



Calabasas High School SELF-STUDY REPORT

**22855 Mulholland Hwy
Calabasas, CA 91302**

Las Virgenes Unified School District

March 25-27, 2019

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Calabasas High School Administration

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Dr. Jacqueline Duncan, Assistant Principal of Curriculum

Tyler Higa, Assistant Principal of Athletics

Sara Exner, Assistant Principal of Activities



WASC Leadership Team

Self-Study Coordinator Richard Lopez

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

Lance Novak, Focus Group Leader
Catherine Foley, Focus Group Writer
Tyler Higa, Assistant Principal

Standards-Based Student Learning: Curriculum

Emily Ritchey, Focus Group Leader
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Standards-Based Student Learning: Instruction

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Standards-Based Student Learning: Assessment and Accountability

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School Culture and Support of Student Personal and Academic Growth

Melissa Gillespie, Focus Group Leader
Katherine O'Connell, Focus Group Writer
Dr. Jacqueline Duncan, Assistant Principal

**WASC Leadership Team
Home Group Leaders**

English	Ian Godburn
Mathematics	Andi Camacho and Michael Fienberg
Social Science	Lance Novak
Science	Dr. Deborah Bennett
World Languages	Dr. Caryl Benner
Performing Arts	Joshua Barroll
CTE	Kerrie Allen
Physical Education	Brian Collins
Special Education	Andy Falk
Counseling	Emily Ritchey
School Site Council	Dr. Jacqueline Duncan
Parent Faculty Club	Stephanie Williams and Sampta Gupta

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Preface

Calabasas High School (CHS) 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.

CHS participated in a full review six years ago in February, 2013. We also had a one-day mid-cycle visit in April, 2016.

CHS teachers met monthly to review, prepare, and write the WASC Self-Study in preparation for our WASC visit. CHS 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), English-Learner (EL) Advisory Committee, 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.

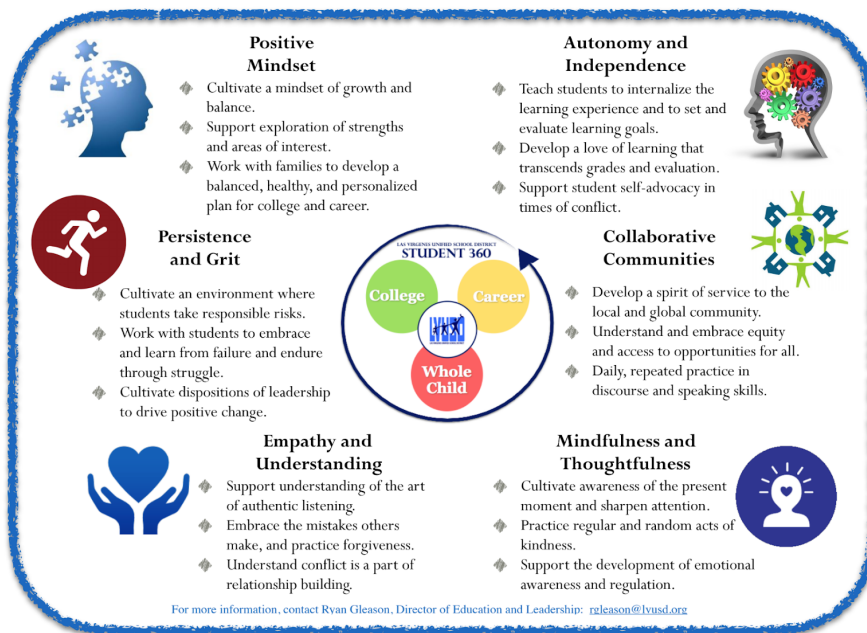
Each group made suggestions as to which actions have been met, which actions should remain, as well as what data we should collect/review in order to address existing/new goals and concerns. Each group reviewed the District LCAP during this process to align our actions/goals. Data such as enrollment trends, grades, attendance, discipline, 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, instructional rounds, and student shadowing, 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 2013, the focus of our action plan was departmental based, but as we participated in walkthroughs and data analysis, 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 2017-18 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.

Our community also reviewed our vision and schoolwide learner outcomes, making changes to more closely align with LCAP and our 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.

As we continue to align our goals to the LCAP and Student 360, we adopted the following Student 360 dispositions as our Schoolwide Learner Outcomes (SLOs):



CHS teachers implement an instructional program that addresses these Student 360 schoolwide learner outcomes 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](#). All teachers are provided with 6.5 hours of professional development annually related to standards, frameworks, and curriculum. They also complete an additional 19.5 hours of professional development related to supporting the needs of underperforming students and implementing the Student 360 learner outcomes. Sample Talent Development Offerings:



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

All Webinars are Hosted at [Facebook.com/LVCenterEdX](https://www.facebook.com/LVCenterEdX)

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



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: classroom.google.com	TD Hours
<i>Google Tools to Support English Learning</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>
CCC Online Classes for TK-5	CLICK HERE for ALL	<i>1.5</i>
<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 2016 Recommendations (Critical areas of follow-up):

1. Continue to create and develop site common assessments by department and grade level that are aligned with Common Core State Standards.

While developing site and state aligned common assessments is a goal for all departments, it is not the primary goal at this time. Due to our new focus on our SLO's (Student 360), as well as many departments piloting or adopting new textbooks, we have delayed finalizing assessments until we have a clearer idea of exactly what we feel is most important to assess.

That being said, we currently have many common assessments by subject and grade level that are aligned with California Common Core State Standards. The English and Science Departments have common grading policies and rubrics, and are working on grade level finals; the Mathematics Department has some common assessments that are being refined; the World Language Department has common grading scales, assessments, class projects, and uses the same rubric to evaluate writing samples; the Physical Education Department uses common assessments that are written, performance, and project based.

2. Continue to explore ways to decrease the gap that exists with the African American and Special Education populations and the rest of the school.

To decrease the gap that exists with the African-American and Special Education populations and the rest of the school, CHS staff analyzed disaggregated data to identify key areas of need for these students. One key area of need that we identified is that African-American and Special Education students have been disproportionately disciplined, which impacts access to instructional time and learning. Based on this data, CHS staff met to discuss disciplinary practices that are restorative as opposed to punitive to ensure that students remain engaged in school and are not missing instruction. During the 2017-18 school year, CHS held two professional development sessions in restorative school practices for its staff. In addition to looking at discipline data, CHS staff received disaggregated data every grading period that identifies the percentage of students in various subgroups who are earning Ds and Fs in their classes. CHS staff analyzed this data and worked collaboratively to share best practices in addressing academic performance gaps, especially for our Special Education students.

There has been a slight increase in our African-American population, and a significant increase in our Special Education population. Our Apex and FUEL online programs assist at-risk students with credit recovery allowing them a pathway toward graduation. In the Fall 2019 semester, we will launch an

alternative education center to provide more individualized instruction for our at-risk and Independent Studies students.

The Special Education Department offers programs specifically designed to address the individualized needs of students. Examples include our Transition 101 class which exposes students to potential careers, and our Music Appreciation and Production Class which assists Special Education students in completing their elective requirements. We have increased the number of mainstreamed Special Education students with co-taught core classes in Algebra I and Economics/Government.

These programs have produced much improved results. The number of Special Education students who have graduated has increased 20%. In 2018, all Special Education students in co-taught Econ/Gov classes passed with a C or better and graduated on time. All students except one transitioned to a General Education classroom from the co-taught Algebra I. Finally, we have seen an increase in the number of students whose work in the classroom and whose tri-annual assessment goals indicate that they no longer require Special Education services.

3. Expand structured collaboration time for teachers to analyze assessment data (see English Department).

CHS staff voted to approve a new schedule that includes PLC time every Monday so that they can analyze data, develop common assessments and policies and meet in course alike teams to share best practices. We have also negotiated an increase in professional development time. Teachers have been able to use site specific and department professional development time to analyze various data points such as: tenth grade writing proficiency, CAASPP Data, PSAT scores, department grade distribution, and common assessment data scores.

As the year progressed, teachers have requested more time for collaboration. The District has recently proposed moving both high schools in the District to similar schedules, with at least one hour of collaborative time each week. The proposed schedule also allows some flexibility to have student support sessions or more collaboration every day, depending on need.

4. Expand the opportunities for administration and counselors to collaborate.

Counselors meet regularly with administration and have worked collaboratively with a District team to develop a comprehensive Counseling plan for grades 9-12. They are currently working on expanding that plan into middle school and are working with administrators across sites to develop professional development and training in this area. Counselors sit on multiple committees with site and District administration to coordinate parent and community workshops focused on the

Student 360 initiative. They are involved in District podcasts, webinars, and other community events throughout the District. The Counseling team works in tandem with the College & Career center to host over 15 parent education events just here at Calabasas High School throughout the year; regularly leads Talent Development District wide; and engages with administrators and community members to grow opportunities in this area. In addition, they are a part of the planning process to develop a multi-tiered system of support (MTSS) with administrators and teachers. The meet regularly with the administrator who oversees their alpha-designation to review D/F lists and coordinate intervention for those students. Using a circle-up model, counselors and administrators can best align intervention strategies, plan for SSTs, family meetings, and work in tandem for efficient, timely intervention.

5. Continue and codify the targeting of students who have academic deficiencies on an ongoing basis.

Following the grading periods, our assistant principals and counselors convene “Circle Up” meeting to review the students in their alphabet that have “D” and Fail grades. They then plan individualized strategies for the students - ranging from calling student in to discuss what is going on with them, assigning mandated support, scheduling an SST, and/or calling parents. The Circle Up meetings are recorded on a shared Google Doc so that all admin and counselors can monitor progress at-a-glance. In addition, the Assistant Principal of Curriculum & Instruction sends out grade reports disaggregated by sub-populations and teacher name so that the teacher can input the Level 1 intervention that they are providing. We’ve seen significant progress in the number of teachers providing retake opportunities and innovative incentives so that students get back on track. Students in the Early College Academy (pictured below) receive intensive support with AVID strategies. Freshman Seminar students receive instruction in interactive notetaking and other study skills support. We offer a Guided Studies or Study Skills course for students that need additional support. Students recommended for Algebra support from their middle school are programmed into a double block of Algebra with Guided Studies Algebra support.



Since our last formal report to WASC on April 14, 2016, significant progress and changes have taken place at CHS. The four areas of change include the following:

<p><u>CHS and District Staff</u> The staff at CHS and the District office experienced notable changes creating opportunities for growth and challenge.</p>	<p><u>Facilities and Technology</u> We have upgraded our facilities, increased security measures, and completed the LVUSD Forward Learning Technology 1:1 technology device.</p>
<p><u>Curriculum</u> We have made significant changes to our course offerings, increasing the number of college prep, honors, and advanced placement opportunities for students.</p>	<p><u>Student Programs</u> The CHS Community brought to scale many student-centered programs that meet the needs of our population, leading to changes in professional development, course offerings, student activities, and athletic programs.</p>

DETAILED PROGRESS

CHS and District Staff

The CHS Principal has been at CHS for eleven years. For a variety of reasons that include promotion and out of state moves, the CHS administrative team has seen significant changes. Seven former CHS assistant principals are currently serving as principals and directors in LVUSD and other districts and states. In 2016-2017, each of the assistant principals promoted to new assignments. This created a challenge and an



opportunity to build a new administrative team. Our current Assistant Principals (APs) bring diverse experience and vitality to the team. At the end of the 2017-2018 school year, the Las Virgenes Education Association (LVEA) representatives met with the Administrative Team during a Round Table meeting to report that the teachers were highly satisfied with the Admin Team and felt they were “accessible” and “hard-working.” Although it was a challenge to rebuild the

team, the current admin team meets the needs of the school and provides cohesive and supportive leadership. The team returned in 2018-2019 and continue to grow and provide supportive student-centered leadership.

Since 2016, due to increased enrollment and retirements, CHS hired 18 new teachers, 6 new counselors, and 7 new clerical members. We also have a new plant manager, office Manager, and Athletic Director. The new staff brings fresh ideas and enthusiasm to our school. We established a New Coyote monthly lunch meeting so that the new staff could get to know veterans in a relaxed manner that included mentoring from many of our stellar veterans. Many of the new teachers have taken on leadership roles, such as serving on the District Data Team, taking on the role of technology mentor, becoming a lead teacher in Early College Academy, sponsoring Model United Nations, and Link Crew coordinator.

We also rebuilt our counseling team in the last two years. In 2016, we hired three counselors, and in 2017, we hired an additional three counselors. Creating a team from



the ground up is an opportunity to select individuals with expertise in diverse areas. The team includes experienced and first year counselors, each bringing a unique expertise. Together they have formed a supportive and collaborative team dynamic that is student-centered and aligns with District and school goals.

At the District level, there is new leadership in Education Services, Education Technology, and Pupil Services. New LVUSD leaders include Assistant Superintendent Education Services; Director Education and Leadership; Director Curriculum and Athletics (former CHS Assistant Principal); Director Pupil Services; and Chief Technology Officer. The new leaders bring cohesion and focus in terms of policies and procedures, professional development, and LCAP and SPSA alignment. CHS Principal participated in the interview process of all new District leaders.

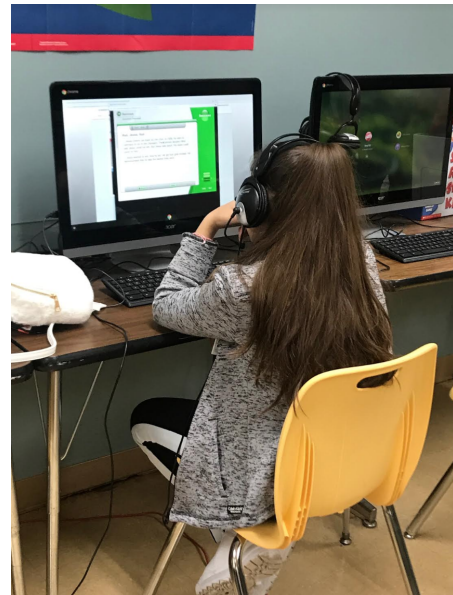
CHS staff members participated in the District LCAP Committee focusing on creating four goals -- 1) College and Career, 2) Opportunity and Equity, 3) Whole Child, and 4) Professional Capacity. Our SPSA aligns directly with the LCAP, bringing greater cohesion to our school and District goals.

Curriculum

The English Department piloted two new textbooks for adoption in 2017-2018, selecting and implementing McGraw-Hill's *StudySync* this year. *StudySync* offers digital instruction with full print support. *StudySync* engages students while advancing reading, writing, critical thinking, speaking and listening skills. Recently our English IV teachers met to outline the vision of providing a college-like menu of options for all of our senior students. Here is the outcome, along with the proposed timeline, of the vision for English IV:

Current Options	
English IV: Senior Project	<i>CHS only</i>
English IV: Sports Medicine and Psychology	<i>AHS only</i>
English IV: Creative Writing	<i>Potentially AHS and CHS</i>
English IV: Science Fiction and Fantasy	<i>AHS only</i>

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 is in the middle of transitioning to the Next Generation Science Standards. We have identified three main pathways, 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. We are piloting new books this spring which should be aligned with NGSS. Once we adopt new resources we will be working on curriculum alignment.

For the last three years, we offered co-taught General Education/Special Education courses in social studies, algebra, and science. The students have the most success in the social studies co-taught class, but we continue to hone the strategies and teacher teams in these classes.

This year, CHS staff participated in District Instructional Rounds, based on *Instructional Rounds* by City, Elmore, Fiarman, & Teitel, (2009). All staff are encouraged to attend Instructional Rounds at other schools and at CHS. On October 8, 2018, CHS hosted 28 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 48 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.



One possible problem of practice related to students internalizing their learning and setting and evaluation personal learning goals. To address this, we developed a form for students to use to establish personal learning goals. Specific teachers were asked to use the form and report back to the staff for further

evaluation. Many teachers are exploring other strategies 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 skills 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 in 2015, CHS 9th grade students checked out an Acer laptop along with their textbooks. Many students purchased the computer, but increasingly students are opting to participate in the the Bring Your Own Device (BYOD) program. Currently, 60% of CHS 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, Quizzizz and Quizlet. Our onsite tech advisors

hold professional development sessions during lunch and after school help staff learn to utilize technology in the classroom or introduce new apps or programs.

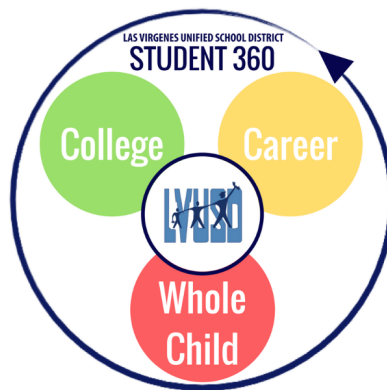
CHS facilities have undergone significant changes since our last WASC visit. In 2016, we replaced the Administration flooring, painted the interior, and created an Engineering/Robotics lab. In 2017, we replaced the stadium turf and sound system, and built a kitchen for the Special Education program, and capstone CTE Culinary Arts program. This year, our alumni association reimaged our weight room into a state-of-the-art Fitness Center that will be used by all students, during, before and after school. We are in the process of reimaging the auto shop as an alternatlearning center.

