>), AP and Common Core Standards</li> <li>● PSAT results</li> <li>● CAASPP results</li> <li>● CELDT/ELPAC/Lexile scores</li> <li>● IEP goals</li> <li>● <a href="#">Special ed history project rubric</a></li> <li>● <a href="#">English Rubric</a>,</li> <li>● <a href="#">IB Math Essay Rubric</a></li> </ul>

## **Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

**D1.3. Prompt:** Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.

<b>Findings</b>	<b>Evidence</b>
<p>The AHS leadership and instructional staff uses Aeries, the D/F list, and progress reports to analyze student performance data. Counselors meet with students with D/F's individually and seniors are provided feedback on their graduation status by sending letters home. The use of the Aeries gradebook enables all students and parents to monitor growth and progress. New and emerging features of Aeries allow us to deepen its use; however, this requires ongoing training and professional development.</p> <p>Some departments collaborate during Monday PLC time to examine the results of classroom assessments.</p> <p>Teachers analyze and interpret CAASPP, CAST, and PSAT results. Students and their parents are provided data on PSAT through Score Report Nights, visits to Sophomore English classes, and online access through Aeries. Special Education utilizes these results to help inform IEP goal development.</p> <p>Teachers use a variety of assessment styles as a basis for scoring student achievement; formative and summative assessments, portfolios and projects, and individual/class discussions.</p> <p>English department:</p> <ul style="list-style-type: none"> <li>● Portfolios</li> <li>● DCE, term papers</li> <li>● Socratic Seminar (instructions and rubrics)</li> </ul> <p>Science department:</p> <ul style="list-style-type: none"> <li>● lab portfolios</li> </ul>	<ul style="list-style-type: none"> <li>● Aeries Progress Reports</li> <li>● <a href="#">D/F List</a></li> <li>● Department Meeting Minutes - <a href="#">Math</a> and <a href="#">English</a></li> <li>● <a href="#">CAASPP</a> (math sample) &amp; <a href="#">CAST</a> Results</li> <li>● <a href="#">Result Report Nights</a></li> <li>● <a href="#">Pearson Online Quizzes</a></li> <li>● Kahoots</li> <li>● <a href="#">Quizziz</a></li> <li>● <a href="#">College and Career planning resources</a></li> <li>● <a href="#">College and Career events (listed on school calendar)</a></li> <li>● Rough Draft vs Final Draft of written work</li> <li>● <a href="#">Assessment Corrections</a></li> </ul>

<ul style="list-style-type: none"> <li>• formative and summative assessment (chapter tests and quizzes)</li> </ul> <p>Math department:</p> <ul style="list-style-type: none"> <li>• chapter tests</li> <li>• projects</li> </ul> <p>Art department:</p> <ul style="list-style-type: none"> <li>• project-based installations</li> </ul> <p>World Language department:</p> <ul style="list-style-type: none"> <li>• audio and video tapes</li> </ul> <p>IB:</p> <ul style="list-style-type: none"> <li>• Internal Assessments</li> <li>• Extended Essay</li> </ul> <p>Teachers and students have access to online quizzes and assessment tools to measure student performance and progress.</p> <p>Class and schoolwide expectations are distributed at Back to School Night. The College and Career Center and the Counseling office communicate through weekly newsletters as well as the online calendars through Naviance and the AHS website.</p> <p>Students peer review written work. Some teachers allow students to correct assessments.</p>	
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## Assessment of Program Areas

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Evidence
AHS effectively assesses each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.	<ul style="list-style-type: none"> <li>• PLC Agenda and notes <ul style="list-style-type: none"> <li>◦ <a href="#">Math</a></li> <li>◦ <a href="#">English</a></li> </ul> </li> <li>• <a href="#">Freshman English Meeting Minutes</a></li> <li>• <a href="#">Google Classroom</a></li> <li>• <a href="#">Faculty Websites</a></li> </ul>

AHS uses department meetings, staff meetings, and our principal's weekly newsletter as an effective way to dispense school-wide information. We also meet each Monday for Professional Learning Community (PLC) time of 58 minutes before school starts. Each meeting includes department teachers, counselors, and administrative staff.

AHS uses course/level meetings as an effective opportunity for teachers to compare student data and unit pacing. At course/level meetings, teachers work effectively to create streamlined rubrics for College Prep courses and pacing guides. Students are given rubrics in tandem with the assignments and are better informed of expectations. Most AHS teachers use informal collaboration to provide a convenient dialogue regarding curriculum, student needs, and school-wide concerns.

Through new curriculum adoption, AHS has created opportunities to incorporate relevant and up to date sources for students. Through our school email, students and teachers have online access to most textbooks. AHS teachers effectively utilize technology to keep students organized with materials, dates, and upcoming information.

Additionally, teachers effectively utilize social media resources, such as Remind, Twitter, and Instagram to provide updates for their students.

Graduation requirements were examined Districtwide and it was decided that starting with the class of 2022, all students will need three years of math instead of two to better align our graduation requirements with UC A-G standards.

Counselors meet individually with students to review course strengths and weaknesses to help select future courses based on successful completion of the current year's course load. This is to ensure that students do not take on a class schedule that is not conducive to their mental health, affective skills, and resiliency.

AHS is effective at identifying struggling students and often hold Student Success Team (SST) meetings to determine appropriate support for the student.

- [Remind101](#)
- [AHS Website - Graduation Requirements](#)
- [Course Selection Dates](#)
- StudySync

<p>During the SST meeting, if additional assessment is needed, a student is referred for either a 504 or an IEP. After the assessment is complete, the team reconvenes, and if a student qualifies, appropriate supports are put into place. If a student does not qualify for a 504 or IEP, counselors will email teachers the SST notes and identify areas of support for the student that can be done within the class setting.</p> <p>The English department administers a writing assessment to the entire 10th grade each year. This assessment is then graded anonymously by a team of teachers who first calibrate their grading practices before beginning grading. Teachers are then able to monitor student progress and target specific writing strategies for each student. The grading of the writing assessment is open to all English teachers and is crucial to establishing grade norming throughout the department.</p>	
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### **Using Assessment to Analyze and Report Schoolwide Student Progress Criterion**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

<b>Findings</b>	<b>Evidence</b>
<p>AHS uses assessment results, such as CAASPP, AP, PSAT, Healthy Kids Survey, D/F rates, and classroom-based assessments, to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.</p> <p>LVUSD changed their graduation requirement for math from two to three years after research showed that students were more successful in college when they had three years of math.</p> <p>Change of bell schedule to provide more consistency</p>	<ul style="list-style-type: none"> <li>● <a href="#">Bell Schedule</a></li> <li>● Healthy Kids Survey</li> <li>● District Wide Staff Development Day Agenda</li> <li>● CAASPP, AP, PSAT results (See Chapter 2)</li> <li>● Disaggregated D/F rates</li> </ul>

<p>for students, teachers and parents along with providing an opportunity for the community college to teach classes on our campus. The support period allows students to access teachers for additional support. The collaboration time allows staff to communicate about our programs.</p> <p>Every 5 weeks, progress reports are provided to students and parents via Aeries Gradebook. Parents and students have immediate, real-time access to grades and can communicate with teachers via email or phone.</p> <p>English teachers from AHS and CHS meet to compare results on benchmark assessments and discuss trends in student achievement.</p> <p>Counselors meet with students to determine why they are not doing well; they examine internal and external factors to achievement.</p> <p>Special Education students are assigned a case manager to monitor their achievement and growth throughout their high school career. Case managers track growth on a regular basis by having general education teachers complete follow up forms that identify the student's growth, as it pertains to the academic standards.</p>	
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## **D2. Using Assessment to Monitor and Modify Learning in the Classroom**