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 and at the District office. All visitors must check-in with the main office who will use the *Raptor* system. This program is a new visitor tracking system that will enhance 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 CHS Community is committed to creating student-centered programs that meet the needs of our population, leading to changes in course offerings, student activities, and athletic programs.

As a District and a school, we are proud to have launched Student 360, a framework for social-emotional learning, for students at every grade level. This program aims to help students develop qualities that help them become college, career, and life-ready young adults.



STUDENT 360

Educators at CHS are being trained to lead exercises and incorporate methods that will reinforce the six main values essential to this kind of growth:

- Positive Mindset
- Persistence and Grit
- Empathy and Understanding

- Autonomy and Independence
- Collaborative Communities
- Mindfulness and Thoughtfulness

“The primary goals of Student 360 are to make students feels 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,” says Ryan Gleason, Director of Education and Leadership, who spearheads a series of events both live and streamed online to educate the community about how our District is supporting students with the program. The core practices of Student 360 align with LVUSD's mission to enable each student to realize maximum potential as a responsible citizen who will enhance the community and society. Teachers and counselors participate in 26 hours of mandatory and 6.5 hours of optional Talent Development courses, many of them led by CHS administrators, teachers, and counselors.





Chapter II: Student/Community Profile and Supporting Data and Findings

BACKGROUND AND COMMUNITY

Originally constructed in 1975, Calabasas High School (CHS) is situated on 39 acres. CHS is one of two high schools in the Las Virgenes Unified School District (LVUSD), located in the northwest part of Los Angeles County, adjacent to the San Fernando Valley. While Calabasas has a reputation in the media as an affluent community, in reality, it is more socio-economically diverse. The city of Calabasas has 55 pocket communities that range from apartment complexes, mobile home parks, affordable townhomes to multi-million dollar estates. The school is situated in the western end of the San Fernando Valley in Los Angeles County. The predominant professional areas are technology, engineering, business, service, entertainment, and law. The attendance boundaries include the cities of Calabasas, Agoura Hills, Hidden Hills, parts of West Hills, and Bell Canyon. Over 78% of CHS parents have completed some post-secondary education. Parents in the community have high expectations for their children, including a high GPA and future enrollment in a four-year college. CHS provides students with a rigorous standards-based core curriculum, a college-bound culture, with numerous opportunities to excel in the four A's – Academics, Arts, Athletics, and Activities. Students progressively earn autonomy to make decisions and choices, including, but not limited to off-campus lunch privileges, tutoring, academics, and activities. CHS students sit on leadership committees so that they have a voice in critical decisions, including hiring staff, scheduling, budget, and central District policies.

In addition to six permanent buildings which house numerous classrooms, the campus consists of 1 portable classroom, gymnasium, dance studio, multi-purpose room, state of the art Black Box Theatre and Performing Arts Educational Center, Lecture Hall, cafeteria, Library/Media Center, College/Career center, athletic fields, Fitness Center, teacher lounge, and green screen studio. The Keith Richie Stadium field was updated with artificial turf during the summer of 2017. The new turf provides outstanding fiber support, energy restitution, enhanced shock absorption, and rapid drainage. The field's organic infill alternative is made from 100% environmentally friendly materials consisting of coconut fibers and cork that also reduces surface temperatures by up to 40 degrees Fahrenheit through resisting heat absorption and retaining humidity in a cooler field. Local bond measures led to resurfacing the Aquatic Center and the construction of an \$18 million Performing Arts Education Center that opened in January 2013. LVUSD updated the paint and flooring on the interior of buildings, and refurbished the gym floor. In 2015, the District replaced the shake roofing on all buildings, and the PFC replaced the flooring and furniture in the media center (library). CHS has also updated the gym, the flooring in the main office and replaced the sound system at the football stadium.

Calabasas 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 events and fundraisers. CHS 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. In addition, our PFC regularly supports enrichment programs, such as the Safe BAE anti-harassment program or the Every 15 Minutes program. Over 40% of our parents volunteer and donate to our PFC. Our sports, music, theater arts, and dance programs have robust parent booster clubs to support their activities. The Alumni Association raised funds for the new stadium locker room and Fitness Center. Music, dance and theater booster clubs raise thousands of dollars annually for travel to competitions, concerts, guest workshops, and productions.

The Foundation for Las Virgenes Schools (FLVS) was founded in 2011 to support the District financially. 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.

Calabasas High School is fortunate to have many working relationships with businesses around the area that support our students and school programs. These resources and relationships are utilized in a variety of disciplines across campus. Science works with companies like AMGEN, Mountains' Restoration Trust and the Las Virgenes Municipal Water District. AMGEN, which is a biopharmaceutical company headquartered in Thousand Oaks, California, has an internship program where students travel to a Biotech Incubator in Pasadena and work with industry mentors on biotechnology projects. Our CTE Stagecraft pathway has a very close working relationship with Rat Sound Systems. Rat Sound is the audio company that maintains our school's Performing Arts and Education Center sound systems. Their general manager has lectured our students and we also coordinate summer internship programs with them. Our Service Learning coordinators invite local non-profits to our Service Learning Fair to network with CHS students and provide them opportunities to volunteer their time. The Spanish department works with SOL ABROAD, an organization that provides affordable university study abroad & Spanish Immersion programs. The Transition Partnership Program (TPP) has several relationships with area businesses. Our transition specialist works with students with disabilities to obtain a paid work experience with participating partners of our

program, which are local businesses such as TJ Maxx, Sharky's, King Gillette Ranch, and Calabasas Pharmacy. Our school's Academy of Media and Entertainment has been able to partner with multiple studios like Warner Bros., Universal, and Dreamworks to provide one-sheets, trailers and speakers for our classes.

The commitment and passion of the CHS community has been validated and recognized by:

2014-15 Gold Ribbon School
2014-15 Gold Ribbon School, Performing Arts
2014 U.S. News & World Report, Silver Medalist
2015 U.S. News & World Report, Silver Medalist
2016 U.S. News & World Report, Silver Medalist
2017 U.S. News & World Report, Silver Medalist

WASC ACCREDITATION HISTORY

CHS hosted a full WASC visit on February 25, 2013 to February 27, 2013 with a one day mid-cycle visit on April 24, 2016.



SCHOOL PURPOSE

The mission of Calabasas High School is to create a caring community, in which students feel empowered and equipped to pursue their college and career goals and interests.

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 where they will be challenged in unimaginable ways. We continue to update our course catalog and curriculum to offer relevant, and real-world skill building. CHS continues to evolve in order to meet our students' social, psychological, and emotional needs.

SCHOOLWIDE LEARNER OUTCOMES (SLOs): Student 360

LVUSD has adopted Student 360 dispositions as our school-wide learning goals. The Student 360 concept is based on the work of Dr. Phil Daro, and the student dispositions needed to access the Common Core Mathematical Practices.

	
Student Vital Actions	Principles
<p>All students participate (e.g., boys and girls, ELL and special needs students), not just the hand-raisers.</p>	<p>Equity requires participation. A ></p>
<p>Students say a second sentence (spontaneously or prompted by the teacher or another student) to extend and explain their thinking. CCSS-M practices 1 2 3 6</p>	<p>Logic connects sentences. B ></p>
<p>Students talk about each other's thinking (not just their own). CCSS-M practices 1 2 3 6 7 8</p>	<p>Understanding each other's reasoning develops reasoning proficiency. C ></p>
<p>Students revise their thinking, and their written work includes revised explanations and justifications. CCSS-M practices 1 2 3 4</p>	<p>Revising explanations solidifies understanding. D ></p>
<p>Students look for more precise ways of expressing their thinking, encouraging each other to look for and use academic language. CCSS-M practices 3 6</p>	<p>Academic language promotes precise thinking. E ></p>
<p>English learners produce language that communicates ideas and reasoning, even when that language is imperfect. CCSS-M practices 1 2 3 6</p>	<p>ELLs develop language through explanation. F ></p>
<p>Students engage and persevere at points of difficulty, challenge, or error. CCSS-M practice 1</p>	<p>Productive struggle produces growth. G ></p>


back:

About Looking for Standards in the Mathematics Classroom

The Common Core State Standards (CCSS) define eight standards for students' Mathematical Practice. You will find evidence of the students' practices by observing their actions and by reviewing their work. This card is intended to focus attention on some of the vital student actions that will be observable in CCSS-M classrooms (see reverse). However, not all standards will be evident at all times or applicable for every activity.


The practices are available at corestandards.org

- A > Equity requires participation:** Explaining one's ideas and hearing the reactions of others promotes learning. Thus in classrooms in which a few students do all the talking, learning opportunities are distributed inequitably. Over time silent students may come to believe they are not expected to talk, and may disengage entirely. When all students are given the time to explain their thinking, a greater investment of every student in the instructional activity is demanded and rewarded, and the opportunity for students to serve as learning resources for each other is maximized.
- B > Logic connects sentences:** A hallmark of the understanding prioritized by the CCSS-M is the ability to use mathematical reasoning to construct and defend an argument (*this is what I did and why it makes sense*). Brief, single-sentence student utterances are generally insufficient for a viable argument.
- C > Understanding each other's reasoning develops reasoning proficiency:** Students learn about mathematics by exploring their own and others' reasoning in problem-solving situations. Actively listening to peers increases the time focused on mathematical thinking and promotes the cognitive flexibility that is highly valued in college and career.
- D > Revising explanations solidifies understanding:** As students become more mathematically proficient and their reasoning improves, they should be able to identify flaws in their own and others' thinking. Revising work as a routine matter leads to better problem solving.
- E > Academic language promotes precise thinking:** Mathematically proficient students comprehend and produce mathematical representations (symbolic expressions, graphs, tables, number lines, etc.) that are embedded in ordinary and academic explanations and justifications. Students comprehend and produce the paragraphs, sentences, phrases and words characteristic of justifications, explanations and word problems typical for their grade level.
- F > ELLs develop language through explanation:** English learners may hesitate to speak in class precisely because their control of English is limited. But practice speaking allows them to become more proficient. Bridging the language barrier is important for ELLs to thrive in the types of classrooms the CCSS-M promotes.
- G > Productive struggle produces growth:** When students persist in making sense of a challenging problem and trying different strategies for solution, they are more likely to learn the mathematics than students who give up quickly or avoid challenge to the greatest extent possible.



OAKLAND UNIFIED SCHOOL DISTRICT

math.serpmedia.org/5x8card
revised 9/26/14



SFUSD SAN FRANCISCO PUBLIC SCHOOLS





LVUSD built upon the dispositions identified by Dr. Daro to include all disciplines and developed the current Student 360 card featured in earlier chapter of this report. The concept of Student 360 is that students need to learn and develop social and emotional skill-sets in order to access the curriculum. Calabasas faculty and staff spent the past year and a half learning about and implementing Student 360 dispositions. Teachers merge Student 360 concepts and skills into daily lessons. The goal is to build empathetic life-long learners who are mindful, positive, and autonomous. Calabasas' 2018-2019 goal is to make intentional the correlation between strong academics integrated with Student 360 dispositions and the development of a caring community. In 2018, we adopted the Student 360 dispositions as our Schoolwide Learner Outcomes.



We are working to integrate our Schoolwide Learner Outcomes (SLOs) or Student 360 dispositions into the daily curriculum. Teachers are encouraged to both teach lessons on the skills listed below, and to intentionally refer to these skills when they are imbedded in more academic lessons.

**CALABASAS HIGH SCHOOL
SCHOOLWIDE LEARNER OUTCOMES: STUDENT 360**

STUDENT VITAL ACTIONS	PRINCIPLES	SLO ALIGNMENT
All students participate and are present and focused on the learning.	Equity requires participation.	Collaborative Communities; Mindfulness and Thoughtfulness
Students internalize their learning and set and evaluate personal learning goals.	Self-generated goals create ownership of learning.	Autonomy and Independence; Positive Mindset
Students talk about each other's thinking (not just their own) and listen to each other's responses with focus, presence, and empathy.	Understanding each other's reasoning develops reasoning proficiency.	Collaborative Communities; Empathy and Understanding
Students say a second sentence (spontaneously or prompted by the teacher or another student) to extend and explain their thinking and use academic language.	Academic language promotes precise thinking. Logic connects sentences.	Collaborative Communities; Autonomy and Independence
Students demonstrate a growth mindset and revise their thinking. Their work includes	Revising thinking solidifies understanding.	Positive Mindset; Persistence and

revised explanations, justifications, and improved design.	Growth mindset promotes innovation.	Grit
Students take time to become connected to their teacher and other students.	Connection drives deeper learning.	Mindfulness and Thoughtfulness; Empathy and Understanding
Students engage and persevere at points of difficulty, challenge, or error. Mistakes are a valued part of the learning process.	Productive struggle produces growth.	Positive Mindset; Persistence and Grit

<p>POSITIVE MINDSET</p> 	<ol style="list-style-type: none"> 1. Cultivate a mindset of growth and balance 2. Support exploration of strengths and areas of interest 3. Work with families to develop a balanced, healthy, and personalized plan for college and career
<p>PERSISTENCE AND GRIT</p> 	<ol style="list-style-type: none"> 1. Cultivate an environment where students take responsible risks 2. Work with students to embrace and learn from failure and endure through struggle 3. Cultivate dispositions of leadership to drive positive change
<p>EMPATHY AND UNDERSTANDING</p> 	<ol style="list-style-type: none"> 1. Support understanding of the art of authentic listening 2. Embrace the mistakes others make, and practice forgiveness 3. Understand conflict is a part of relationship building
<p>AUTONOMY AND INDEPENDENCE</p> 	<ol style="list-style-type: none"> 1. Teach students to internalize the learning experience and to set and evaluate learning goals 2. Develop a love of learning that transcends grades and evaluation 3. Support student self-advocacy in times of conflict

<p>COLLABORATIVE COMMUNITIES</p> 	<ol style="list-style-type: none"> 1. Develop a spirit of service to the local and global community 2. Understand and embrace equity and access to opportunities for all 3. Daily, repeated practice in discourse and speaking skills
<p>MINDFULNESS AND THOUGHTFULNESS</p> 	<ol style="list-style-type: none"> 1. Cultivate awareness of the present moment and sharpen attention 2. Practice regular and random acts of kindness 3. Support the development of emotional awareness and regulation

SCHOOL PROGRAMS

CHS 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 of the number of hours that the advanced courses require. We are working with the LVUSD Education Services office to re-evaluate and revise the prerequisites because we are firmly committed to open access to all courses as evidenced by the increased number of students taking Advanced Placement courses (AP). Recognizing that CHS/LVUSD offered numerous classes that were not College Prep as defined by UC Doorways, we submitted 48 courses to UC Doorways for approval, including new courses in science, math, English, and social sciences. In 2017, the LVEA Board approved a change in graduation requirements to three years of mathematics. Thus, we created an additional mathematics course in Algebra II, Financial Literacy to serve the needs of all students. We have also provided opportunities for students to access courses who did not meet the District prerequisites through the waiver process.

A comprehensive, schoolwide Counseling curriculum provides equity and access to all students through classroom based lessons, 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 Calabasas community, such as our Early College Academy partnership

with Moorpark college; guest speakers in Freshman Seminar and the Academy of Media and Entertainment.

	2014	2015	2016	2017	2018
Calabasas High School (050421)					
Total AP Students	419	386	488	603	653
Number of Exams	649	649	831	1,051	1,229
AP Students with Scores 3+	316	323	414	480	549
■ % of Total AP Students with Scores 3+	75.4	83.7	84.8	79.6	84.1

In 2017 and 2018, all tenth grade students took the PSAT, funded by District LCAP. The PSAT provides consistent feedback across assessments to help students stay on course and supports teachers as they adjust their instruction for students who are either ahead or behind. Using results from the PSAT, we identified students likely to succeed in certain AP courses and AP Exams. These students were notified of their potential directly. The PSAT identified 165 students with AP potential. Of 165 students, 24 were not taking AP or Honors classes at the time. Assistant Principal reached out to the 24 students' parents, and counselors reached out to the 24 students. Based on this outreach, this year, 10 of the 24 students are in a AP or Honors class (mostly AP).

AP CAPSTONE

In December 2015, CHS was accepted to participate in the College Board’s *AP Capstone™ Program*. The *AP Capstone Diploma Program* focuses on inquiry, research, writing, and presentation skills crucial for college and career success. CHS is one of more than 600 schools worldwide to implement [AP Capstone™](#). The program includes a two-course sequence: *AP® Seminar* and *AP Research*. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone complements the in-depth, subject-specific rigor of Advanced Placement® courses and exams.

Students who complete AP Seminar and AP Research with scores of 3 or higher and receive scores of 3 or higher on four AP Exams in subjects of their choosing will receive the *AP Capstone Diploma™*. Students who earn scores of 3 or higher on the two AP Capstone exams but do not take or earn qualifying scores on four additional AP Exams will receive the *AP Seminar and Research Certificate™*. CHS started AP Seminar in the fall of 2016. The subsequent AP Research course taken in 11th or 12th grade will allow

students to design, plan, and conduct a yearlong investigation on a topic of their



choosing with support from experts at the university level or in the community. Students will build on the skills learned in the AP Seminar course by using research methodology to perform a literature review, identify a gap in current knowledge, select and justify an appropriate research method and design, and after Internal Review Board approval, conduct their research study employing ethical research practices. Students then analyze and synthesize information to present a researched, cited argument. At the end of the course, students have the confidence to present and orally defend

their own scholarly academic research before a small panel of educators, and are encouraged to submit their research for publication. In our first year, student projects ran the gamut of disciplines, including such diverse topics as the best architectural tunnel design for high speed railway transportation, a Delphi model forecast of the expected solvency of Liberland, the impact of fairy tales on gender roles of different age groups, the differing emotional outcomes for breast cancer patients treated with radiation only vs. chemotherapy and radiation, and the viability of solar power for the complete energy needs of CHS. In 2017, 17 students earned the AP Capstone Diploma, and we anticipate 21 diplomas in 2018.

LINK CREW



In order to provide more structured support of our incoming ninth graders, in 2015, we launched Link Crew. Link Crew is a nation wide 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 freshman, and host smaller events

such as Freshman Study Night throughout the year. The club, providing these supports, is also a class in which upperclassmen learn leadership skills, including those around diversity and leadership, technology/social media and leadership, peer counseling, ethics and leadership. Link Crew students tutor Early College Academy students.

EARLY COLLEGE ACADEMY

In order to provide more support for our first generation students, in 2018, we launched the Early College Academy. The Early College Academy teaches AVID strategies and allows students to earn dual credit through Moorpark College. There are 29 students in the first cohort. 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. Students successfully completed their first college class in the fall that explored majors and career possibilities. Students will begin their second course in January 2019.

PERFORMING ARTS

CHS has a wide variety of award-winning performing arts courses and programs, including dance, stagecraft, tech theater, wind ensemble, marching band, orchestra, jazz band, guitar, and choir. The CHS 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 intro level class while we also try to challenge our more serious 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. Our [Vocal Ensembles have won the Los Angeles A Cappella Festival \(2014,2018\)](#) and performed all over the world from NYC (Carnegie Hall) to China (summer 2015). Our jazz ensembles have been named finalists in the Essentially Ellington High School Jazz Competition (2003, 2006, 2009) and Savannah Swing Central (2010, 2011, 2016, 2019).



FUEL EDUCATION

FUEL education (<https://www.fueleducation.com/>) is utilized for students who need credit recovery as well as for students who have been approved for independent studies. Students who participate in our online FUEL program have access to online instructors through FUEL. Students who need to recover credits through FUEL are assigned to a Guided Studies course on CHS's campus and are monitored by a credentialed teacher.

CTE PATHWAYS

CHS offers four CTE pathways: Arts, Media, and Entertainment (AME), Theater, Culinary Arts, and Engineering. The CTE programs of study involve multiyear sequences of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

AME Pathway



CHS ARTS, MEDIA
& ENTERTAINMENT

WELCOME COURSES BLOG STUDENT WORK STUDENTS SPEAK

Academy students gain real world experience in their career technical education classes while learning the importance of their academic education through thorough integration of academic and technical curriculum.

Real World, Real Learning

Welcome to the Calabasas High School Arts, Media & Entertainment Academy site.

The Academy of Media and Entertainment (AME) pathway consists of core academic and Career Technical Education (CTE) courses for students interested in college or

career in the areas of media or entertainment. Academy courses make extensive use of project-based learning across course boundaries. Students write scripts and treatments in English and History, do research in multiple classes, learn about sound and light in science classes, and produce media and films in the CTE courses.

Culinary Arts Pathway

Our Culinary Arts pathway help 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 completer 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 *Coyote Cafe* and catering program.



Engineering Pathway (Robotics)

CHS offers Robotics courses in our Engineering pathway. Our Robotics class is a project-based collaborative learning environment that focuses on principles of engineering, Programming and design. We have three levels of Robotics each focusing on different aspects of the engineering standards. Robotics 1 highlights basic engineering principles, designing and drafting catapults, basic electrical circuits, and understanding programming. Robotics 2 teaches student how to apply Mathematical knowledge to engineering concepts. Robotics 3 ties everything from the previous classes into one, where the student is building a partnership with the community. Robotics 3 students run a business using various machines available to them to prepare orders, tally inventory, creating invoices and producing a project and shipping/delivery.



CHS also has two Robotics teams. CHS Robotics VEX team designs, develops, constructs a robot that completes year around on a specific object that the organization provided for them. We have recently won a Judges award, design awards, tournament champions, and the state and national level.



Our 2nd team is the CHS Solar Boat team where students are provided a canoe and they need to design and modify it with a batteries, motor, and solar panels so they can race it at the end of the year. Awards we have received are Best Technical Report, Hottest Looking Boat, 1st in Sprint, and 1st in Endurance.

Theater Pathway

CHS provides its students with a variety of opportunities to get involved with the performing arts. Our theater program has a full curriculum of Theater and Stagecraft classes during the school day and an extensive after school program. Our extra-curricular program includes a fall play, spring musical, ComedySportz improv team, Student-written and student-directed dinner theater production. We also attend numerous festivals during the school year, including the DTASC Fall Festival, Shakespeare Festival, and Fullerton College Theatre Festival.



In addition to our strong and varied academic courses and programs, Calabasas continues to excel in offering opportunities for all students to feel connected to the community. We have a divergent array of extra-curricular activities, hundreds of student-run clubs, continuing education by outside groups on social and emotional issues, community service opportunities, as well as regular, inclusive spirit activities. Each of these different opportunities provides a safe environment for our students to be exposed to new ideas and, ultimately, to develop their own goals and interests.

Different student interests may mean that students follow somewhat different sequences to complete the College and Career Readiness Pathway. Students work with their counselors to determine the best routes for them to follow to achieve their personal educational goals. If students are interested in taking advanced courses, such as Honors, and Advanced Placement (AP), they may indicate their interest either in Naviance or in discussions with their counselor. Counselors work with students and parents throughout the course planning process to help ensure that students are placed in a course level aligned with individual student interests and goals.

LCAP

CHS staff and stakeholders participated in all LCAP District planning meetings. The LCAP Advisory/Strategic Planning Committee, which includes administrators, teachers, English Learner, and Low Income families, reviewed LCAP goals and contributed to the

development of actions. This committee met three times throughout the year. The Committee included two Board Members, two Cabinet Members, Principal representatives from all levels (CHS Principal), teacher representatives from all levels (CHS Mathematics teacher), bargaining unit leadership, classified staff, and parent representatives from all levels (CHS parent). The first meeting focused on a review of Annual Update data and actions, and the Committee helped map out new goals and actions. The January and February meetings led to the refinement of actions and metrics that shaped the overall plan.

The plan was vetted through our multi-stakeholder Curriculum Council (CHS teachers and parents), EL Parent Advisory (CHS parent), College and Career (CHS counselors and College Advisor), and Superintendent's Discussion Council, which includes parent, community, teacher, and administrative representatives. DELAC Meetings were helpful in identifying needs and resources for Parent Engagement Trainings and Implementation of our 9-12 ELD Adoption. LCAP Committee Meetings helped restructure Goals/Actions and manage priorities in the face of budget cuts. This committee served as a Strategic Planning group for 2017-2020. Faculty Advisory Council was helpful in identifying teacher support needs. Principals Leadership and Administrative Staff Meetings assisted in identifying key leadership needs and SPSA Goal Monitoring. Superintendent's Discussion Council led to the focus on our Whole Child initiative to support the social-emotional development of our students. Involved parent stakeholder feedback on the LCAP. College and Career Committee helped shape the development of High School instructional priorities. Counseling/Character Committee Meetings helped shape the development of the College and Whole Child goals. Facilities Committee helped identify key facilities projects and budget oversight. Curriculum Council assisted with the development of course priorities and curriculum adoption oversight.

The LCAP identified needs and goals directly apply to CHS needs and goals.

DISTRICT/SCHOOL FINANCIAL SUPPORT

The CHS direct control funding support is approximately \$190,603.

CHS Unrestricted Funds

Accreditation	Peakload	Enrollment	Gen. Operations per student	Site Specific	Allocation
\$10,000	\$2,500	2,026	\$41.16 Total: \$83,187	CTE \$22,850	\$118,537

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 - \$55,000

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

Perkins - \$60,000

CHS receives apx. \$60,000 in Perkins funds that are used to support our CTE pathways and courses. Recently, we have used Perkins funds to buy state-of-the-art equipment for Stagecraft, Robotics, and Culinary Arts.

Facility Use - \$12,064

These funds are unrestricted and used to upgrade the gym floor, fund equipment replacement, and collaborative furniture.

ASB Budget - \$418,000

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 - \$204,600

The PFC 501(c) 3 funds supplemental department needs, academic stipends, awareness assemblies, campus improvements, Link Crew, Peer Support, additional campus supervisor, additional Library hours, scantrons, cartridges, scholastic competitions, teacher conferences, English teacher reading days, field trip transportation, and College Knowledge Night. Recently, they funded the shade sails in the lower quad, collaboration desks, and resurfacing the gym floor. 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 from the City of Calabasas.

Booster Clubs - Theatre, Music, Football, Cheer, Baseball and Coyote Club

Many activities 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. The Coyote Club is a 501(c)3 with accounts for Swim, Softball, Tennis, Volleyball, Basketball, Golf , Lacrosse, Cross-Country, Track, Soccer, and Wrestling.

STANDARDS ALIGNED INSTRUCTIONAL MATERIALS

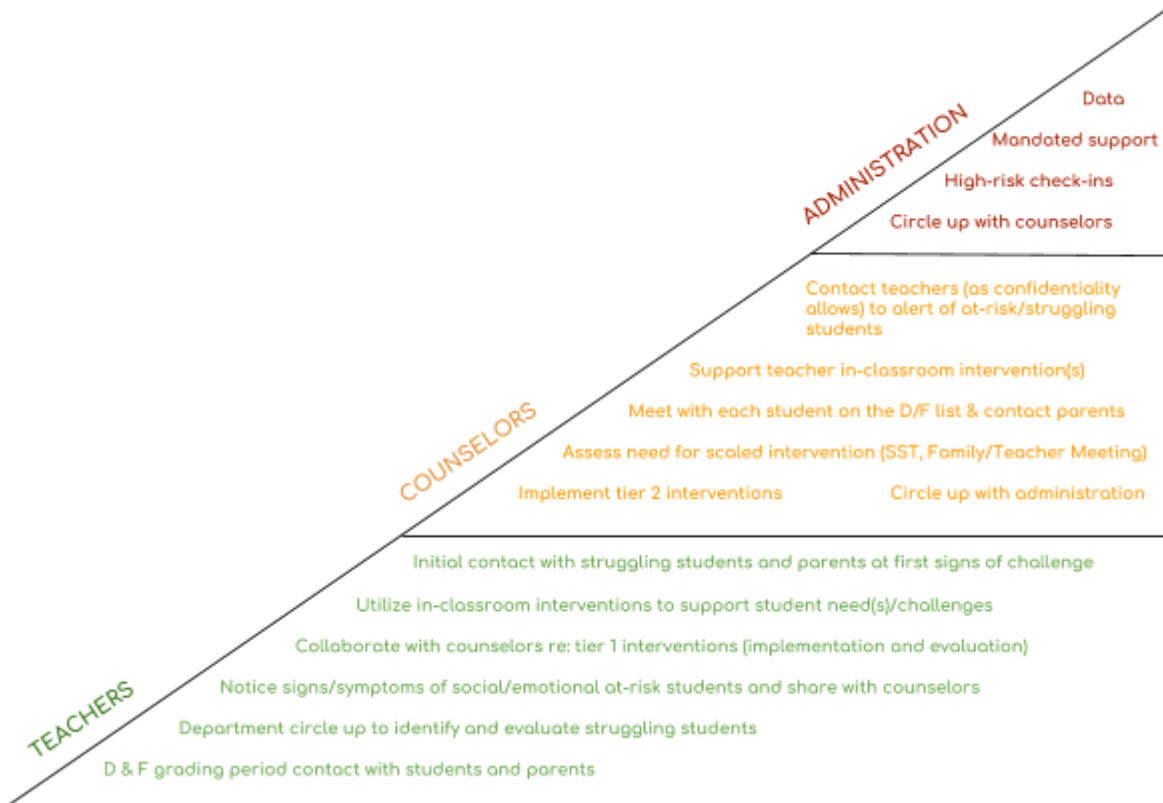
Department Chairs and Curriculum Council work together to ensure that instructional materials are up-to-date and aligned to current standards. A list of the latest textbook adoption is located here: [CHS Adopted Textbooks](#).

STUDENT SUPPORT AND INTERVENTIONS

Multi-tiered Support Systems (MTSS)

Multi-tiered intervention systems are utilized to support identification and assessment of at-risk students and implement aligned intervention services. Tier I interventions begin at the classroom level. Teachers implement Student 360 activities in their lessons and work to connect the Student 360 tenants (empathy and understanding, persistence and grit, collaborative communities, mindfulness and thoughtfulness, independence and autonomy) to the curriculum instruction. Counselors use push-in time to deliver lessons to all students aligned with the ASCA national standards 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 include Student Attendance Review Board referrals

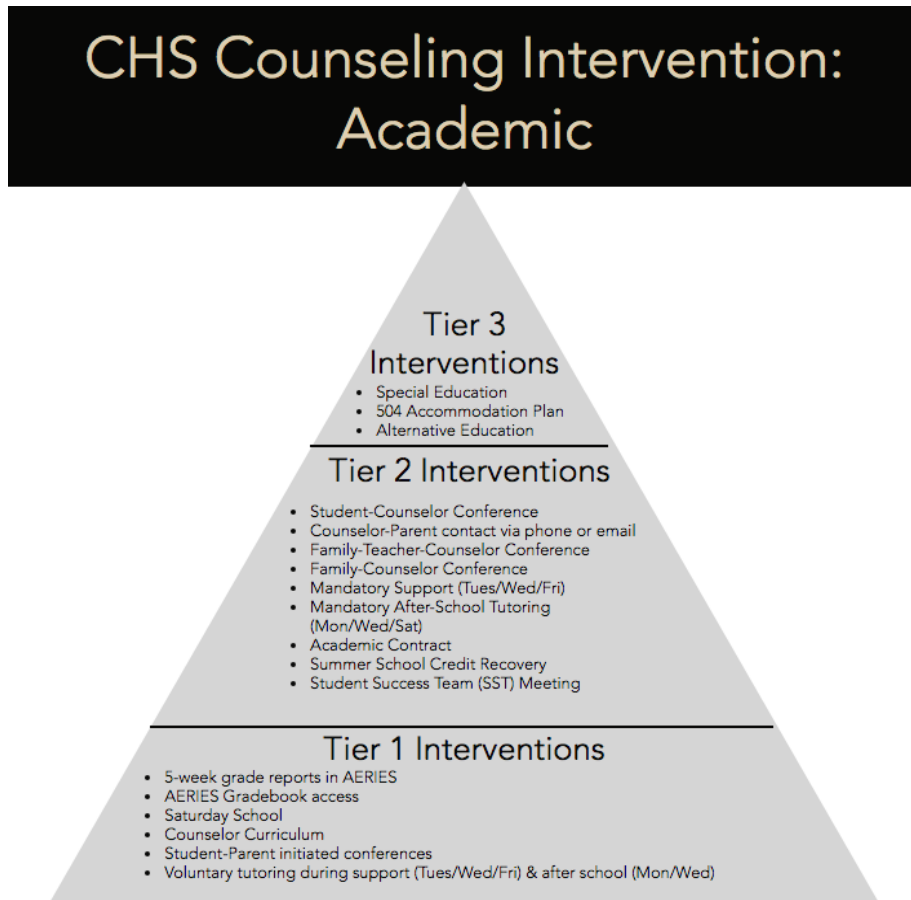
Response to intervention is tracked through various measures at the Tier I - III levels. Counselors and administrators actively track student trends as related to academic performance, attendance records, interpersonal functioning, and intervention scaling. Counselors attend department meetings to work 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.