### **Criterion**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### **Appropriate Assessment Strategies**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Evidence
<p>At the student and parent level, student data is reported to students and parents in a number of ways on an individual, school, district, and state level. At the student level the district provides every student an account on Aeries. Within Aeries students can access grades, district and classroom assessments (both tests and individual testing scores), and attendance information. Parents are also given the ability to access their child's Aeries. Teachers regularly update Aeries with grades, and the counselors use the updates to track student progress as well. Some teachers keep students (and parents) apprised of grades through Google Classroom where assignments are graded and commented on and returned. Parents also receive CAASPP reports and AP scores both through the mail and with online access.</p> <p>Agoura High School teachers use a variety of assessment strategies to evaluate student learning. Teachers implement formal, summative strategies such as unit tests, oral exams, and final exams to assess what material needs reteaching or what lessons worked and what might need revision in future years. Teachers also use less formal, formative strategies to gauge student learning as they move through material on their way to summative assessment. Teachers use KWL activities, informal questioning, exit cards, Socratic seminars, mid-unit reading quizzes, and writing prompts to track student learning as they move through content, therefore allowing teachers to assess and reteach information prior to summative assessments.</p> <p>Teachers also use formative assessments such as daily warm-ups, Kahoot, Exit Tickets, Socratic Seminars, or KWL Charts to check for student understanding and adjust instruction inside their classrooms. Summative assessments such as essays, lab write-ups, or end of</p>	<ul style="list-style-type: none"> <li>● Unit / Final Exams</li> <li>● <a href="#">Socratic Seminar Rubrics</a></li> <li>● <a href="#">Diario Rubric</a></li> <li>● <a href="#">Oral Exams</a></li> <li>● <a href="#">Debates</a></li> <li>● <a href="#">Google Classrooms</a></li> <li>● <a href="#">Google Calendars</a></li> <li>● <a href="#">IB Data</a></li> <li>● <a href="#">PSAT</a></li> </ul>



unit exams are given to students to assess mastery of standards. Teachers provide timely feedback and review the results with their students. Many teachers allow test retakes and some teachers reteach concepts missed when necessary. Assessment data is used to differentiate instruction to respond to students' diverse needs.

Annually, the AHS Administration with the support of School Site Council and Academic Council creates the Single Plan for Student Achievement (SPSA). Each year the administration collects data from various sources (such as CAASPP scores, AP scores, Interim assessments, surveys, etc.), decides on focused areas of needed growth, and addresses those areas with funding and a plan for improvement.

More PD trainings on monitoring students' emotional well-being have occurred in the last three years. Trauma training, Wellness Training, Restorative Justice, and Mindfulness Trainings have all been implemented. There has also been an increase in PD's related to bias such as Social Justice Cohorts. All of these PDs are to help faculty, staff, and administrators better monitor students, and themselves, for emotional distress and biased reactions.

Each fall, the IB Diploma Program Coordinator reviews results from the previous exam session. Teachers are given grade distribution, assessment breakdowns, worldwide averages, and Internal Assessment feedback from the IBO. Teachers use this information to guide their teaching for the current year.

For the last three years, in the fall, all 10th grade students take the PSAT. This district-funded initiative allows 10th grade students and teachers to evaluate student readiness for the SAT. Juniors also have the option to retest to assess their level of preparation for the SAT.

## **Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional Decisions.

<b>Findings</b>	<b>Evidence</b>
<p>AHS ELA and Math teachers administer the CAASPP Interim assessments to 11th graders. In Special Education students are provided with additional practice and exposure to the test portal to increase familiarity and level of comfort. A more consistent distribution of results to teachers would result in instructional adjustments based on student interim test results.</p> <p>PLC teams and individual teachers assess students using a variety of modalities and assessment strategies. The results are analyzed so teachers can make adjustments to their pacing of units. The adjustments are communicated with students through Google calendars, google classrooms and teacher websites in order to help students learn to organize.</p> <p>AHS Counselors use five-week progress reports twice a semester and final grade reports at the end of each semester to determine student performance levels and create interventions when students are falling behind. This is accomplished through individual meetings with teachers, emails, phone calls and meetings with parents and students that can include teachers. The team may also hold an SST (Student Study Team) meeting to explore additional interventions or supports to assist struggling students.</p> <p>While teachers are using the strategies discussed above to improve instruction, teachers should spend additional time to reflect upon student data and reteach concepts that have not been mastered. It is recommended that our teachers meet in PLCs to collaborate best practices and to also include standardized assessment data to inform instruction.</p>	<ul style="list-style-type: none"><li>• Unit / Final Exams</li><li>• <a href="#">Socratic Seminar Rubrics</a></li><li>• <a href="#">Drawing Rubric</a></li><li>• <a href="#">Oral Exams</a></li><li>• Chapter Tests and Quizzes</li><li>• <a href="#">Debates</a></li></ul>

## **Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.

Findings	Evidence
<p>AHS teachers are effective in communicating expectations and providing feedback to students that allow students to evaluate their performance levels. Teachers provide feedback to students daily inside the classroom through informal and formal means. Frequent checks for understanding occur each class period. All teachers use Google classroom as well as other technological platforms to dialogue with students and help students monitor their progress. Teachers are expected to communicate their learning objectives and agenda each day for students to see.</p> <p>Teachers use a variety of techniques and tools to obtain student feedback.</p> <ul style="list-style-type: none"> <li>● formal assessments</li> <li>● class discussions</li> <li>● Socratic Seminars</li> <li>● Diarios</li> <li>● Congress simulation</li> <li>● Teacher reflection</li> <li>● Quizzes</li> <li>● Kahoot!</li> <li>● Rough drafts</li> <li>● Journals</li> <li>● Student questionnaires and surveys</li> <li>● Exit Tickets</li> <li>● Annual 504 and IEP meetings</li> </ul> <p>Student-teacher interaction also takes place regularly at AHS through use of Support Periods four times per week where students can get individualized help and</p>	<ul style="list-style-type: none"> <li>● Checks for understanding inside the classroom</li> <li>● Google classroom communication</li> <li>● Healthy Kids Survey</li> <li>● <a href="#">Socratic seminar Rubric</a></li> <li>● <a href="#">Diario rubrics</a></li> <li>● <a href="#">Congress simulation</a></li> <li>● Exit tickets</li> <li>● <a href="#">Peer Edit</a></li> <li>● Freshman Seminar activities</li> <li>● Aeries Grading Program</li> <li>● Support period built into <a href="#">Bell Schedule</a> 4 days a week for students to be able to go over tests, rubrics, or receive clarification on any specific topic that is being studied.</li> </ul>

have conversations with their teachers about their achievements, interests, and college preparedness. Some students utilize this time to see their counselors or visit the College and Career Center to clarify questions they might have regarding college applications and admissions as well as create more personalized academic plans that are relevant to their life and career goals.

Teachers are given reports and attend meetings for students with IEP's and 504's each year. They have been provided with the opportunity to attend trainings, although inconsistently, on ways to assist students who have not yet been identified as having a disability.

Freshman Seminar was designed to bring awareness to 9th grade students about the expectations of high school and beyond. In addition to academic expectations, the course uses Myers Briggs assessments, career reports, and financial literacy projects to address skills necessary for careers and life. Many self-help books are utilized by the students, including The 7 Habits of the Highly Effective Teen, Switch, and Think and Grow Rich.

English teachers hold conferences with individual students to review their areas of strength and areas for growth.

Science students complete self-reflection after lab assignments.

Student Council surveys students and conducts homeroom visits where they can get student body feedback to adjust how they serve the campus.

Student Council hosts monthly House of Representatives meetings in which a representative from each homeroom attends a meeting where updates are provided, input on events is taken and suggestions for ways Council can better serve the campus is discussed.

The Healthy Kids Survey is a district-wide survey asking a series of questions relating to rigor, relevance, and relationships. The following year, district personnel and leadership review the results based on areas of growth.