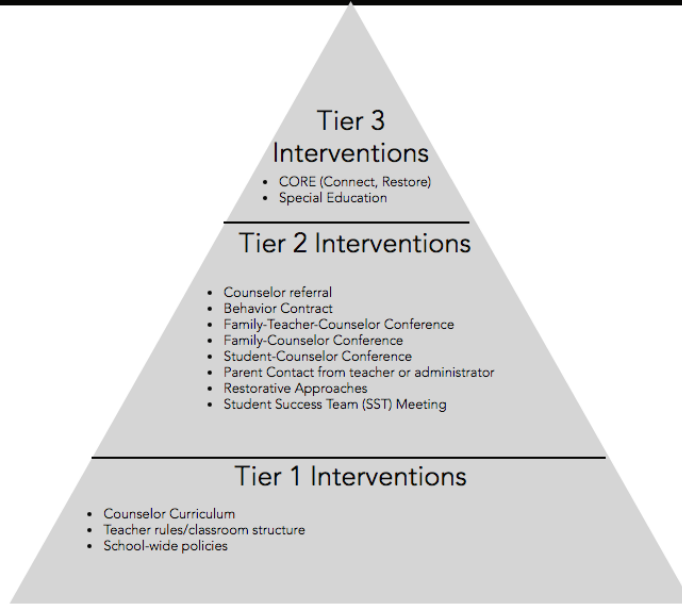
COUNSELING SERVICES

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 progress reports each semester to provide in-person intervention for students who are receiving low marks in coursework. Counselors collect feedback from teachers, parents, and support staff to help inform intentional intervention practices. In the area of attendance, counselors work with administration and the attendance dean 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).

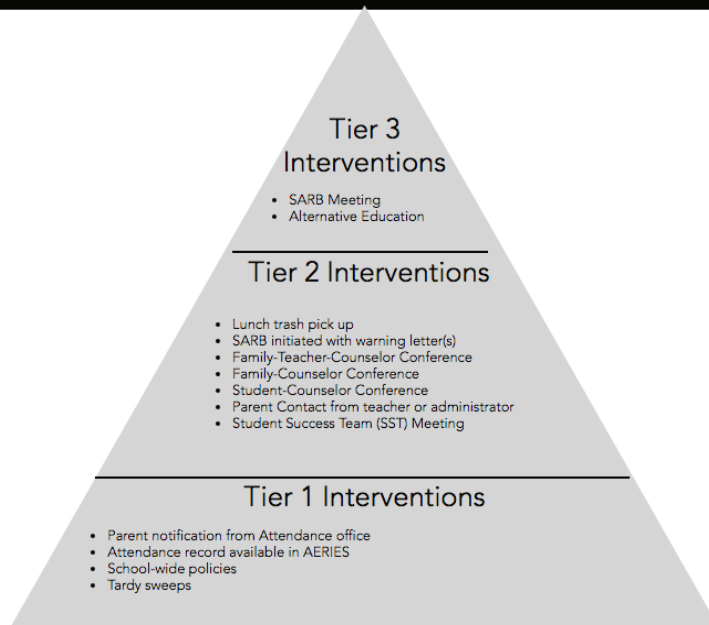
Counselors also use intentional intervention and support processes for the students with interpersonal and behavioral challenges including areas such as conflict mediation and mental health support. Counselors ensure that students are receiving appropriately aligned support on-campus and utilize referrals to District-approved resources and community partners, as needed.



CHS Counseling Intervention: Behavior



CHS Counseling Intervention: Attendance



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. Students needing alternative education options have been limited this past year due to a restructuring of the LVUSD Independent Study program. In the Spring 2019 school year, we are opening an Alternative Education Center, a self-contained classroom offering varied programs in a different environment.

FOSTER YOUTH

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.

EL/RFEP

We restructured our ELD 1 and ELD 2 classes in order to better serve our EL students and their quest for English language acquisition. 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 counseling team meets with each RFEP student to ensure the student is experiencing comfort in accessing language in their core classes.

We continue to work with the parents of our English learners and enlist their support in working with our students. 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.

Our ELD teacher serves as an instructional coach during period three. She works with our staff to develop appropriate strategies and routines in working with our ELD and RFEP students. She specifically aids teachers with modifying lessons, worksheets,

tasks, and assessments. She has presented at academic council meetings, faculty meetings and department meetings. She meets with teams of teachers and individual teachers during PLC time, lunch, and period three.

GRADUATION REQUIREMENTS

Our Districtwide graduation requirements are located here: [Graduation Requirements](#). A notable change is that starting with the Class of 2022, students will need to complete a yearlong Freshman Seminar course as well as three years of math to meet graduation requirements. Students at CHS also have to complete 15 hours of community service per year as part of their graduation requirements.

STUDENT EXTRA-CURRICULAR ACTIVITIES

CHS has many opportunities for students to get involved with the school outside of the classroom. Two times a year, CHS 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, CHS has over 100 clubs available to students. Each club meets at least once a month and a CHS staff member advises the groups. A list of the current CHS clubs are located here: [CHS 2018-19 Clubs List](#)

ATHLETIC PROGRAMS

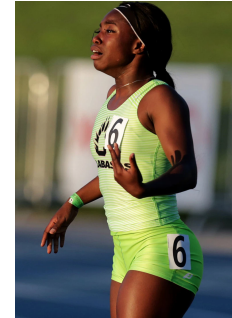
CHS Athletics has enjoyed a period of growth and success since the last WASC visitation in 2014. CHS Athletic programs are important to the “Student 360” initiative as they provide vital support for the emotional, physical, and social development of its participants. Every sport offers a specialized P.E. course and curriculum within the class schedule. All sports conduct practices, clinics, and camps throughout the year. Moreover, enthusiasm for CHS Athletics throughout the greater Calabasas community—the student body, parents, alumni, civic officials, media, and local businesses and boosters—generates great pride and school spirit. CHS Athletic events are well attended, and a highlight of local community life.

In 2018-19, there are presently 952 student-athletes participating in 21 different sports. In addition to the Varsity level, most of the sports support multiple lower level teams (JV, Sophomore, and Freshmen). Presently we have 46 total teams and 83 coaches on our staff. These numbers are greater than at any time in the history of CHS.

Alongside increasing student-athlete participation, CHS Athletics has enjoyed significant competitive success. Since the WASC 2014 report, Varsity teams have won nine

Marmonte League championships and two CIF-Southern Section Championships. Programs such as Boys Basketball, Football, and Baseball have consistently seen their placement in the CIF Southern Section playoff divisions rise to the Division I and II level, several classifications higher than CHS attendance would normally allow. In 2018-19, the Football, Boys Basketball, and Baseball teams all won league championships--the first year in school history that the three major boys sports have done so.

In 2018, De'Anna Nowling became the ["fastest girl in California"](#) winning the 100 yard dash state title during the 100th annual CIF State Track and Field Championships.



Individual athletes have also succeeded in their aspiration to play after high school and earn college scholarships. In 2018, ten seniors earned NCAA Division I scholarships--seven boys and three girls--in five different sports.

Through LVUSD and booster support, CHS has benefitted from significant upgrades to the Athletic facilities. In 2017, a new state-of-the art Hellas turf was installed in our stadium; LVUSD bond funds supported the \$750,000 expenditure. The CHS Alumni Association has also supported the transformation of the school's antiquated weight room into a well-rounded fitness center for the benefit of the entire school.



Capital improvements to an upper multi-purpose grass playing field were concluded in the summer of 2018. The gymnasium was substantially enhanced by LVUSD's remodel of the gym's lobby and installation of new bleachers in 2016 at the cost of \$50,000. In 2016, LVUSD installed new ceiling fans in the gym and dance/wrestling room to improve cooling and ventilation.

STAFF DATA

Number of Staff (2018-19):

Certificated	Classified	Counselors	Pupil Support Services
82	47	6	3

Staff Gender (2018-19):

Female	Male
87 (63%)	51 (37%)

Staff Ethnicity (2018-19):

Hispanic or Latino	Asian	Pacific Islander	Filipino	African American	White (not Hispanic)
15 (9.4%)	7 (5%)	1 (0.7%)	2 (1.4%)	4 (2.8%)	109 (78.9%)

Average Teaching Experience:

	2013-14	2014-15	2015-16	2016-17
CHS	11	11	8	7
District	12	12	10	8

Teacher Credential Status:

	2015-16	2016-17	2017-18
Full Credentialed	68	67	67
Without Full Credentials	1	1	0
Teaching Outside Subject Area of Competence (With full credential)	4	4	3

All CHS staff are fully credentialed, with only a handful teaching classes outside of their credential. Teachers have been with the school for an average of 8 years.

STAFF DEVELOPMENT AGENDAS

CHS staff has participated in consistent staff development over the past years that target our SPSA goals as well as our SLOs. Teachers have worked on restorative practices, subgroup data analysis, standards-based grading, best practices in working with at-risk students, technology in the classroom, as well as how to implement Student 360 dispositions. The District also offers five full days of professional development for our staff. Some PD Schedules are provided here: [16-17 PD Schedule](#); [17-18 PD Schedule](#); [18-19 PD Schedule](#).

ENROLLMENT

Enrollment Summary

Enrollment	2014-15	2015-16	2016-17	2017-18	2018-19
Total # of students	1,792	1,836	1,930	1,956	2,002

**Aeries*

Student enrollment has increased over the past five years, capping at approximately 2,000 students, which is an ideal size for Calabasas High School.

Count by Grade Level

Grade Level	2014-15	2015-16	2016-17	2017-18	2018-19
9th	474	503	477	466	524
10th	455	468	529	485	475
11th	416	447	478	528	479
12th	447	418	446	477	524

**Aeries*

In 2015-16, we experienced a bubble in our freshmen class in that over 500 freshmen enrolled. We are currently experiencing the same bubble again with our freshmen class as noted in the 2018-19 grade level data. Both our freshmen and senior class has over 500 students while our sophomore and junior classes are at ~475. Changes in our master schedule has been made to increase the number of freshmen as well as senior level courses to accommodate students. We are aiming to have more consistency with our freshman, sophomore, junior, and senior classes, but due to families moving into the area, the classes are not evenly distributed. Through the permit process, we are trying to even the class sizes.

Count of Student Gender

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	869	875	934	982	988
Male	923	961	996	974	1,014

**Aeries*

Calabasas High School has had more male students than female students in the past five years with the exception of the 2017-18 school year where the female to male ratio was relatively even.

STUDENT ETHNIC DISTRIBUTION

Count and Percentage of Students by Ethnicity

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
Hispanic or Latino	132 (7.37%)	147 (8.01%)	168 (8.7%)	169 (8.64%)	178 (8.89%)
American Indian/ Alaska Native	6 (0.33%)	7 (0.3%)	9 (0.47%)	10 (0.51%)	11 (0.55%)
Asian	108 (6.03%)	104 (5.66%)	95 (4.92%)	100 (5.11%)	108 (5.39%)
Pacific Islander	11 (0.61%)	10 (0.54%)	12 (0.62%)	8 (0.41%)	3 (0.15%)
Filipino	20 (1.12%)	17 (0.93%)	17 (0.88%)	16 (0.82%)	21 (1.05%)
African American	72 (4.02%)	75 (4.08%)	83 (4.3%)	85 (4.35%)	98 (4.90%)

White (not Hispanic)	1,412 (78.79%)	1,445 (78.7%)	1,508 (78.13%)	1,525 (77.97%)	1,572 (78.52%)
Multiple or No response	31 (1.73%)	31 (1.69%)	38 (1.97%)	43 (2.2%)	11 (0.55%)

**Aeries*

The ethnic breakdown of students at Calabasas High School has been consistent for the past five years. White (not hispanic) students represent the majority of our student population at 78%, which closely matches the 78.9% of White (not hispanic) staff on campus.

SPECIAL PROGRAMS

Count of SPED and 504 Students

	2014-15	2015-16	2016-17	2017-18	2018-19
SPED	137	134	151	153	176
504	77	72	80	80	74

**Aeries*

The number of Special ED students has increased in the past five years hitting a new high in 2018-19. The number of 504 students has held constant, always ranging from 72-80.

ENGLISH LEARNERS

Count of English Learners

	2014-15	2015-16	2016-17	2017-18	2018-19
English Learners	31	47	64	19	15

**CDE (EdData)*

The number of English Learners has declined over the past two years as our feeder schools have increased their reclassification rates.

Predominant Primary Languages other than English

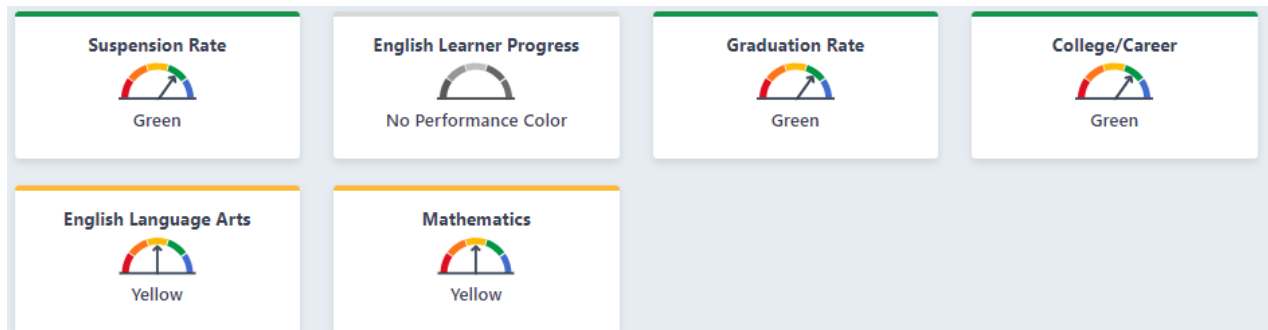
Predominant Primary Languages other than English	2017-18	2018-19
Farsi (Persian)	4.86%	4.10%
Hebrew	2.97%	3.20%
Spanish	2.04%	1.85%
Russian	1.89%	1.65%
Over 20 other various languages	3.32%	2.80%

**Aeries*

The predominant primary languages other than English that our students and families speak have been consistent. Farsi and Hebrew are the two most common predominant primary languages other than English.

2018 CA DASHBOARD SUMMARY

Analysis of the 2018 CA Dashboard Summaries is provided in the next few sections. For a more detailed look at CHS’s Dashboard ratings, including subgroup level information, please view the summary slides here: [CA Dashboard](#).

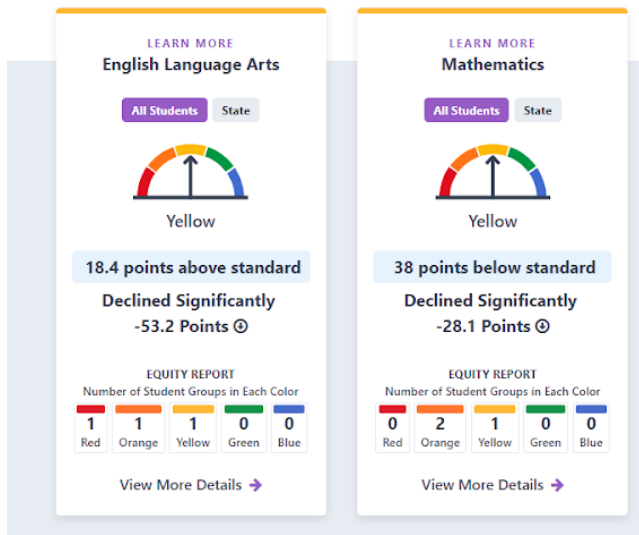


CHS has earned a dashboard rating of green for the categories of suspension rate, graduation rate, and college and career readiness, indicating that our school is performing well in these areas. The English Language Arts and Mathematics indicators are in the yellow and are areas of improvement for CHS. In a later section of this report,

we provide a more comprehensive analysis of specific areas of growth in English Language Arts and Mathematics that we want to focus on based on an in-depth analysis of our CAASPP overall and claim-level scores.