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the preliminary identified critical learner needs)**

Agoura High School uses a wide range of assessments to identify strengths and weaknesses in student learning. These assessments are given in a variety of modalities including, but not limited to Socratic Seminars, debates, oral exams, unit and final exams, written analyses, and preparation for formal assessments such as the CAASPP/CAST/AP/IB/PSAT. Classroom assessment and performance feedback is shared with students in individual settings and also through technological means. Teachers need time and training, with clear expectations and outcomes to align assessment practices and regularly examine student performance within each department. A systemic way to regularly distribute standardized test results to teachers would assist in the development of instructional practices that respond to the learning needs of students based on their individual performance data. While data is collected from standardized testing, the results are not easily accessible to teachers to help guide instruction. Teachers need to collaborate on common teaching practices to ensure all students have access to guided practice and reteaching when needed.

### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Assessments in different modalities
- Some departments have created common assessments and communicated results to students.
- Support period provides additional instruction and remediation, motivates students in each content area, and helps students' development of resiliency as they go through their high school experience.
- The Center, as a program of student support as well as the use of Apex as an online credit recovery program.

### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Regularly evaluate and actively use assessment data to guide teaching and learning
- Use Department PLC time to analyze trends in data as well as to create curriculum maps and common assessments
- Provide teachers with ongoing professional development in the use of data to inform educational practices.

## Category E: School Culture and Support for Student Personal and Academic Growth



### Focus Group Leaders

Brent Kast  
Natalie Naberhaus

### Focus Group Members

Garrett Lepisto  
Adrienne Alderton  
Liz Cangelosi  
Clint Cummings  
Marisa DeFalco  
Lisa Donoho  
Shirley Elliott  
Andrea Friedland  
Jonathan Genavia  
Leslie Glowacki  
Tracy Grant  
Marcy Heider

Josh Landerer  
Mike Lipka  
Jack Maranto  
Jessica Mejia  
Naime Nili  
Jeff Peterson  
Cathy Prater  
Maria Sheinkman  
Teresa Smolarski  
Russ Stephans  
Stan Toyama

## **E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

### **Regular Parent Involvement**

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

<b>Findings</b>	<b>Evidence</b>
<p>AHS uses a wide variety of strategies to ensure regular involvement of our families in the learning/teaching process. Faculty and staff members use email, the school website, teacher websites, Google classroom, blackboard, social media, phone, and in-person conferences to communicate critical instructional and co-curricular activities to parents and our community. Information and events are communicated to the community via a weekly phone/email message. Additionally, Back to School Night is held at the beginning of the school year to promote a collaborative learning environment between school staff and families to set each student up for success.</p> <p>School staff works closely with our Parent Faculty Club (PFC) to ensure that families are informed about on-campus events, volunteer opportunities, and deadlines. The principal and administrative staff attends monthly PFC meetings and provides information to the PFC to be publicized through the PFC weekly emails and website. The PFC also works to raise funds to help teachers obtain tools that could be used in their classrooms to promote learning, mindfulness, and organization.</p> <p>AHS has multiple Booster Clubs that support a variety of extracurricular programs from the arts to sports. Each club/foundation helps in raising funds for the program it supports.</p> <p>Access to our school staff emails and websites is readily available on our school website. This provides the opportunity for parents to reach out to teachers/staff as</p>	<ul style="list-style-type: none"> <li>• <a href="#">AHS PFC</a></li> <li>• <a href="#">Booster Clubs</a></li> <li>• <a href="#">Access to Staff Directory/Websites</a></li> <li>• <a href="#">Daily Bulletin shared on Agoura website</a></li> <li>• <a href="#">Coffee with College Advisors and Counselors</a></li> <li>• <a href="#">Parent Info Sessions (FAFSA, PSAT, etc.)</a>, <a href="#">Weekly emails from the CCC</a></li> <li>• <a href="#">Access to student/parent presentations through website</a></li> <li>• <a href="#">Back to School Night Classroom Powerpoint</a>, <a href="#">BOLT promo video for BTSN</a></li> <li>• <a href="#">Showcase Whole School PowerPoint</a></li> <li>• Social Media Communication (<a href="#">Facebook</a>, <a href="#">Twitter</a>, <a href="#">Instagram</a>)</li> <li>• <a href="#">Parent Access to Aeries</a></li> <li>• <a href="#">Parent Access to Naviance</a></li> <li>• <a href="#">Progress reports for parents of independent study students</a></li> <li>• <a href="#">Blackboard/Naviance communication (emails, phone calls, etc.)</a></li> <li>• Events by clubs, boosters, etc. i.e.             <ul style="list-style-type: none"> <li>○ ASB Auction Night,</li> <li>○ <a href="#">Rhythm &amp; Chews</a></li> </ul> </li> <li>• Parent Drop-In Nights with counselors</li> <li>• CHKS provided to parents (via email)</li> <li>• Annual College Knowledge Night</li> <li>• Annual College Spring Fair for families</li> <li>• <a href="#">Calendar of Senior Events</a></li> <li>• CCC Advisors make and have appointments with parents and students as needed.</li> </ul>



needed and to see what their student(s) will be learning in each class. In the distance learning model, additional information for virtual meeting logins and google classroom codes is linked in Aeries for easy access.

AHS provides an updated Daily Bulletin on our website each day. This bulletin includes information on things happening on and off campus and special announcements. These announcements are also provided over the loudspeaker daily to classes or through Bolt TV, our student-run school news outlet.

Teachers of Independent Study and The Center courses communicate regularly with parents, providing weekly progress reports as well as attendance and behavior. Face to face meetings with parents are required to enroll in the programs (Independent Study & The Center programs) and a contract is signed in person. Instructors communicate with parents directly via phone calls and email to regularly update parents on student progress.

Our Special Education program provides regular parent involvement with annual IEP meetings to bring together parents, students, teachers, case managers, and service providers to set the students up for success. IEP meetings are held daily over the course of the year, starting the first week of the school year and include a team designed to help the student succeed. Transition meetings are held for all incoming students to ensure students and parents are aware of school offerings and how the IEP will transition to AHS. Through the Special Education Department students are able to become involved in a transitions program that partners local businesses with students to help them gain real world experience. AHS has relationships with the Department of Rehab, local businesses, and community colleges that help students get jobs.

Our English Language teacher meets in class with our EL students to discuss progress. Stakeholders and parents of ELs meet through LAT (Language Acquisition Team) meetings to discuss language proficiency and goals. Frequent email communication and five week progress reports are sent home to the parents of EL students in their home language.

Counselors and College Advisors have monthly Coffee Klatches with parents covering a variety of topics such as

“Reducing Stress in Your Student and Yourself” and “The Importance of Fit for College and Career”.

Counselors and College & Career Advisors hold Parent Information sessions on the PSAT and FAFSA in the fall and a Financial Aid Informational session for parents in spring. They also do Naviance presentations and College Bound Student Presentations. They include this information on flyers, Blackboard Connect, and in the weekly Newsletter for those who cannot attend the informational sessions.

Presentations provided to parents and students are uploaded and available to parents through the AHS website. These presentations range from use of certain online programs like Aeries or Naviance to preparation for the college application process. In response to the COVID Pandemic, additional video uploaded presentations and webinars are being made available to families.

Back to School Night is held at the beginning of the school year to promote a collaborative learning environment between school staff and families to set each student up for success.

AHS hosts a Showcase evening in December for incoming families who either will feed into AHS or may choose to apply for a permit into the school due to specialized programs. The night offers them an opportunity to see the different academic, art, athletic, and specialty programs as well as extracurricular activities available to AHS students.

The Counseling Office and College & Career Center use Facebook, Twitter, and Instagram to communicate with students, parents, and the community. The social media platforms are publicized through events, emails, and flyers around campus and in each office.

## **Safe, Clean, and Orderly Environment**

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Evidence
<p>Agoura High School's number one priority is to have a safe, clean and orderly campus. Agoura High School effectively maintains preventative measures for classrooms, offices, and overall student and campus safety in the event of a major emergency. Some measures include monthly emergency drills for fires and earthquakes, and bi-annual active shooter/campus lockdown drills. LVUSD conducts staff development focusing on Active Shooter drills and many of our AHS faculty have attended. AHS classrooms have been updated with tinted windows, a new phone system, and new classroom locks. The campus is secured by clearly identified campus supervisors with working communication equipment and requires front of the campus check-ins for visitors. AHS verifies all visitors through the "Raptor" system that cross-references their driver's license with the Megan's Law database. AHS staff members are required to wear visible staff ID badges as well as complete annual Keenan online student-safety training.</p> <p>Each student is required to complete an appropriate use program before gaining access to District-provided laptops. Inappropriate websites and content are filtered by the District.</p> <p>AHS offers several drug education and prevention programs to address the needs of our students. The new Freshman Seminar course educates students on overall health and wellness. We applied and received a grant from the state of California to combat the use of nicotine on school campuses. LVUSD's current focus is on vaping. The District has two Dean of Safety and Wellness positions that work with local law enforcement to support student safety efforts, help with early intervention and discipline of nicotine-related incidents and promote restorative approaches to discipline. Additionally, the program</p>	<ul style="list-style-type: none"> <li>• <a href="#">Agoura High School Disaster Plan</a></li> <li>• Updated tinted windows and classroom locks</li> <li>• Updated telephone system</li> <li>• Campus supervisors with working communication</li> <li>• Front of campus check-ins for visitors</li> <li>• Staff ID badges</li> <li>• Restorative justice practices               <ul style="list-style-type: none"> <li>◦ <a href="#">Decline in suspension rates</a></li> </ul> </li> <li>• Bullying investigation protocol paperwork</li> <li>• <a href="#">District vaping grant</a>; <a href="#">hiring Dean of Student Safety and Wellness</a></li> <li>• <a href="#">Administrative panel hearings</a></li> <li>• Uniform Complaint Procedures</li> <li>• <a href="#">CHOICES Protocol</a></li> <li>• <a href="#">Teacher Field Trip Request Form</a></li> <li>• <a href="#">Student Field Trip Permission Slip</a></li> <li>• <a href="#">Chemical Storage</a></li> <li>• <a href="#">Annual Keenan Trainings</a></li> <li>• <a href="#">Parent/Guest automated sign in Raptor program</a></li> <li>• CPR training for teachers and students</li> <li>• <a href="#">Auto Safety Test</a></li> <li>• <a href="#">Culinary Safety Test</a></li> <li>• Sports Medicine Safety/CPR test</li> </ul>

Every 15 Minutes is implemented every other year to educate students on the dangers of driving under the influence as well as distracted driving. \*As of the 2020-2021 school year the Dean of Safety and Wellness positions have been removed due to lack of funding/budget constraints.

AHS provides peer guided programs such as Link Crew and Student Council to build collaborative communities and prevent bullying. AHS has a powerful culture of support and collaboration surrounding student-created clubs that boast a variety of topics.

AHS uses Restorative Justice practices to build community as well as to help students with infractions return to the classroom and allow for student growth, as opposed to suspension or expulsion.

In the event that bullying does occur, AHS has a streamlined discipline referral process which includes well-documented reports that allow the staff to address incidents of bullying swiftly and effectively. Administrators at AHS take a hands on approach to discipline and restorative practices including attending administrative hearing panels and frequent meetings with students, teachers, and District officials.

AHS uses the CHOICES program to provide a restorative approach to discipline infractions involving the use/possession of alcohol/illegal substances/drug-related paraphernalia. It is supportive and educational rather than strictly punitive. For these infractions, expulsion is typically considered, and a suspended stipulated expulsion and a Choices Program Agreement may be recommended in lieu of expulsion.

Uniform Complaint Procedures are posted on the District website and shared with parents through District communication.

The Woosley fire required a thorough cleaning and sanitizing of the school by ServPro before anyone was allowed to return to campus. Damage to several buildings presented its own set of challenges for the remainder of the 2018-19 school year. Restoration was complete for the 2019-2020 school year.

<p>New safety measures are in place in response to the Covid pandemic with guidance from the LA County Health Department. A staff check in portal is active for those working on campus, visitors to campus are screened before entering, PPE and safety protections are available to staff, and deep cleanings are regularly occurring.</p> <p>CTE courses requiring the use of machinery or industry standard equipment utilizes safety tests prior to student participation in lab work or hand on work.</p>	
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## High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Evidence
<p>AHS has effectively created an atmosphere of caring, concern and high expectations for our students. We have realized that the social and emotional well-being of our students is of equal importance to our academic success.</p> <p>AHS classrooms are designated physical and emotional safe spaces for students. AHS also provides support to students by offering Support Periods before school so that students can meet with teachers, catch up on work, make up tests, and receive extra help when needed. Four Support Periods are offered Tuesday through Friday mornings for 40 minutes each.</p> <p>Unique cultural differences are honored throughout the various clubs on campus.</p> <p>For behaviorally high risk students, positive behavior</p>	<ul style="list-style-type: none"> <li>● Healthy Kid Survey</li> <li>● Counseling services - SSTs</li> <li>● <a href="#">Restorative Justice Strategies</a></li> <li>● Link Crew - <a href="#">Calendar of events</a>, <a href="#">Orientation</a>, <a href="#">Friendsgiving</a></li> <li>● <a href="#">Student support period</a></li> <li>● <a href="#">Peer tutoring for English, Math, History, &amp; World Languages</a></li> <li>● Artist and Scholar of the Month</li> <li>● <a href="#">Day of the Dead festival</a></li> <li>● <a href="#">Club List</a></li> <li>● <a href="#">Club Advisor Roster</a></li> <li>● <a href="#">IB Learner Profile</a></li> <li>● Multicultural literature each year (English)</li> <li>● <a href="#">DCE Character analysis</a> teaches social emotional literacy</li> </ul>

interventions and services are being piloted using Restorative Justice for resolution rather than punishment. Over the past three years, administration has reviewed discipline data and found that there were inconsistencies. To improve the disproportionality of discipline, we have implemented several strategies, including Restorative Justice, Student 360, improved counselor-student relationships, as well as our CHOICES and program. Training in restorative practices needs to be ongoing.

The International Baccalaureate Programme's curriculum focuses on International-Mindedness. The IB Learner profile and mission statement emphasize the importance of differences, open-mindedness, and respect.

AHS values student involvement and feedback. A wide range of engagement activities where students can demonstrate their individual preferences, participate in high interest activities, and engage in discourse and discussion about opinions and perspectives are made available. They included ASB sponsored events, Clubs, and Athletics.

Link Crew hosts a welcome event and several check in events throughout the year for 9th graders to ensure that they learn about AHS culture and tradition and link them to campus life to ensure a smooth transition to high school.

AHS Media Center has completely reformatted the area to allow a cafe-like environment. Students choose the Media Center to study, collaborate, socialize. The Media Center highlights literature and text each month to celebrate different themes of social and culture nature.

AHS Peer tutoring offers tutoring services during the Support period for any student needing help in English, Math, World Languages. A truly collaborative environment, honor students provide an approach students find less intimidating.