Academic Performance

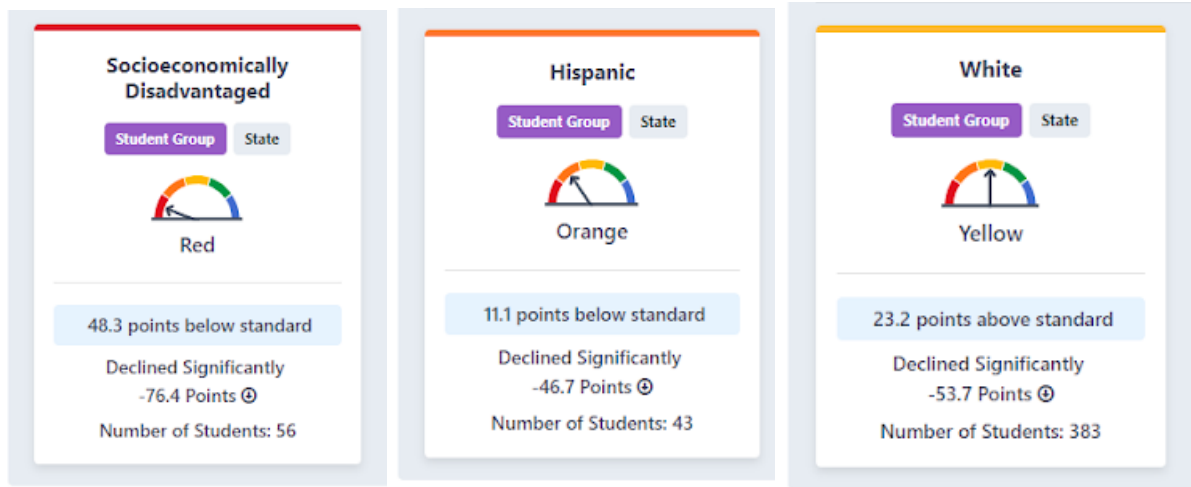
View Student Assessment Results and other aspects of school performance.



English Language Arts and Mathematics are both rated as yellow categories. ELA scores are 18.4 points above the standard, but the school showed a significant decline of 53.2 points from the prior year. Mathematics scores also dropped 28.1 points, dropping the overall score to 38 points below standard. Considering how CHS students outperform other comparable Districts on the SAT and ACT, we attempted to ascertain the key reasons for the drop in scores. We identified the two main indicators were a lack of intentional connection of daily instruction to the CAASPP assessment, and a poor job of messaging surrounding the benefits of the test. While our teachers generally eschew teaching to the test, we realize that we need to be more explicit about how the CAASPP is an assessment of the skills we are teaching in the classroom. We also feel we did not do an adequate job preparing students for the format of the test. While we gave the interim assessments, we were not able to receive the results which was a missed opportunity to be intentional about addressing skill gaps. This year we are working with District tech team to give and receive interim assessments in a timely manner. Based on other measurable assessments, our students appear to have many of the requisite skills. Our challenge is to help our students better understand and then apply those skills on the CAASPP. To better understand the culture around the test, an anonymous survey was given to last year's Junior class and its results showed that a large portion of our student body did not take the exam seriously, owing to several reasons, primarily that it did not affect them personally. This year, we plan on getting our students ready for the test with

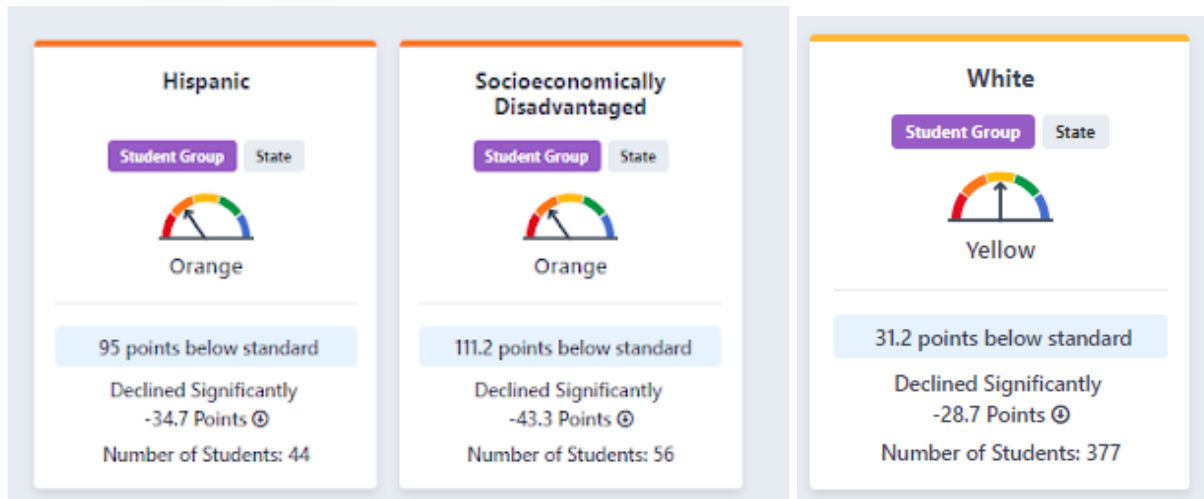
clearer and more targeted instruction, as well as making sure they understand the benefits of doing well on the test, both for themselves and for the school.

ELA Subgroup Data



Subgroup data on the ELA portion of CAASPP reveals that our socioeconomically disadvantaged students’ scores declined significantly this past year, earning this subgroup a red rating. Our Hispanic students’ scores also declined significantly, earning an orange rating. While our white students’ scores also declined significantly, their overall average score is still 23.3 points above standard. This subgroup data informs CHS that we need to focus our attention in helping our socioeconomically disadvantaged and hispanic students in the area of English.

Math Subgroup Data

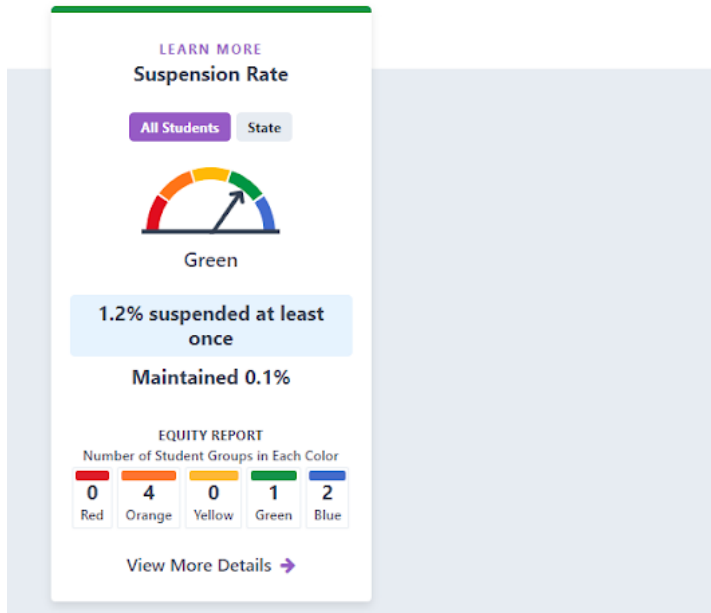


The subgroup data for Math is similar to the ELA data in that socioeconomically

disadvantaged, hispanic, and white students' scores declined significantly this past year. An important difference to note is that all three subgroups' overall scores were below standard. This points to a strong need to provide more support to students in Math.

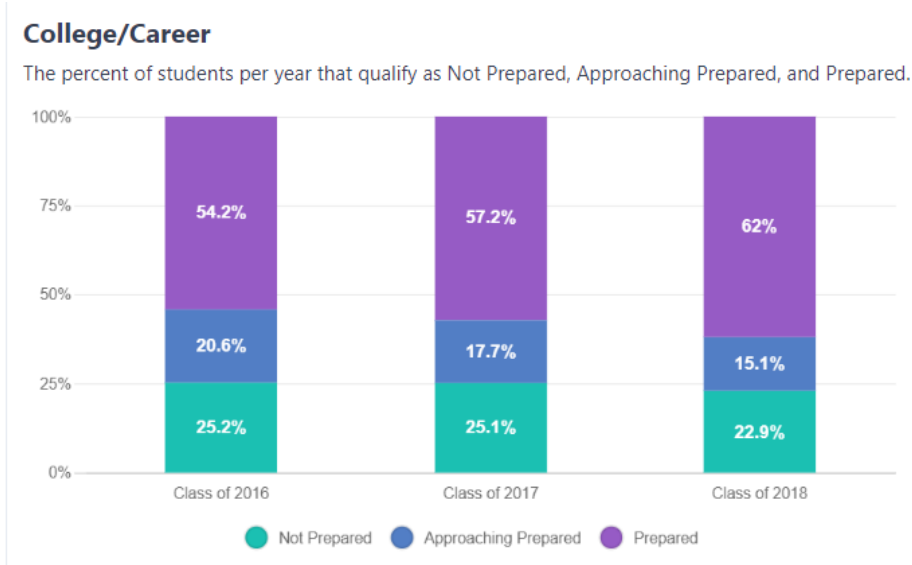
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



The suspension rate has held year over year at a low rate of 1.2%, earning a green rating. CHS has intentionally implemented restorative practices that provide other means of correction to students before issuing suspensions, as we understand that suspensions are not effective in reducing discipline problems and removes students from instructional time.

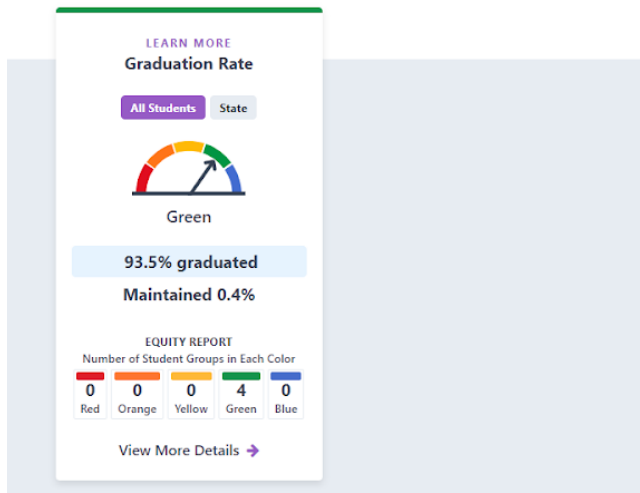
College and Career Indicator Rating



Our focus on college and career readiness has resulted in a steady increase in student preparedness. 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.

Academic Engagement

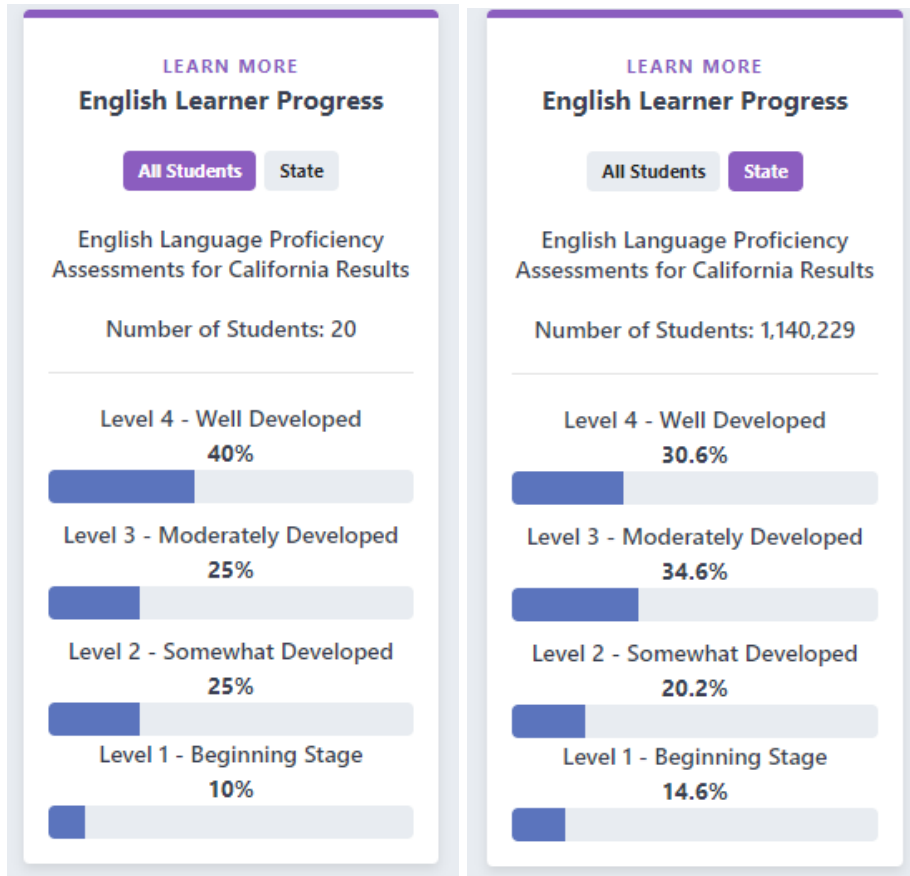
See information that shows how well schools are engaging students in their learning.



The graduation rate increased slightly to 93.5%, earning a green rating. Graduation rates among subgroups are addressed later in this report.

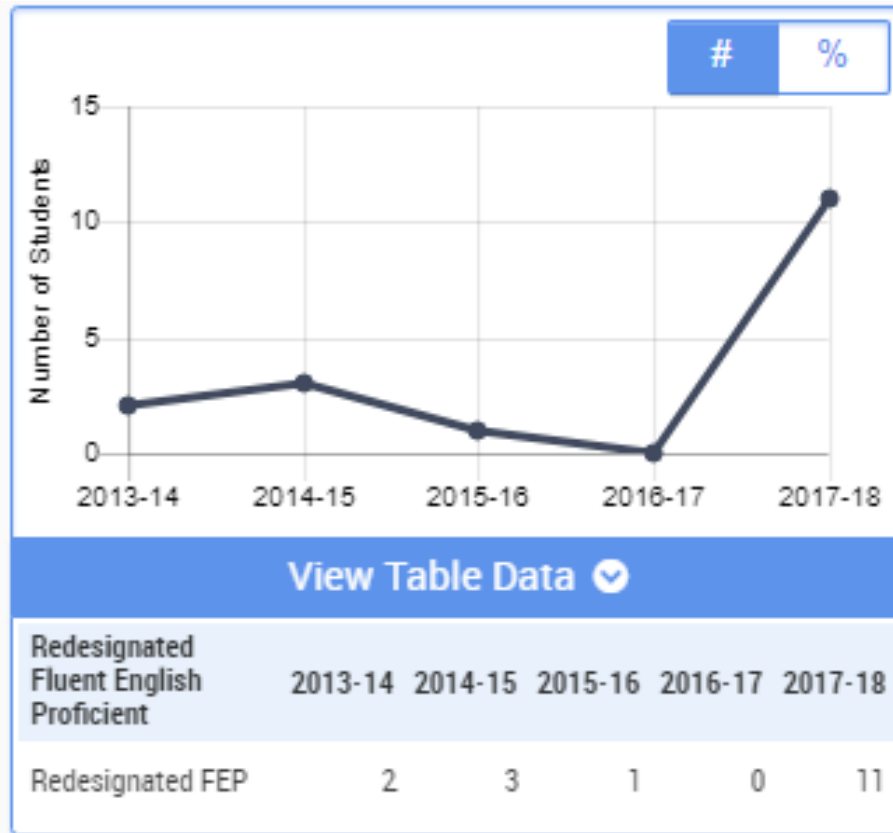
ENGLISH LEARNER PROGRESS

CHS vs. State's English Learner Progress (2018)



EL students show progress slightly higher than the California average, with 40% earning a well developed rating compared to only 30.6% of all students in the state. In addition, CHS has only 10% earning beginning compared to 14.6% at the state. However, the state has more students at level 3 (34.6% vs. 25%) and fewer at level 2 (20.2% vs. 25%). Note that CHS had only 20 EL students in the year that this data was collected.

Redesignated Fluent English Proficient Count



**Ed-Data*

The school has shown a spike in the number of students considered redesignated fluent English proficient, increasing from between 0 and 3 in the four years prior all the way up to 11 in 2017-18. The increase in reclassification rates can be attributed to CHS’s focus in providing needed support through our EL Coordinator for our EL students.

STUDENT ATTENDANCE DATA

Chronic Absenteeism Rates

Ethnicity	2016-17	2017-18
African American	4 (4.4%)	9 (9.5%)
American Indian or Alaska Native	0 (0.0%)	2 (20%)

Asian	7 (6.9%)	3 (3%)
Filipino	0 (0.0%)	1 (5.9%)
Hispanic or Latino	11 (6.0%)	16 (8.9%)
Pacific Islander	1 (8.3%)	1 (8.3%)
White	95 (6.1%)	129 (8.3%)
Two or More Races	2 (5%)	8 (18.2%)

**DataQuest*

Chronic absenteeism seems to be rising year over year, trending from about 6-8% per sub group to 8-10% per sub-group. All ethnic groups appear to have relatively comparable absentee rates.

Comparative Chronic Absenteeism Rates

Name	2016-17	2017-18
Calabasas High School	6.0%	8.4%
Las Virgenes Unified	6.2%	7.3%
Los Angeles County	10.6%	10.9%
Statewide	10.8%	11.1%

**DataQuest*

While CHS has lower chronic absenteeism rates compared to the state, we recognize that this is an area that strongly impacts student success and correlates with our D/F data. Some of the students who are chronically absent have told us that they are experiencing heightened anxiety about coming to school. The requests for Home Hospital and Independent Study have also increased. To address these specific reasons for absences, we are working with the District Office to open a learning center where credit deficient students can access curriculum.