## **Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The entire school community has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Evidence
<p>AHS works to maintain an atmosphere of trust, respect, and professionalism. Our 2018-2019 annual Healthy Staff Survey showed the following data. Of the 67 teachers who responded:</p> <ul style="list-style-type: none"> <li>94% of teachers feel administration treats them with respect</li> <li>88% of teachers feel site administrators support shared decision making</li> <li>91% of teachers feel site administration uses staff input to inform decisions</li> <li>72% of teachers feel safe to express opinions</li> </ul> <p>Review of the Student Healthy Kids survey showed the following:</p> <ul style="list-style-type: none"> <li>67% of students feel that there is an adult who cares about them</li> <li>73% of students feel that there is an adult who listens to them</li> </ul> <p>Review of the Parent Healthy Kids survey showed the following:</p> <ul style="list-style-type: none"> <li>64% of parents feel school welcomes and listens to parent input</li> <li>77% of parents feel school staff treats parents with respect</li> <li>71% of parents feel school staff are helpful to parents</li> </ul> <p>As AHS reviews the results of the CHKS, we recognize areas of strengths and growth and are hopeful that intentional focus on Student 360 will lead to an increased culture of mutual trust and respect.</p> <p>In order to maintain consistent and open communication, AHS has several avenues for communication and collaboration among stakeholders. The Academic Council and Round Table meet monthly</p>	<ul style="list-style-type: none"> <li>Healthy Kids Survey-need link for</li> <li>Healthy Staff Survey</li> <li>Healthy Parent Survey</li> <li><a href="#">Academic Council</a></li> <li>Round Table</li> <li>Staff Emails</li> <li>Monthly Faculty Meetings</li> <li>Monthly Department Meetings</li> <li>School Site Council</li> <li>PFC Meetings</li> <li>Teacher Survey in which we give feedback to the site/district,link for</li> <li>Classroom rule discussions</li> <li><a href="#">AHS Newsletter</a></li> <li><a href="#">Announcements from College and Career Center</a></li> <li><a href="#">Bolt TV</a></li> <li><a href="#">PFC newsletter</a></li> </ul>



<p>with Administration to discuss important issues and provide updates. Each faculty member participates in the Faculty Senate. The PFC meets on campus once a month for the general meeting, and the School Site Council meets every other month.</p> <p>Biweekly BOLT TV segments inform students, teachers, and staff about current events on campus.</p> <p>The College and Career Center sends a weekly newsletter to parents and students and makes 2-3 announcements per week to invite students to meet with representatives from colleges and career opportunities.</p>	
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### **E3. Personal and Academic Student Support Criterion**

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

#### **Equitable Academic Support**

**E3.1. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.1. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

<b>Findings</b>	<b>Evidence</b>
<p>AHS successfully supports our students from incoming Freshman to graduating Seniors. We have developed the Freshman Seminar class to support incoming students as they begin to navigate and transition into high school. Freshman Seminar helps to develop essential life skills for students to be successful in school and prepare them for the future.</p> <p>Systems are in place for SST, 504, and IEP referrals. Special education services are offered to all students who qualify. In accordance with Child-Find, AHS evaluates any child that it knows, or suspects, may have a disability. The counseling team is working to develop a clearer SST referral process for teachers to the counseling department. SST, 504, and IEP, meetings provide direct communication with parents, general education teachers, and counselors. AHS has a Community Based Instruction</p>	<ul style="list-style-type: none"> <li>● Freshman Seminar</li> <li>● Counselor meetings</li> <li>● <a href="#">SSTs</a>, <a href="#">504s</a>, <a href="#">IEPs</a></li> <li>● School Psychologist</li> <li>● CBI Program</li> <li>● Speech and Language Pathologist</li> <li>● Physical Therapist</li> <li>● Addition of 16 college-prep UC a-g courses in the last 3 years, i.e.: <ul style="list-style-type: none"> <li>a. Robotics</li> <li>b. Conceptual Physics</li> <li>c. Sports Medicine</li> <li>d. English IV: Science Fiction &amp; Fantasy</li> </ul> </li> <li>● <a href="#">Course Catalog</a></li> </ul>

<p>Program as well as Social Communication and Post Secondary Programs. They have the support of a school psychologist, ERSES and Empire Services (Counseling) are offered. AHS has a registered nurse, speech and language support, general psychological support, physical therapy support, occupational therapy support, among many others to support our students. Special Education Services supports individual students with academic and personal needs. In the 2019-20 school year, 12.1% of the school qualified for Special Education services.</p> <p>AHS also offers independent studies as well as credit recovery courses through The Center. Apex online learning is used to serve the unique needs of our individual students in the Center whose schedules might not allow them to be typical students on campus or are credit deficient.</p> <p>After the WASC Mid Term Cycle visit, AHS Academic Council reviewed and removed gatekeeping and prerequisite requirements for upper level courses. These prerequisites are now used as suggestions for course selection and allows students to challenge themselves in their areas of interest or desired goals.</p> <p>The College and Career Center is centrally located on campus and our College and Career Counselors host over 150 college visits yearly, and provide workshops for students and parents to help them navigate the application process. The College and Career Counselors also inform parents and students on the use of Naviance and utilizes the data to help students choose an appropriate college and/or career path. In addition to the CCC, the school website has many resources for parents and students, including post-high school planning. Many teachers also have their own classroom websites where students and parents can access notes from class, classwork and homework, and classroom resources.</p>	
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### **Multi-Tiered Support Strategies for Students**

**E3.2. Indicator:** School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

**E3. Prompt:** *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

<b>Findings</b>	<b>Evidence</b>
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Agoura High School implements numerous student-targeted tiered interventions and alternative support practices to ensure equity in access to educational programs and curriculum. The Support periods and personalized multi-tiered intervention strategies are embedded in our bell schedule and counseling program.

Teachers provide accommodations and modifications that meet students' level of need in accordance with IEPs, 504s, SST, and supplemental lower-tiered intervention action plans such as parent-teacher or student-counselor support meetings. Community Based Instruction, Social Communication and Post Secondary programs (CBI) are offered to students, and 12% of the student population qualify for Special Education services. Teachers, counselors, and administrators work collaboratively with other IEP support staff such as school psychologists, speech pathologists, behavioral interventionists and contracted mental health professionals to identify areas of need, monitor progress, and adjust intervention to appropriately align with identified goals.

In order to address the correlation between struggling students and discipline, Agoura High School has implemented alternative programs, such as restorative justice, to target behavioral challenges with the most effective intervention strategies. Administrators involve parents, students, teachers, and counselors in the restorative justice process to increase community reconciliation and behavioral rehabilitation.

Teachers and counselors review students' grades at every 5-week grading period. Teachers provide specific commentary on 5-week D/F reports that identify which areas are challenging for the student (i.e. missing assignments, low test scores, frequent absences). Counselors meet with each struggling student and collaborate with teachers, parents, and administration to intervene in identified areas of need. Students who are in need of additional support have the option of seeking help during Support Period four times a week. Counselors continually monitor the effectiveness of interventions implemented at D/F meetings throughout the semester and continue communication with relevant stakeholders. Counselors review subgroup populations on the D/F list to ensure equity in intervention. Such groups include English language learners, students with IEPs and 504s, and first generation college-bound students. Credit recovery options are offered to support students who are deficient credits.

- [Early College Academy](#)
- [Student 360](#)
- IEPs, 504s, SST, LAT Meetings
- CBI, Social Communication, Post Secondary Programs
- [Restorative Justice](#)
- Weekly Support Periods
- 5/10/15 Week Reports
- D/F List
- The Center

## **Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:**

**E3.3.** The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

**E3. Prompt:** *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Evidence
<p>AHS is effective at identifying students with specific learning needs in a timely manner. Our multi-tiered approach begins in the classroom with teachers reaching out to parents with concerns. If further action is needed, students are referred to the counselors to determine the appropriate intervention. Our SST, 504 and IEP programs are effective and well-managed.</p> <p>AHS implements various intervention programs that directly align with areas of need within the student populations. Teachers utilize parent communication, Support periods, and detailed progress reporting. Counselors implement progress report meetings based on grade data reports to reach students with low marks, subgroup populations, and those students with identified attendance issues.</p> <p>Staff meetings engage faculty to align social-emotional dispositions as well as Adaptive Schools techniques. All AHS Administrators and Department Chairpersons as well as many AHS teachers participated in the 3 day training that focuses on developing strong schools in which collaborative faculties are capable of meeting the educational challenges as well the developmental and changing needs of today's learners.</p> <p>An identified area of attention is at the RtI Tier II level; at risk students do not have access to structural support or specialized courses/programs to meet their instructional and social emotional needs.</p>	<ul style="list-style-type: none"> <li>● The Center Staff <ul style="list-style-type: none"> <li>○ Center Coordinator</li> <li>○ AHS Administrator</li> <li>○ AHS Teachers</li> <li>○ Clerical</li> </ul> </li> <li>● <a href="#"><u>Adaptive Schools Techniques &amp; Resource Binder</u></a></li> </ul>

## Co-Curricular Activities

**E3.4. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular

activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.4. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Evidence
<p>AHS offers a wide variety of curricular and co-curricular offerings that directly relate to and support schoolwide learning. Our course catalog has over 35 electives for students to choose from and a robust CTE offering. AHS hosts events to expose and introduce students to these opportunities, such as Club Rush, which presents over 90 approved club associations and students have the opportunity to create clubs throughout the school year based on their interests. The Associated Student Body (ASB) utilizes data measures collected by each club's leadership team to track student involvement in and attendance of each club. ASB also monitors student involvement in co-curricular activities including attendance at athletic events, music/theater performances, participation in club activities, pep rallies, and nutrition/lunch time class competitions. AHS has over 20 athletic teams and an award winning performing arts program of which more than 50% of our student body participate.</p> <p>All subgroups have equitable access to curricular and co-curricular programs by including activity fairs, schoolwide announcements, and weekly emails.</p> <p>AHS campus celebrates student achievements through public postings on Facebook, Twitter and Instagram. These platforms are also a vehicle for announcement making and the visual display of daily campus life.</p> <p>During Virtual Learning in the Covid Pandemic, ASB is connecting students to each other via virtual class competitions, videos and social media postings.</p> <p>A large percentage of AHS teachers (58 different staff members) act as club advisors and Class Advisors. Ten AHS teachers also serve as head and assistant coaches in the athletic department. Additional teachers also direct the theater, music and dance programs.</p> <p>Teachers can be regularly seen at sporting events, student productions and performances.</p>	<ul style="list-style-type: none"> <li>● <a href="#">ASB</a></li> <li>● <a href="#">Athletics</a></li> <li>● <a href="#">Twitter</a></li> <li>● <a href="#">Instagram</a></li> <li>● <a href="#">Teacher Coaches on Campus</a></li> <li>● <a href="#">Theater</a></li> <li>● <a href="#">Dance</a></li> <li>● <a href="#">Teacher Club Advisors</a></li> </ul>

## **ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

## Synthesize Strengths and Growth Needs

### Summary (including comments about the preliminary identified critical learner needs)

Communication between AHS and families is offered on multiple platforms to ensure that all students have access to curriculum and feedback, as well as support from teachers and counselors. Staff also works directly with students and parents to support the academic success and mental and emotional well-being of all students on campus. LVUSD has implemented Student 360, Staff 360, and Community 360 to specifically address the social and emotional needs of our students, teachers, and community at large. The school offers a wide variety of curricular and co-curricular offerings that directly relate to and support schoolwide learning, including clubs, athletics, classroom activities, school-wide events and assemblies, and extracurricular activities. AHS works to identify students in need of support through multi-tiered approaches between teachers, counselors, administrators, and their families to provide appropriate interventions, accommodations, and support. While this identification does occur, the systems and procedures to do it consistently lacks solid definition. Students receive support and intervention in the classroom and in special programs such as Special Education, but the struggling student with whom the classroom interventions do not help is often left without specific programmatic support (MTSS Tier II).

While AHS has systems in place to promote positive school culture and support for student personal and academic growth, we can continue to improve in this area by engaging our SPED and EL communities, developing restorative practices, and continuing to develop alternative learning opportunities for struggling students.

### Category E. School Culture and Support for Student Personal, Social-Emotional and Academic Growth: Areas of Strength

- AHS communicates to all stakeholders using a variety of methods to build collaborative school culture.
- Staff and students feel safe on campus; consistent safety measures are in place and actively utilized.
- Students have many opportunities through student events and activities as well as through the membership of clubs, programs, and athletic teams to be part of the greater AHS community.
- Adaptive Schools training opportunities provided to staff help us facilitate more productive meetings, create a collaborative atmosphere and utilize tools to increase student engagement/learning to ensure its value.

### Category E. School Culture and Support for Student Personal, Social-Emotional and Academic Growth: Areas of Growth

- Examine additional methods to communicate and engage students and families who are not accessing LVUSD, AHS and ASB supports, meetings and events.
- Create programmatic changes to specifically target at risk students who need support academically, emotionally and personally. Develop specific MTSS Tier II Interventions that are clearly defined and track students performance once interventions are in place.
- Increased guidance and encouragement of students to take academic risks and advanced level coursework.

**Goal 1: Student growth and progress in self-management skills to include organization, affective skills, resilience, motivation, mindfulness to ensure that all students are College and Career ready upon graduation.**

**Rationale: Critical Need:** When students develop learning-to-learn skills, they are more likely to be both successful students and productive people in their post-secondary ventures. The development of these skills is a crucial element in preparing students for life beyond school. The self-study process revealed that a greater emphasis needs to be placed on explicitly addressing social-emotional and executive function needs within the school community as a whole. Skills that students can develop and generalize to address social emotional and executive functioning issues will benefit students in post-secondary endeavors and provide a stronger link between high school academic content and post-secondary success. These non-cognitive, non-academic skills are reflected in our recently adopted Schoolwide Learner Outcomes/Student Dispositions. Consistent and focused use of PLC time will support staff to find ways within a variety of disciplines to explicitly integrate these dispositions into the curriculum and daily routines and procedures to support the development of these skills.

**Supporting Data:**

**CHKS (2019) indicates that**

- 60% of our students have a sense of connectedness
- 25% of students feel that they have meaningful participation in the school community

**The Learning from Home Survey (2020) indicates**

- 98% of students report that it is hard to stay focused on schoolwork while at home (distance learning).
- 79% of students reported feeling sad and down

**Counseling Data:**

- 57 AHS students were referred to the LVUSD Counseling 360 Center for Tier III support. 35 of those referrals were due to emotional concerns, 17 for substance abuse issues, and 5 for behavioral concerns.

**Growth Targets:**

- >80% of students feel connected to school.
- >60% of students feel that they have meaningful participation at school.
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**Schoolwide Learner Outcomes Addressed:** Reflective, Inquirers, Respectful, Innovators

**Impact on Student Learning:** An increase in student engagement and connectedness through access to site-based social-emotional supports through the Counseling office, coupled with systemic implementation of executive function support strategies will increase students' ability to access the curriculum and is essential to academic and social success.

**Monitor Progress Tools:**

- CHKS data (administered annually in Spring)
- AHS Site Student Wellness Survey (administered annually in December)
- Aeries Counseling Reports
- Counseling Support Participation data

**Report Progress:**

- CHKS and local survey and reporting data evaluated semi-annually in February and August.
- Counseling and intervention participation data reviewed monthly at AdStaff and Academic Council and reported out to parents and students quarterly.