SUSPENSION AND EXPULSION INFORMATION

Suspension Rates

Ethnicity	2015-16	2016-17	2017-18
African American	2 (2.1%)	5 (5.4%)	6 (6.2%)
American Indian or Alaska Native	-	0	1 (9.1%)
Asian	1 (0.9%)	1 (1%)	0
Filipino	0	0	0
Hispanic or Latino	3 (1.9%)	2 (1%)	1 (0.5%)
Pacific Islander	0	0	1 (8.3%)
White	15 (1%)	14 (0.9%)	15 (0.9%)
Two or More Races	0	0	1 (2.3%)

**DataQuest*

Suspension rates are low across all races, although there are higher rates each year for our African American students. There is also an increasing percentage of African American students being suspended each year. To mitigate this inequity, we are increasingly using restorative justice practices to keep struggling students on campus and in classes.

Comparative Suspension Rates

Name	2015-16	2016-17	2017-18
Calabasas High School	1%	1.1%	1.2%
Las Virgenes Unified	1.2%	1.2%	1.2%
Los Angeles County	2.1%	2.1%	2%
Statewide	3.7%	3.6%	3.5%

**DataQuest*

CHS's suspension rates mirror the LVUSD number year over year. It also is about half the rate for LA County and a third of the rate for California statewide year over year.

Expulsion Counts

Ethnicity	2015-16	2016-17	2017-18
African American	0	0	0
American Indian or Alaska Native	-	0	0
Asian	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Pacific Islander	0	0	0
White	0	0	0
Two or More Races	0	0	0

**DataQuest*

CHS has not expelled a student in the past three school years. However, we have two pending expulsion hearings this year.

Comparative Expulsion Counts

Name	2015-16	2016-17	2017-18
Calabasas High School	0	0	0
Las Virgenes Unified	0	1	0
Los Angeles County	588	549	458
Statewide	5701	5611	5326

**DataQuest*

CHS has not expelled any student in the last three years as we began to take a more restorative approach to disciplinary practices and provide other means of correction. Even Districtwide, very few students are expelled. If a student was expelled, they would be referred to the Gateway Community School in Camarillo, CA, which is operated by Ventura County Office of Education. Students who are expelled often end up enrolling in a neighboring District, in a private school, or in an independent blended learning

environment. If expelled students meet the terms outlined in their Rehabilitation Plans and receive approval from the Board or its designee, they may return to Las Virgenes Unified School District.

SOCIOECONOMIC STATUS

Percent of Eligible Free and Reduced Lunch Students

Free and Reduced Lunch	2014-15	2015-16	2016-17	2017-18	2018-19
% Eligible	7.1%	8.4%	7.7%	13.7%	11.4%

**EdData*

The number of students on Free and Reduced Lunch has increased over the past five years, reaching a two-digit percentage last year and this year.

PARENTS

Parent Education Level

Parent Education Level	2014-15	2015-16	2016-17	2017-18	2018-19
Not a high school graduate	13 (0.73%)	15 (0.82%)	12 (0.62%)	8 (0.41%)	7 (0.35%)
High School graduate	121 (6.75%)	124 (6.75%)	128 (6.63%)	113 (5.78%)	119 (5.94%)
Some College	254 (14.17%)	263 (14.32%)	285 (14.77%)	281 (14.37%)	281 (14.02%)
College Graduate	669 (37.33%)	718 (39.11%)	729 (37.77%)	764 (39.06%)	785 (39.17%)
Graduate School	705 (39.34%)	687 (37.42%)	749 (38.31%)	768 (39.26%)	768 (38.3%)
Declined to State	30 (1.67%)	29 (1.58%)	27 (1.4%)	22 (1.12%)	15 (0.75%)

**Aeries*

The education level of Calabasas High School parents have been consistent for the past

five years. Over 91% of our parents have at least had some college, are college graduates, or attended graduate school.

STUDENT PERFORMANCE DATA

CAASPP Performance

CAASPP ELA - OVERALL	
2016-17	2017-18
470 students tested	497 students tested
9% Not met 15% Nearly met 31% Met 45% Exceeded	23% Not met 18% Nearly met 29% Met 30% Exceeded
<u>Claim-Level Scores:</u>	<u>Claim-Level Scores:</u>
Reading: 9% Below 42% Near 49% Above	Reading: 21% Below 43% Near 36% Above
Writing: 10% Below 32% Near 58% Above	Writing: 27% Below 33% Near 40% Above
Listening: 10% Below 55% Near 36% Above	Listening: 19% Below 55% Near 27% Above
Research/Inquiry: 9% Below 42% Near 48% Above	Research/Inquiry: 22% Below 44% Near 35% Above

Overall performance on the ELA portion of the CAASPP took a significant drop from 2017 to 2018. The number of students overall who met or exceeded standards fell from 76% to 59%. On the claim level scores, the Above rating for reading dropped 13%, the above rating for writing dropped 18%, the above for listening dropped 9%, and the above for

research/inquiry dropped 13%.

CAASPP ELA - ENGLISH LEARNERS	
2016-17	2017-18
8 Students tested	4 Students tested
63% Not met 13% Nearly met 25% Met 0% Exceeded	100% Not met 0% Nearly met 0% Met 0% Exceeded
<u>Claim-Level Scores:</u>	<u>Claim-Level Scores:</u>
Reading: 50% Below 50% Near 0% Above	Reading: 100% Below 0% Near 0% Above
Writing: 38% Below 50% Near 13% Above	Writing: 100% Below 0% Near 0% Above
Listening: 50% Below 38% Near 13% Above	Listening: 75% Below 25% Near 0% Above
Research/Inquiry: 25% Below 50% Near 25% Above	Research/Inquiry: 100% Below 0% Near 0% Above

Similar to the whole population data, EL students saw drops from 2017 to 2018. Although this is only a very small sample of students (8 and 4 respectively), decreases still occurred. Whereas 25% met and 13% nearly met ELA standards in 2017, all 100% of students did not meet standards in 2018. On claims in 2017, 50% of students were near on reading, 63% near or above on writing, 50% near or above on listening, and 75% near or above on research. In 2018, however, 100% were below on all claims except for listening, which had only 75% below. Again, investigation will be undertaken to see the reason for this decline.

CAASPP ELA - SPED	
2016-17	2017-18
28 students tested	40 Students tested
43% Not met 25% Nearly met 32% Met 0% Exceeded	55% Not met 23% Nearly met 15% Met 8% Exceeded
<u>Claim-Level Scores:</u>	<u>Claim-Level Scores:</u>
Reading: 30% Below 56% Near 15% Above	Reading: 50% Below 38% Near 13% Above
Writing: 48% Below 41% Near 11% Above	Writing: 65% Below 23% Near 13% Above
Listening: 22% Below 74% Near 4% Above	Listening: 35% Below 53% Near 13% Above
Research/Inquiry: 26% Below 67% Near 7% Above	Research/Inquiry: 53% Below 38% Near 10% Above

Again, similar to overall trends, we have seen a decline in the performance of SPED students on the ELA portion of the CAASPP. The overall met/exceeded rate dropped from 32% to 23%. For the claim levels, the below rate rose across the board, from 30% to 50% in reading, from 48% to 65% in writing, from 22% to 35% in listening, and from 26% to 53% for research/inquiry.

CAASPP ELA - LOW INCOME	
2016-17	2017-18
45 students tested	54 Students tested
13% Not met 22% Nearly met 38% Met 27% Exceeded	39% Not met 20% Nearly met 26% Met 15% Exceeded
<u>Claim-Level Scores:</u>	<u>Claim-Level Scores:</u>
Reading: 11% Below 49% Near 40% Above	Reading: 41% Below 43% Near 17% Above
Writing: 20% Below 29% Near 51% Above	Writing: 47% Below 30% Near 23% Above
Listening: 9% Below 67% Near 24% Above	Listening: 35% Below 50% Near 15% Above
Research/Inquiry: 18% Below 47% Near 36% Above	Research/Inquiry: 31% Below 46% Near 22% Above

For low income students, CAASPP ELA scores were also significantly down from 2017 to 2018. The met/exceeded rate dropped from 65% to 41%. For claims, the below rate rose across the board: reading increased from 11% to 41%, writing from 20% to 47%, listening from 9% to 35%, and research inquiry from 18% to 31%.

CAASPP MATH - OVERALL	
2016-17	2017-18
469 students tested	491 students tested
26% Not met 25% Nearly met 29% Met 20% Exceeded	37% Not met 19% Nearly met 27% Met 17 % Exceeded
<u>Claim-Level Scores:</u> Concepts and Procedures: 33% Below 31% Near 36% Above	<u>Claim-Level Scores:</u> Concepts and Procedures: 42% Below 27% Near 31% Above
Problem Solving: 26% Below 49% Near 25% Above	Problem Solving: 37% Below 43% Near 20% Above
Communicating Reasoning: 19% Below 57% Near 25% Above	Communicating Reasoning: 26% Below 52% Near 22% Above

Overall CAASPP math scores saw a slight drop from 2017 to 2018. The met/exceeded rate fell from 49% to 44%. On the claim level scores, the below rate rose across all categories: concepts and procedures rose from 33% to 42%, problem solving from 26% to 37%, and communicating reasoning from 19% to 26%.

CAASPP MATH - ENGLISH LEARNERS	
2016-17	2017-18
10 students tested	4 students tested
70% Not met 20% Nearly met 10% Met 0% Exceeded	100% Not met 0% Nearly met 0% Met 0% Exceeded
<u>Claim-Level Scores:</u> Concepts and Procedures: 80% Below 20% Near 0% Above	<u>Claim-Level Scores:</u> Concepts and Procedures: 100% Below 0% Near 0% Above
Problem Solving: 70% Below 20% Near 10% Above	Problem Solving: 100% Below 0% Near 0% Above
Communicating Reasoning: 40% Below 50% Near 10% Above	Communicating Reasoning: 75% Below 25% Near 0% Above

Just like in ELA scores, the math CAASPP saw major decreases for EL students. Overall, the ELs saw a drop from 30% meeting or nearly meeting to 0% from 2017 to 2018. In the claims, the below rates increased across the board, rising from 80% to 100% in concepts and procedures, 70% to 100% in problem solving, and 40% to 75% in communicating reasoning. Again, this is a very small sample of only 4 students.

CAASPP MATH - SPED	
2016-17	2017-18
28 students tested	40 students tested
82% Not met 11% Nearly met 7% Met 0% Exceeded	85% Not met 8% Nearly met 5% Met 3% Exceeded
<u>Claim-Level Scores:</u> Concepts and Procedures: 86% Below 11% Near 4% Above	<u>Claim-Level Scores:</u> Concepts and Procedures: 90% Below 5% Near 5% Above
Problem Solving: 68% Below 29% Near 4% Above	Problem Solving: 80% Below 15% Near 5% Above
Communicating Reasoning: 61% Below 36% Near 4% Above	Communicating Reasoning: 53% Below 40% Near 8% Above

For SPED students, we see numbers that are relatively similar from 2017 to 2018. The overall met/exceeded rate rose very slightly from 7% to 8%. For claims, the below rate increased from 86% to 90% for concepts and procedures and 68% to 80% for problem solving. However, communicating reasoning saw a decrease in below from 61% to 53%.

CAASPP MATH - LOW INCOME	
2016-17	2017-18
45 students tested	55 students tested
42% Not met 31% Nearly met 20% Met 7% Exceeded	64% Not met 11% Nearly met 16% Met 9% Exceeded
<u>Claim-Level Scores:</u> Concepts and Procedures: 62% Below 22% Near 16% Above	<u>Claim-Level Scores:</u> Concepts and Procedures: 67% Below 16% Near 16% Above
Problem Solving: 31% Below 60% Near 9% Above	Problem Solving: 61% Below 26% Near 13% Above
Communicating Reasoning: 22% Below 67% Near 11% Above	Communicating Reasoning: 42% Below 47% Near 11% Above

Low income students saw sizeable drops across the board in the math CAASPP. While the met/exceeded rate only dropped from 27% to 25%, the not met rate rose from 42% to 64%. For claims, the below rate increased across all 3 categories: from 62% to 67% for concepts and procedures, from 31% to 61% for problem solving, and from 22% to 42% for communicating reasoning.

SAT

	2016-17 Meeting ELA Benchmarks per SAT	2016-17 Meeting Math Benchmarks per SAT
Calabasas H.S.	94.32%	72.16%
LVUSD	93.96%	75.6%
Los Angeles County	64.29%	41.7%
Statewide	72.25%	50.76%

**SAT information from DataQuest*

CHS students continue to score significantly higher on the SAT than the county and the state. There is a much higher percentage, 94.32% of students, who meet the ELA benchmark compared to 75.6% who meet the Math benchmark.

SAT Participation and Performance

Data reflect 2018 high school graduates who took the new SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

Total	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Total	232		1200	601	598	72%	93%	72%	7%
Took Essay ¹	205	88%	1218	611	607	76%	96%	76%	4%

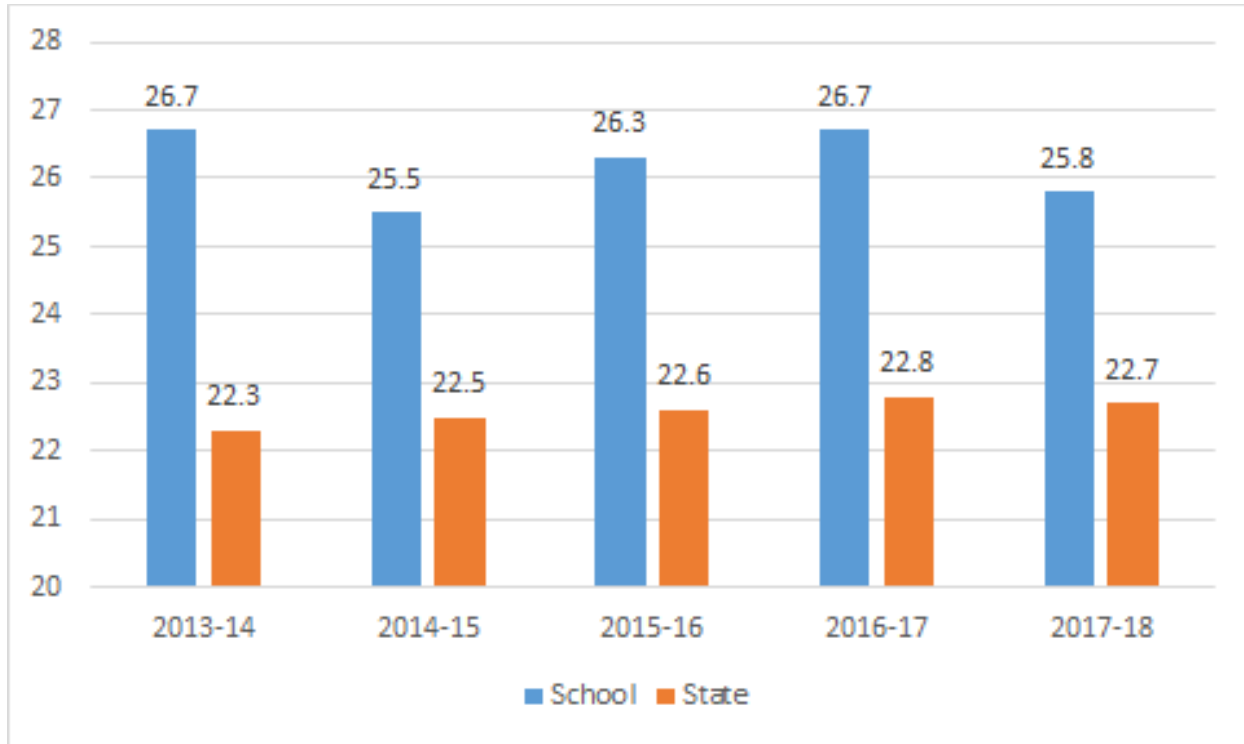
Race / Ethnicity	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
American Indian/Alaska Native	1	0%							
Asian	24	10%	1311	640	672	92%	96%	92%	4%
Black/African American	11	5%	1125	560	565	64%	73%	64%	27%
Hispanic/Latino	24	10%	1194	605	589	71%	96%	71%	4%
Native Hawaiian/Other Pacific Islander	2	1%							
White	145	63%	1201	602	599	75%	94%	75%	6%
Two or More Races	15	6%	1199	605	595	60%	87%	60%	13%
No Response	10	4%	1081	564	517	30%	100%	30%	0%

**Collegeboard*

While CHS students who participate in the SAT do well in meeting benchmarks, subgroup data analysis reveals that a lesser percentage of African American students and students with two or more races meet the same benchmarks.