	<ul style="list-style-type: none"> <li>WASC Action Plan Progress semi-annually to Board, district staff, parents, staff, and students in February for Fall semester and August for Spring Semester.</li> </ul>
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Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
Teachers and counselors engage in professional development in Social Emotional Learning to increase understanding of strategies and approaches to increase student engagement.	<ul style="list-style-type: none"> <li>Principal and AdStaff</li> <li>Academic Council</li> <li>District Ed Services</li> </ul>	<ul style="list-style-type: none"> <li>Department Chair/Lead Teacher, and teacher training in Adaptive Schools Strategies</li> <li>Staff training in school mental health issues and interventions/supports               <ul style="list-style-type: none"> <li>Best practices within classrooms to alleviate stress/anxiety/depression</li> <li>develop systems to share concerns between teachers, counselors, and psychologists</li> <li>Continue to implement Student 360 model, utilize in the classroom</li> </ul> </li> <li>Staff training in Social Justice and Culturally Relevant Pedagogy</li> </ul> <p><b>Resources:</b></p> <p><b>Funding:</b></p>	<ul style="list-style-type: none"> <li>Classroom observations indicate that student engagement strategies are being implemented faithfully</li> <li>Student survey data (internal and CHKS) indicate that student mental health and SEL issues are being supported and addressed</li> </ul>	<ul style="list-style-type: none"> <li>Starting in Aug. 2020 &amp; then ongoing</li> <li>Annually Fall/Spring</li> </ul>	<ul style="list-style-type: none"> <li>Monthly in Academic Council and AdStaff</li> <li>February, August to all stakeholder groups</li> </ul>
Revision/Refinement of Freshman Seminar Curriculum to incorporate executive function and non-academic skills for academic success.	<ul style="list-style-type: none"> <li>Principal and AdStaff</li> <li>Academic Council</li> <li>Freshman Seminar Teachers</li> </ul>	<ul style="list-style-type: none"> <li>FS Teacher training in collaboration and organization strategies</li> <li>FS teachers working with other district FS teachers and district staff to review course content and scope and sequence to ensure that students are receiving a common curriculum and that teachers have a common understanding of course expectations and content.</li> </ul>	<ul style="list-style-type: none"> <li>Updated FS curriculum and instructional resources</li> <li>Annual FS Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2020</li> <li>2020-2021 School Year, then ongoing</li> <li>June 2020, then ongoing</li> </ul>	<ul style="list-style-type: none"> <li>June 2020</li> <li>Reviewed with FS teachers, AdStaff, and Counselors Annually in June</li> </ul>

Provide staff, student, and parent wellness support through on-site and district Counseling and Support Staff	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ School-Site Counselors and Psychologists</li> <li>➤ District Counselors and Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional development for counselors in RTI Tiers of support.</li> <li>➤ Review of existing district SEL and Counseling resources</li> <li>➤ Generate matrix of services available and publish on website and distribute to stakeholder groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Diagram of interventions available to students --- Tiered interventions to support student needs. Aeries counseling data reports</li> <li>➤ CHKS and Parent Survey</li> </ul>	<ul style="list-style-type: none"> <li>➤ June 2020, then ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reviewed with FS teachers, AdStaff, and Counselors Annually in June</li> </ul>
Implement standardized Learning Management Systems	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ Academic Council</li> <li>➤ District EdServices and IT Staff</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ FS teachers working with other district FS teachers and district staff to review course content and scope and sequence to ensure that students are receiving a common curriculum and that teachers have a common understanding of course expectations and content.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Diagram of interventions available to students --- Tiered interventions to support student needs.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reviewed with FS teachers, AdStaff, and Counselors Annually in June</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reviewed with FS teachers, AdStaff, and Counselors Annually in June</li> </ul>
Implement restorative practices with at-risk students	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ Academic Council</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ Academic Council</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ Academic Council</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ Academic Council</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ Academic Council</li> </ul>

**Goal 2: Schoolwide Implementation and Integration of a Multi-Tiered System of Support (MTSS) to include specific and identified supports at Tier II:**

- (a) In-classroom Tier II strategies and supports
- (b) Tier II programs- guided studies, study skills, tutoring
- (c) Tier III - specialized programs(The Center)

**Rationale: Critical Need:** The self study process revealed that students with Tier III intervention needs have access to a systematic support program. Students deficient in graduation credits or with identified social-emotional or health needs have access to support through Home Hospital services, The Center, and Independent Study. Students who do not fit into these categorical programs (i.e. a student failing more than one class, a student with poor attendance, a student with discipline issues) do not have a sufficient support system at the Tier II level with clear procedures, services, and outcomes. The development of a cohesive and strategic instructional plan to implement a variety of formal and informal supports for at risk students is critical. This process should include regular and schoolwide examination of data to analyze trends and help inform programmatic implementation, educational practices and student performance over time.

**Supporting Data:**

- 14% of students earned a D/F grade for Spring 2020 semester
- 28% of ALL students are not meeting standards in Math as measured by the CAASPP
- California School Dashboard Indicators in English Language Arts and Mathematics are “Yellow,” indicating a need for growth in these areas.
- Students with disabilities are not meeting standards in ELA (64%) and Math (92%) as measured by CAASPP
- Socioeconomically Disadvantaged students are not meeting standards in ELA (40%) and Math (64%) as measured by CAASPP

**Growth Targets:**

- 10% Reduction in D/F rates (Aeries data)
  - 5% reduction in students earning two or more D/F
- California School Dashboard Indicators Green in ELA, Math, and College & Career Readiness with a focus on underperforming subgroups (Hispanic, Students with Disabilities, Socioeconomically Disadvantaged)
  - 10% increase in students scoring Level 3 or Higher in ELA on the CAASPP
  - 15% increase in students scoring Level 3 or Higher in Math on the CAASPP
- 75% of students targeted for intervention will participate in school-based intervention programs during the instructional day

**Schoolwide Learner Outcomes Addressed:** Knowledgeable, Inquirers, Communicators

**Impact on Student Learning:** Direct, positive impact on student learning by providing a clear and focused curriculum with common formative assessments aligned to state and CAASPP targets and claims used to monitor student progress and inform instruction.

<b>Monitor Progress Tools:</b>	<b>Report Progress:</b>
<ul style="list-style-type: none"> <li>• D/F Rates</li> <li>• Curriculum Embedded Assessments</li> <li>• CAASPP Summative Data</li> <li>• California School Dashboard Indicators (ELA, MATH, College &amp; Career Readiness)</li> <li>• Number of Students receiving tutoring in targeted courses</li> <li>• Number of Intervention/Remediation sections in the master schedule</li> </ul>	<ul style="list-style-type: none"> <li>• School-based Data Reporting: D/F Rates, Curriculum Embedded Assessments, Tutoring &amp; Intervention data will be reviewed quarterly.</li> <li>• Summative Assessment Data Reporting: CAASPP &amp; California Dashboard data will be reviewed annually in August</li> <li>• SPSA and Action plan modified, when necessary; at least annually.</li> </ul>

	<ul style="list-style-type: none"> <li>WASC Action Plan Progress semi-annually to Board, district staff, parents, staff, and students in February for Fall semester and August for Spring Semester.</li> </ul>
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Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
Utilize classroom teachers, intervention specialists and counselors to provide Tier-2 academic and social-emotional support.	<ul style="list-style-type: none"> <li>Principal and AdStaff</li> <li>Academic Council</li> <li>Counselors</li> <li>District Ed Services</li> </ul>	<ul style="list-style-type: none"> <li>Engage in PDSA Cycle of Improvement in Department PLC work               <ul style="list-style-type: none"> <li>Identify school-based and department level metrics to monitor progress</li> </ul> </li> <li>Expand counseling services to include academic, social-emotional, and executive function checkin for students with 2 or more D/F</li> </ul>	<ul style="list-style-type: none"> <li>School and Department Data Review               <ul style="list-style-type: none"> <li>Summative Assessment Data</li> <li>Course-level assessment data</li> <li>D/F data</li> </ul> </li> <li>Aeries counseling reports and notes</li> </ul>	<ul style="list-style-type: none"> <li>Starting in Spring 2020 &amp; then ongoing</li> <li>Fall 2020 &amp; Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Monthly in Academic Council and AdStaff</li> <li>Quarterly through Academic Council and AdStaff</li> </ul>
Establish Tier II and Tier III academic intervention programs targeting at-risk students.	<ul style="list-style-type: none"> <li>Principal and AdStaff</li> <li>Academic Council</li> <li>Freshman Seminar Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Expand services available through The Center to include Study Skills, Check ins, and Tutoring support.</li> <li>Provide intervention classes in the master schedule as part of the regular school day</li> </ul>	<ul style="list-style-type: none"> <li>Participation rates in intervention services</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2020 &amp; then ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly through Academic Council and AdStaff</li> </ul>
Sustain and expand programs that help close achievement gaps including the Early College Academy, the Center, and Freshman Seminar.	<ul style="list-style-type: none"> <li>Principal and AdStaff</li> <li>College and Career Advisors</li> <li>District EdServices Staff</li> </ul>	<ul style="list-style-type: none"> <li>Expand dual and concurrent enrollment partnerships to support CTE and certificate programs</li> <li>Establish progress monitoring metrics to identify and serve underrepresented and underperforming students</li> </ul>	<ul style="list-style-type: none"> <li>ECA/Dual Enrollment/ Concurrent Enrollment data</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2020, then ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed semi-annually with Academic Council</li> </ul>

**Goal 3: Curricular Mapping in all courses and departments, including common benchmark assessments, to ensure alignment to California Standards and CAASPP and to increase equity and access for students to a common, implemented curriculum.**

**Rationale: Critical Need:** While AHS is proud of the steps it has taken to improve student accessibility (by removing course prerequisites) to advanced or upper level coursework, it appears that not all students are guided and supported to apply themselves to and persevere with coursework that would help them achieve greater mastery and understanding as well as provide necessary preparation for the world of college and work. Through the self study process it also became evident that teachers and departments are not consistently synchronous in the identification of target standards, methods for instructional delivery, and assessment development. Standardized assessment data shows us that there are academic deficits among our student population and among our sub-groups as part of the self-study process we recognize that curricular/course alignment within and across courses is not consistent. Further, while most departments have adopted common summative assessments (semester finals), there are not common formative assessments/benchmarks that would provide for more effective progress monitoring. This area of focus would support Tier I supports for ALL students, ensuring access to a common curriculum with established benchmarks for determining proficiency.

**Supporting Data:**

- Inconsistency between external and internal summative evaluations: For example, 51% of 11th graders have not met proficiency in Mathematics on the CAASPP; however, the D/F rate is only at 15%. While CAASPP summative assessments are not necessarily reliable indicators of student learning, there does appear to be a misalignment between classroom instruction and student performance on external standardized assessments.
- Absence of written, agreed-upon curriculum in most core courses.
- No common formative assessments within the taught curriculum.

**Growth Targets:**

**Schoolwide Learner Outcomes Addressed:** Knowledgeable, Inquirers, Communicators

**Impact on Student Learning:** Curriculum mapping ensures equitable access to a standards-aligned curriculum and provides coherence in the scope and sequence of course offerings within each department. Development of common assessments establishes an equitable standard for performance and proficiency within each course and aligns formative assessments with external summative assessments to monitor student progress in meeting standards.

<p><b>Monitor Progress Tools:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Maps in designated core courses</li> <li>• Instructional Rounds Protocol Data and Findings</li> <li>• D/F Rates</li> <li>• Interim/Benchmark Assessment Data</li> <li>• CAASPP Summative Data</li> <li>• California School Dashboard Indicators (ELA, MATH, College &amp; Career Readiness)</li> </ul>	<p><b>Report Progress:</b></p> <ul style="list-style-type: none"> <li>• School-based Data Reporting: D/F Rates, Curriculum Embedded Assessments, Tutoring &amp; Intervention data will be reviewed quarterly.</li> <li>• Summative Assessment Data Reporting: CAASPP &amp; California Dashboard data will be reviewed annually in August</li> <li>• SP5A and Action plan modified, when necessary; at least annually.</li> <li>• WASC Action Plan Progress semi-annually to Board, district staff, parents, staff, and students in February for Fall semester and August for Spring Semester.</li> </ul>
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Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
Support process and implementation of curriculum mapping in Core Courses through Professional Learning Communities. *Core courses are those required for <u>all</u> students to meet graduation requirements.	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ Academic Council</li> <li>➤ Department Chairs and Lead Teachers</li> <li>➤ Teachers</li> <li>➤ District Ed Services</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff and Faculty training on Curriculum Mapping               <ul style="list-style-type: none"> <li>○ Review of CA Standards and Course Frameworks</li> <li>○ Review of CAASPP Claims and Targets by Grade Level</li> </ul> </li> <li>➤ Evaluation of course scope and sequence in each department to establish focus courses and curriculum mapping timeline for all core courses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Completed Curriculum Maps in Targeted Courses</li> <li>➤ Curriculum mapping plan by department</li> </ul>	<ul style="list-style-type: none"> <li>➤ Starting in Spring 2020 &amp; then ongoing through 2024</li> <li>➤ First two courses by December 2020. Final mapping plan by June 2021</li> <li>➤ Annually in June beginning June 2021</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monthly in Academic Council and AdStaff</li> <li>➤ Twice annually at the end of each semester.</li> </ul>
Support development and implementation of common benchmark assessments in core courses through Professional Learning Communities.	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ Academic Council</li> <li>➤ Department Chairs and Lead Teachers</li> <li>➤ Teachers</li> <li>➤ District Ed Services</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff training on development and implementation of benchmark assessments               <ul style="list-style-type: none"> <li>○ CAASPP Interim Assessments</li> <li>○ CORE Assessments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Quarterly benchmark assessments developed for all core courses</li> </ul>	<ul style="list-style-type: none"> <li>➤ Spring 2020 &amp; then ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Quarterly through Academic Council and AdStaff</li> </ul>
Utilize instructional rounds to grow practices that enhance student achievement and provide feedback on implementation of the taught curriculum	<ul style="list-style-type: none"> <li>➤ Principal and AdStaff</li> <li>➤ College and Career Advisors</li> <li>➤ District EdServices</li> <li>➤ Staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff training in the purpose and implementation of Instructional Rounds</li> <li>➤ Implementation of monthly instructional rounds within departments/courses               <ul style="list-style-type: none"> <li>○ Focus elements based upon identified student/subgroup needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Instructional Rounds protocols shared through Academic Council</li> <li>➤ Revisions to Curriculum Maps and/or Formative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monthly beginning Fall 2021, then ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monthly discussions in Department Collaboration Time</li> </ul>

## APPENDIX

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. Results of student questionnaire/interviews:
  - 1. [CA Healthy Kids Survey](#)
- C. Results of parent/community questionnaire/interviews:
  - 1. [CA School Parent Survey](#)
- D. [Master schedule](#)
- E. [Approved AP course list](#)
- F. [UC A-G approved course list](#)
- G. [California School Dashboard performance indicators](#)
- H. [School Safety Plan](#)
- I. [School accountability report card \(SARC\)](#)
- J. [Graduation requirements](#)
- K. Any pertinent additional data (or have on exhibit during the visit):
  - 1. [EL and RFEP Support Resources](#)
  - 2. [Marking period grade analysis](#)
  - 3. [Professional development schedule](#)
- L. Budgetary information:
  - 1. [School budget](#)
  - 2. [LCFF Reports](#)
- M. Additional Focus Group Evidence:
  - 1. [Group A](#)
  - 2. [Group B](#)
  - 3. [Group C](#)
  - 4. [Group D](#)
  - 5. [Group E](#)