ACT

Average ACT Composite Scores



**ACT Profile Report - Executive Summary*

On average, approximately 200 students take the ACT exam each year. CHS students who take the ACT exam score higher than the state average every year.

Percent of Students Who Met College Readiness Benchmarks (per ACT testing)

Number of students tested		Percent Who Met Benchmarks									
		English		Math		Reading		Science		Met all four	
Year	School	School	State	School	State	School	State	School	State	School	State
2014	173	98	71	86	57	83	51	75	43	68	34
2015	201	91	72	75	56	72	54	68	46	54	37
2016	168	90	72	78	56	77	55	73	45	60	37
2017	208	97	73	81	55	82	57	73	46	63	38
2018	247	95	72	76	53	73	56	71	46	56	37

**ACT Profile Report - Executive Summary*

College readiness benchmark data provided by the ACT reveal that CHS students score extremely well in the English benchmark with 90-98% of students meeting the benchmark in this subject area. When looking at the percentage of students who meet the college readiness benchmark in all four categories (English, Math, Reading, and Science), the five year average rate is 60% of students.

EARLY ASSESSMENT PROGRAM

ELA Readiness

	2014-15	2015-16	2016-17	2017-18
Ready	41%	39%	45.1%	30%
Conditionally ready	41%	31%	31.5%	28.6%
Not yet ready	10%	17%	14.7%	18.3%
Not ready	7%	13%	8.7%	23.1%

**EdData*

For the EAP ELA portion, the ready and conditionally ready rates stayed mostly constant from 2015 to 2017 before dropping significantly in 2018.

Math Readiness

	2014-15	2015-16	2016-17	2017-18
Ready	25%	21%	20%	16.9%
Conditionally ready	36%	29%	29.4%	26.7%
Not yet ready	24%	26%	24.5%	19.2%
Not ready	14%	24%	26%	37.1%

**EdData*

For the EAP Math portion, the ready and conditionally ready rates have been slowly dropping over the past 3 years, hitting a new low in 2018.

ADVANCED PLACEMENT

Advanced Placement - Historical Trends

	2014	2015	2016	2017	2018
Calabasas High School (050421)					
Total AP Students	419	386	488	603	653
Number of Exams	649	649	831	1,051	1,231
AP Students with Scores 3+	316	323	414	480	549
■ % of Total AP Students with Scores 3+	75.4	83.7	84.8	79.6	84.1
California					
Total AP Students	354,227	372,502	396,254	416,758	425,478
Number of Exams	668,479	707,509	749,392	791,238	804,845
AP Students with Scores 3+	227,801	237,063	247,846	259,641	271,115
■ % of Total AP Students with Scores 3+	64.3	63.6	62.5	62.3	63.7
Global					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,832,986
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,145,478
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,737,080
■ % of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

*Collegeboard

In 2018, 653 CHS students took 1,231 AP exams, which is an increase of 50 students and 180 exams. The increases are as a result to CHS's efforts in opening access to AP courses for all students.

Students in AP or Honors Classes by Demographics

	White	African-American	Hispanic	Asian	Other
2015-16	41.2% (595)	18.7% (14)	25.9% (38)	58.7% (61)	23.1% (15)
2016-17	44.5% (671)	24.1% (20)	26.8% (45)	76.8% (73)	28.9% (22)
2017-18	54.3% (801)	34.5% (29)	43.4% (70)	76.8% (76)	21.6% (16)
2018-19	45.5% (708)	20.9% (19)	36.4% (64)	71.6% (73)	14.9% (11)

*Aeries

AP Participation rates seem to vary between various ethnic groups. Asian students have consistently had the highest AP/Honors participation rate, followed by White students, Hispanic students, and African American students. Further investigation is needed to find the cause of these disparities, particularly between White/Asian students and all others.

However, all groups have shown some improvement in the past three years, particularly Hispanic, white, and Asian students.

	Free/Reduced	Not F/R
2015-16	21.1% (27)	40.7% (696)
2016-17	24.6% (29)	44.2% (802)
2017-18	34.0% (82)	55.2% (910)
2018-19	23.6% (55)	46.3% (818)

**Aeries*

There appears to be a sizable gap between the participation rate of low income students and non-LI students in terms of AP and Honors participation rate. Non-LI students typically have double the percent participation rate, although both groups have increased over the past 3 years.

	SPED (including 504s)	Non SPED
2015-16	15.0% (31)	42.5% (692)
2016-17	14.7% (34)	46.9% (797)
2017-18	24.0% (56)	56.5% (936)
2018-19	20.6% (36)	45.9% (837)

**Aeries*

There appears to be major gaps between the AP/Honors participation rate of SPED and Non-SPED students. However, there does seem to be some positive movement for SPED students, with the rate significantly increasing in the past three years.

A-G COMPLETION RATES

A-G Completion by Subgroup

A-G Rate	Asian	Hispanic	African-American	White	EL	Low Income	Total
2014-15	18 (66.7%)	14 (48.3%)	8 (57.1%)	214 (66%)	1 (33.3%)	12 (38.7%)	267 (64.5%)
2015-16	15 (57.7%)	20 (66.7%)	5 (38.5%)	200 (64.5%)	2 (25.0%)	10 (37.0%)	250 (63.6%)
2016-17	20 (76.9%)	10 (35.7%)	2 (16.7%)	206 (60.8%)	1 (20.0%)	10 (38.5%)	248 (58.8%)
2017-18	21 (84%)	19 (48.7%)	6 (25%)	20 (66%)	3 (23%)	45 (47.9%)	307 (62.8%)

**DataQuest*

The A-G completion rate has held fairly steady for the past three years. Asian and low income students have seen an increase, white and Hispanic students have been flat, and African American and EL students have seen a decrease.

REPORT CARD ANALYSIS

Grades Analysis - Percentage of all grades earned each semester

Term	%Ds (D+, D, D-)	%Fs
Spring 2017	3.99%	2.23%
Fall 2017	4.24%	1.99%
Spring 2018	4.36%	2.38%

**Aeries*

The D% and F% has been essentially the same for the past two school years.

D/F Rate by Subgroups

	Fall 2017 Semester	Spring 2018 Semester	Fall 2018 MP 1	Fall 2018 MP 2
%D/F	20.1%	18.7% (367)	27.6% (553)	24.7% (494)
%D/F (2+)	10.6%	9.5% (186)	10.9% (218)	11.5% (230)

%D/F (EL)	36.8%	26.3% (5)	42.1% (8)	73.7% (14)
%D/F (LI)	29.7%	34.0% (36)	37.8% (87)	42.2% (97)
%D/F (FG)	32.1%	18.9% (20)	56.3% (63)	45.5% (51)
%D/F (SPED)	47.8%	25.2% (40)	56.6% (98)	57.8% (100)
Total Students	1958	1958	2003	2003
Total EL	19	19	19	19
Total LI	249	249	230	230
Total FG	106	106	112	112
Total SPED	159	159	173	173

**Aeries*

The percentage of students with at least one D/F has slightly increased in the last school year from 20% to 24%. However, the percentage of students with two or more Ds/Fs has held firm, around 11%. EL students have seen a major increase in the percent with a D/F, although this represents a very small sample size and we will have to wait until the semester ends for a fully accurate comparison. Low income, first generation college bound, and Special Ed students have also seen an increase in D/F% across the past two years. This data has been shared with staff throughout the year and CHS recognizes that we need to continue to work on interventions and instructional support that helps improve the D/F rates for subgroups.

GRADUATION & DROPOUT RATES

Graduation Rates

	African - American	Asian	Hispanic	White	Total
2014-15	14 (73.7%)	26 (100%)	28 (80%)	325 (91.8%)	413 (91.0%)
2015-16	13 (86.7%)	27 (100%)	31 (96.9%)	313 (95.1%)	398 (95.2%)
2016-17	13 (86.7%)	26 (89.7%)	29 (82.9%)	341 (94.7%)	426 (93.0%)

2017-18	21 (87.5%)	25 (100%)	36 (92.3%)	353 (93.9%)	457 (93.5%)
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**DataQuest*

Graduation rates have increased moderately over the past three years. Within sub-groups, there have been some major increases, particularly for African-American and Hispanic students.

Dropout Counts

	African - American	Asian	Hispanic	White	Two or more races	Total
2014-15	5	0	7	23	-	35
2015-16	2	0	1	14	-	17
2016-17	2	1	5	18	-	26
2017-18	2	0	3	23	2	30

**DataQuest*

The dropout rate has remained fairly constant for all students and for each individual subgroup.

PROCESS AND PERCEPTION DATA

California School Parent Survey Results

Question	Percent Agree or Strongly Agree
School allows input and welcomes parent contributions	73%
School encourages me to be an active partner with the school in educating my child	79%
School actively seeks input of parents before making important decisions	50%
Parents feel welcome to participate at this school	80%
School staff treats parents with respect	85%
School staff takes parent concerns seriously	75%

School staff are helpful to parents	81%
School keeps me well informed about school activities	95%
Teachers communicate with parents about what students are expected to learn in class	74%
School promptly responds to my phone calls, messages, or emails	73%
School lets you know how your child is doing between report cards	82%
School provides information about how to help child with homework	50%
School provides information about why child is placed in particular groups or classes	48%
School provides information about parent expected role at school	59%
School provides information on how to help child plan for post-secondary	79%

**California School Parent Survey 2018*

Overall, parents at the school seem to agree or strongly agree with a variety of positive indicators about the school. For example, a vast majority of parents agree that the school welcomes input, encourages parent partnership, welcomes parents, treats them with respect, is helpful, takes concerns seriously, lets them know of their children’s progress, and keeps them well informed about school activities. Area of growth indicated from this survey are that only half of parents feel that: the school gets parent input before decisions are made; the school provides information about how to help with homework; and the school provides information about why their child is placed in particular classes.

California School Staff Survey Results

Question	Percent Agree or Strongly Agree
Learning Environment is Supportive and Inviting	100%
Sets High Standards for Academic Performance of All Students	91%
Promotes Academic Success for All Students	92%
Emphasizes Academic Help When Needed	97%

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Teaches Lessons Relevant to Students	97%
Adults at School Ensure Safe and Supportive Environment	94%
School Uses Objective Data in Decision Making	88%
School is a Supportive and Inviting Place to Work	87%
Staff Feel Responsibility to Improve School	90%
Staff Support and Treat Others with Respect	89%
School Promotes Staff Trust and Collegiality	80%
Staff Have Close Professional Relationships	77%
Staff Participate in Decision Making	79%
School Provides Staff Resources and Training to do Job Effectively	82%
School Provides Resources and Training Needed to work with SPED Students	77%
Safe Place for Students	96%
Safe Place for Staff	94%
Clean and Well Maintained Facilities and Property	74%
School Encourages Parent Involved	99%
Teachers Communicate with Parents About Academic Expectations	89%
Parents Feel Welcome to Participate at School	96%
School Takes Parent Concerns Seriously	95%

**California School Staff Survey 2018*

Staff agreement on the questions posed was universally high on nearly every question. All questions topped 74% agreement, with a majority of questions showing 90%+ agreement. An area for growth are the few categories below 80%: Clean and well maintained facilities; school provides resources for working with SPED students; staff have close professional relationships; staff participates in decision making. Still, that these lowest categories are still so high shows that only incremental improvement is needed in these areas.

California Healthy Kids Survey Results

Question	Percent Agree or Strongly Agree by Grade (9/10/11/12)
At this school, there is an adult who cares about me	63/70/69/70
At this school, there is an adult who listens to what I have to say	69/79/71/75
At this school, there is an adult who believes I will be a success	70/72/71/76
At this school, I do things that make a difference	35/37/32/38
I am happy to be at this school	64/68/60/59
The teachers at my school treat students fairly	51/52/47/53
I feel safe at my school	47/46/40/49
I try hard at school because I'm interested in my school work	58/56/50/51
I have been pushed, slapped, or hit (not as a joke)	7/4/6/4
The school makes it clear how students are expected to act	54/55/55/51
Students care about each other	51/53/46/48
Students treat each other with respect	36/38/30/36
The school encourages students to understand how others think and feel	37/33/30/34

**All data from California Healthy Kids Survey 2018*

Overall, students seem happy to be at school. A strong majority agree that adults on campus listen to what they have to say, believe they will be a success, and care about them. One part that stood out was the drop in percentage of students who felt safe at school. The survey was taken the month after the Parkland school shooting resulting in the students requesting more safety measures. One area requiring more data is that many students feel they are not doing work that makes a difference. Students report that they do not treat each other with respect. Finally, students are split 50/50 about whether they are treated fairly, which may be an area of further investigation to clarify what students meant by that response. Several of our Student 360 activities have been created to specifically address these deficiencies.

SUMMARY OF DATA IMPLICATIONS

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 almost doubled the number of students accessing the AP curriculum; and the Healthy Kids Surveys show that students, staff, and our community are connected. However, our data also reveals that students are increasingly anxious about school safety and struggle with mental health and social-emotional concerns. Subgroup data analysis also reveals a need to address disproportionate achievement, especially for our African-American, low-income, and SPED students.

CRITICAL LEARNING NEED #1: Continue to Support At-Risk and Struggling Students

Looking at data related to sub-populations provided epiphanies for staff that were not always comfortable, but led to an increased awareness that more support is not only needed but is a moral imperative. CHS will continue to analyze D/F and subgroup data and collaborate on multi-tiered system of interventions to support our struggling students inside and outside of the classroom. A District funded grant will allow us to open an alternative learning center that will focus on the needs of students in need of credit recovery, with school related anxiety, and chronic absences.

CRITICAL LEARNING NEED #2: Student 360 Dispositions

In order to support our students' academic readiness, social-emotional intelligence, and career preparation so that they are cognitively prepared to access the curriculum, we will continue to focus on Student 360 core dispositions/schoolwide learner outcomes. Teachers will continue to be trained in implementing Student 360 inside their classrooms.

CRITICAL LEARNING NEED #3: Improve CAASPP Performance

CAASPP data reveals a significant drop in students meeting standards in both ELA and Math. In addition, our subgroups need targeted instruction to raise scores. An anonymous survey of last year's 11th grade class found that students and staff did not approach the exams as seriously as they should. Some students stated that the tests did not benefit them personally, and therefore they did not try. To combat this in 2019, we are planning on educating our students and staff on the importance of the test and how it can benefit students who do well. We will also be using more CAASPP-type questions in the classrooms and providing students with test-taking strategies.

Chapter III: Self-Study Findings

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



Leader: Lance Novak

Lance Novak is currently in his 17th year teaching and his 15th year of teaching at Calabasas High School. In addition to teaching AP Government and Politics, he is the Social Science Department Chair, the boys and girls Golf coach, a part-time Athletic Supervisor, and a member of the Academic Council. In his free time, he enjoys golfing and spending time with his family.



Writer: Catherine Foley

Catherine Foley has been teaching English since 2006 and has a wealth of experience with LVUSD. She currently teaches AP English Language & Composition, and our ROP Work Experience course, as well as serving as the advisor for several clubs on campus. When she's not in the classroom, she serves as a CTA delegate and corresponding secretary for our local union. She loves to travel, visiting a new country each year for the past six years - and is looking forward to visiting Australia and Africa this summer.

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, 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.

Indicators with Prompts

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.*

Findings	Supporting Evidence
<p>CHS 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. CHS utilized staff development time to revise the vision and mission to align with the District LCAP goals, Student 360: Making Connections for Lifelong Success. The goals were developed using the 5x8 Card generated by a Strategic Education Research Partnership (SERP) team working in collaboration with Phil Daro and the San Francisco and Oakland School Districts. Leaders in both Districts were aware that the fundamental nature of the shifts demanded by the CCSS-Mathematics Practice Standards requires vital actions on the part of teachers and students. In 2016, the District aligned the student vital actions with Common Core practice standards in all disciplines; and in 2017, they aligned the vital actions with our Student 360 focus. During our meetings to revise the CHS mission and vision, we determined that adopting the Student 360 vital actions made sense and enabled us to build internal capacity around our common purpose. The mission and vision includes cultivating persistence and grit and a positive mindset. 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>	<ul style="list-style-type: none"> ● Student 360 Seven Core Practices 2016 (CARD) See <i>Chapter 2 WASC Report</i> ● Student 360 Seven Core Practices 2018 (CARD) ● Single Plan for Student Achievement

<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 <i>positive mindset</i> disposition of Student 360. Our second LCAP goal states that we will provide regular assessment, monitoring, and intervention to expose students to every opportunity possible. This is incorporated in the Student 360 disposition of <i>collaborative communities</i>. Finally, the disposition of <i>mindfulness & thoughtfulness</i> 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.*

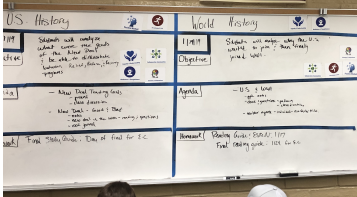
Findings	Supporting Evidence
<p>Calabasas High School has effective processes in place to ensure the involvement of all stakeholders in the development and refinement of our vision, mission statement, and schoolwide learner outcomes. There are multiple avenues in which all stakeholders are engaged in 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 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 CHS. Finally, our School Site Council meets quarterly to review SPSA's alignment to LCAP, and assess SPSA goals.</p>	<ul style="list-style-type: none"> • Board Meeting agenda • Weekend Message • Community 360 Collaborative • PFC Agenda • Sample School Site Council Agenda

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>CHS 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 spent the last year addressing both our school mission and the way in which we are implementing this mission and vision in the classroom and beyond.</p> <p>Faculty and Administration communicate the school's vision and mission to students on the first day of school, to parents at Back to School Night 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 SLOs. For example, CHS Counselor Melissa Gillespie worked with community member/therapist Evan Simmons to create a Counselor Corner Community 360 Podcast.</p> <p>Since the beginning of this year, teachers have used daily objectives and S360 Vital Action Magnets to make intentional connections between the curriculum and the SLOs so that students can build internal capacity around our common purpose.</p>	<ul style="list-style-type: none"> • Annual Back to School Night • LVUSD Community 360 Website • Daily objectives aligned with Student 360 Vital Action Magnets  <ul style="list-style-type: none"> • Weekend Message • 360 Podcasts

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.

Indicators with Prompts

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</p>	<ul style="list-style-type: none"> • Board policies and procedures are posted on

<p>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 CHS website in addition to the LVUSD website, which are 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 January 29, 2019.</p>	<p>LVUSD website</p> <ul style="list-style-type: none"> ● Uniform Complaint Procedure provided on LVUSD and CHS websites ● District Org Chart ● Board Data Study
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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.

Findings	Supporting Evidence
<p>CHS 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 CHS PFC weekly newsletter informs stakeholders of events, committees, meeting dates specifically related to CHS. 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"> ● Weekly email/phone messages ● Website updated weekly ● PFC Newsletter ● School Site Council ● LCAP ● Board Meetings ● Curriculum Council ● RACI (Registration and Check In)

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).*

Findings	Supporting Evidence
<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 in house at the point of conflict. In 2017, seventeen parents filed Level 1 complaints; three Level 2 complaints, and one Level 3 complaint. In 2018, seven parents filed Level 1 complaints; two Level 2 complaints, and no Level 3 complaints (to date).</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"> ● Complaint Policy and Procedures

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.

Indicators with Prompts

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>CHS 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. Principal Foss often speaks of <i>Kaizen</i>, a Japanese philosophy of creating continuous improvement based on the idea that small, ongoing positive changes can reap major improvements. Our faculty, School Site Council, PFC, EL Advisory Committee, and Academic Council reviewed and assesses 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</p>	<ul style="list-style-type: none"> ● School Site Council Agenda ● High School Summit Agenda ● Academic Council agenda ● Department Meeting Agendas ● Letter from SSC to DO to have PSAT at sites ● Writing Proficiency Prompts and Norms

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 sites in order to determine school-wide areas of strength and identify problems of practice. The School Site Council voted to approve the 2018-19 SPSA on June 1, 2018 with the understanding that it will be reviewed again at the beginning of the 2018-19 school year once additional/updated data is accessible. On Oct. 4, 2018, School Site Council met to review and pass the 2018-19 SPSA with updated data.

The School Site Council is a cooperative effort that is intentionally inclusive of a broad spectrum of stakeholders across the District. Participants include teachers, parents, students, and administrators, who meet five times per year in order to have sustained and current input and dialogue.

Staff meets in PLCs on Monday morning meetings that are twenty minutes in length. 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.

Both high schools in the District participated in a high school summit to discuss bell schedules and shared concerns. We are working with Agoura High School and District cabinet members to create a new bell schedule that will increase the PLC time because we have identified this as an area of need.

Departments meet regularly to evaluate data from both standardized tests and classroom assessments to adjust instruction according to student needs and design instruction that is relevant and meaningful to stakeholders.

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 Agoura High School to align instruction across campuses.

- [Instructional Rounds Sign-Up Sheet](#)

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?*

Findings	Supporting Evidence
<p>CHS 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. At each grading period, CHS staff and the SSC meet to monitor SPSA goals and progress. CHS staff holds both department and all staff meetings to review SPSA regularly as data such as grades, the Healthy Kids Survey, PSAT, CAASPP, CA Dashboard, and AP results are released throughout the school year.</p>	<ul style="list-style-type: none"> ● Single Plan for Student Achievement (full document) ● SPSA Executive Summary with keystone metrics and targets ● School Site Council agenda ● CHS Staff meeting powerpoints ● Assessment data such as grades, Healthy Kids survey, PSAT, CAASPP, CA Dashboard, AP results (see Chapter 2)

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>CHS 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>CHS holds monthly Academic Council meetings in which administration and department chairs collectively discuss schoolwide updates, voice concerns, and share instructional strategies to address identified student learning needs. CHS also holds monthly Round Table meetings for certificated union representatives to share concerns that staff might have regarding student learning needs, such as grading and homework policies. An administrator is always present at Round Table to collect feedback and work to address issues that are shared. CHS staff also participates in shared decision-making through weekly PLC and department meetings to plan curriculum, look over common assessments, review student achievement data, and discuss best practices. Administration and counselors work together in "Circle-up" meetings to support academically struggling and truant students.</p>	<ul style="list-style-type: none"> ● Academic Council agenda ● Round Table notes ● Monday PLC time ● Department Meeting agenda ● Circle Up Notes

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>CHS effectively evaluates and uses existing structures for internal communication, planning, and resolving differences among the staff and administration. CHS 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 CHS to improve communication internally and externally across the District.</p> <p>Surveys are circulated electronically in order to gain faculty input. 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 for admin to communicate directly with the faculty. Round Table meetings are where faculty representatives meet with admin to discuss school wide issues. Any member of the faculty may anonymously bring forth a concern and have it addressed during Round Table. The CHS Round Table has been cited by both the Union and the District office as a model for other schools to emulate. Academic Council meetings are held for admin to provide updates and discuss academic issues with department chairs. Department chairs report out information from Academic Council to their respective departments.</p> <p>The most recent Healthy Staff survey indicated that the majority of CHS faculty feel that their voice is heard and their opinions are respected by Administration. This is due to the systems in place here at CHS.</p>	<ul style="list-style-type: none"> ● Emails ● New landlines ● Face-to-face meetings ● “Week in Review” emails from District ● Faculty input surveys ● Minutes from: Department, Faculty, Round Table, and Academic Council meetings ● Updated phone list ● Healthy Staff Survey results

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.

Indicators with Prompts

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.*

Findings	Supporting Evidence
<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, CHS admin determines appropriate teaching assignments for certificated employees. Department chairs also help weigh in 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>CHS provides additional support to new hires twice a month. New teachers receive a mentor teacher, and all new hires are offered professional development through the schools and also outside conferences.</p> <p>LVUSD offers credit recovery through an online program, FUEL. The program is staffed through their institution.</p> <p>All staff, classified and credentialed, are required to complete online annual 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>	<ul style="list-style-type: none"> ● District Employee Hiring Procedures ● EdJoin.org ● New Teacher Meetings ● Teachers required to complete hours of PD time yearly in three separate categories ● Teachers are certified for all courses they are assigned ● FUEL ● Keenan Online Trainings ● Talent Development ● Department Meetings

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.*

Findings	Supporting Evidence
<p>Calabasas High School (CHS) communicates school policies with all stakeholders using a variety of methods. Academic Department Chairs deliver information and test results from 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 CHS 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. Furthermore, before students arrive for their first day of school, two teacher work days are provided to staff to review school policies, procedures, the mission statement, and set goals for the year. Additionally, District personnel provides trainings to educate or update staff on changes to current procedures. There currently is no CHS Faculty Handbook, but are in the process of creating one.</p>	<ul style="list-style-type: none"> ● Academic Council meetings ● PLC meetings ● See web page "information" link ● See web page "academic" link ● First week of school/teacher work day schedule ● Monthly staff meetings by District

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 perform 26 hours of professional development per year, with the option of 6.5 additional hours. The District has created a Talent Development (TD) portal where staff can go to see what different professional development is being offered. These sessions are often run by teachers and District personnel, but there are several sessions run per month by outside professionals. Teachers may submit requests for various types of TD they wish to see or types of TD they would be willing to teach.</p> <p>Every October, the entire District gets together for a District-wide</p>	<ul style="list-style-type: none"> ● LVUSD TD Portal ● 26 required TD Hours, plus 6.5 additional optional hours ● LVUSD Staff Development Day ● Monday PLCs ● Staff collaboration ● Conferences

<p>professional development day. After some morning awards and state of the District updates, teachers break into smaller groups for several TD sessions. This year, the entire day was dedicated to implementing the new Student 360 dispositions and how to effectively integrate them into classrooms.</p> <p>Each Monday, staff collaboration time is set aside so that teachers meet in “Professional Learning Communities.” Such PLCs may involve regular department meetings or, again, collaboration about best practices. One of our goals this year is to modify our bell schedule so that we can have longer PLC time on Mondays. Our current PLC time is for 25 minutes and we would like to see it increased to an hour as that would allow for more time to plan, collaborate and share best practices.</p> <p>Both LVUSD and CHS 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.</p> <p>According to teacher feedback, the variety of TD options available to teachers has improved instructional practices and successful student outcomes. After a series of staff collaboration on supporting struggling students in the 2017-18 school year, the number of students earning D/F grades declined by 5%. Through funding to support teachers in attending AP conferences and workshops over the past five years, the number of high achieving students passing A.P. tests with a score of 3 or higher rose by almost 10%.</p>	
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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?*

Findings	Supporting Evidence
<p>CHS 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, 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, prior to the observation day, for the teacher to complete. After the observation, CHS admin holds a meeting with the teacher to review their performance, discuss any findings, and suggest areas for growth. Admin conducts at least three full period observations of each teacher on evaluation track during the school year. Each</p>	<ul style="list-style-type: none"> ● Teacher Evaluations ● Self-Evaluation Forms ● TD Portal ● Faculty TD Meetings ● Instructional Rounds

<p>observation is followed by a post-observation meeting in which the admin shares constructive feedback with teachers along with a formal observation memo which captures minute-by-minute description of the observation.</p> <p>Admin also supervises teacher growth through monitoring teacher participation in the District’s Talent Development (TD) portal. Admin can access the TD portal to review the number of hours as well as the topics of talent development that teachers have participated in.</p> <p>Monthly faculty meetings often contain a short professional development or best practices session. Admin or individual teachers lead a short activity to work on an area of growth. Admin takes attendance at meetings and also asks teachers to complete a survey to collect feedback and ideas as to how they will use what they learn inside their classrooms.</p> <p>This year, the District is piloting Instructional Rounds, where admin, teachers and staff travel to other schools and view classrooms. Admin, teachers and staff then meet and review their observations to determine potential best practices. These practices are typically shared out with staff at the teacher’s home school. This year, these rounds are voluntary, however, after the pilot year, the District’s goal is to make this self-study mandatory for all teachers. Teachers who have already attended an Instructional Round this year have reported that the experience was a highly effective professional development session and a good way to evaluate their own teaching practices.</p>	
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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.

Indicators with Prompts

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
Resources are effectively allocated to support the site and District	<ul style="list-style-type: none"> ● Guided Studies students

<p>LCAP and SPSA goals. Principal Foss, 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. The PFC budget is developed in concert with the Executive Board and Principal who ensures funding align with SPSA goals. Department Chairs review the annual school and PFC budget and submit requests in order to meet their goals. The requests are reviewed by the principal and executive board for final approval. CHS LCAP and PFC funds provided after school tutoring in the library after school and on Saturdays, extensive professional development and conference attendance, academic competition participation, and collaborative furniture.</p> <p>In order to support additional offerings in AP Research, Seminar, World History, and Introduction to Computers , PFC funded teachers to attend AP conferences. LCAP funds were used to fund teachers writing curriculum proposals for UC Doorways. PFC and LCAP also funded Guided Studies classes to support students needing intensive intervention. The impact of these resources is that more students have access to AP courses and meet A-G requirements. Funding for Robotics, Academic Decathlon, Link Crew, and Future Business Leaders of America have led to increased academic success. Due to the collaborative furniture purchases, we have seen an increase in real-world collaboration amongst students and increase in engagement. Students in Guided Studies improve grades in all courses. Attendance at reading conference led to increased participation in outside reading program and led to reimagining English classroom to support highly engaging reading environment for students.</p>	<p>grades</p> <ul style="list-style-type: none"> ● Enrollment in AP courses ● A-G eligibility ● Collaborative furniture ● Conference attendance ● Reading classroom
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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
<p>The District LCAP committee effectively develops annual budgets in concert with all stakeholders, including staff and community members from CHS. 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 hold a series of trainings on quality business and accounting practices, including protections against mishandling of institutional funds.</p>	<ul style="list-style-type: none"> ● District audit ● PFC audit ● ASB audit ● Financial training presentation

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>CHS and LVUSD maintain a learning environment that meets the educational health and safety of students. CHS is equipped with 77 classrooms on campus in a variety of buildings with 3 other learning spaces. 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. CHS campus is well maintained by custodians and grounds maintenance staff both day and night to create a positive learning environment.</p> <p>CHS incorporates the school safety plan. Students and teachers are required to know procedures for a variety of emergencies situations.</p> <p>We are in the process of reimagining our closed Auto Shop into a Alternative Learning Center so that the space can be used as an instructional classroom (current houses electric carts and general storage.)</p>	<ul style="list-style-type: none"> ● Conventional desks ● Tables ● Collaborative desks/tables ● Safety showers ● Safety glasses ● Trough sinks ● Fire blankets ● Fume hoods ● School Safety Plan ● Tinted windows and/or blinds ● School ID badges worn at all times ● Visitor Sign in System - Raptor

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.*

Findings	Supporting Evidence
<p>Calabasas High School and Las Virgenes Unified School District have an effective process for acquiring and maintaining adequate instructional materials and equipment. CHS 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>CHS, Agoura High School (our fellow high school) and LVUSD</p>	<ul style="list-style-type: none"> ● Media Center ● 1:1 laptops for students ● Williams Complaint procedures ● New textbook adoptions ● Supplementary materials on Google classroom ● PFC funded materials

<p>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 is beginning the process of adopting textbooks across the District beginning 2019. The District has introduced--and CHS has spearheaded--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>	
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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>CHS 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 HR to determine staffing needs. All potential hires are reviewed by HR personnel, interviewed, and completes background and reference checks. We use hiring committees that include teachers, administration, students and parents to select qualified teachers and staff.</p> <p>New hires 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"> ● Hiring protocols ● New teacher orientation ● New teacher mentors ● Teacher Induction Program through the District's Center EdX ● Conferences and talent development

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>CHS collaborates with our District every year in reviewing and contributing to the District LCAP. Once the District LCAP is finalized, CHS 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. SPSA goals are brought up and reviewed at every staff meeting to ensure accountability. When reflecting on this process, having buy-in from a variety of stakeholders ensures the plans success.</p>	<ul style="list-style-type: none"> • District LCAP • Site SPSA

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



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

CHS successfully achieves the school's mission 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. 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, monitoring student progress, In addition CHS effectively involves all staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs. Lastly, CHS 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

- CHS effectively collects and analyzes data to ensure student growth.
- CHS has strong communication and community involvement through videos, websites, PFC newsletter, email and phone weekly messages.
- CHS does a good job at consistently monitoring our SPSA plan to ensure we are meeting student goals and learner outcomes.
- CHS faculty and administration are unified in their shared desire for professional growth and innovation for best practices (evaluations, collaboration, instructional rounds).
- CHS 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

- CHS needs longer PLC time in order to engage in the collaboration necessary to develop and implement new instructional strategies.
- Department budgets are variable by year because they are funded by the PFC.
- Remodel the auto shop into instructional space for an Alternative Learning Center.
- CHS needs to create a Faculty Handbook as a hub of resources and information for staff.

Category B: Standards-based Student Learning: Curriculum



Leader: Emily Ritchey

Emily Ritchey is in her 13th year as a high school counselor and in her third year as a counselor at Calabasas High School. As the Counseling Department Chair, she also serves on several District committees and helps coordinate the master schedule process with Dr. Duncan. She loves long-term planning and is excited about the programming the CHS Counseling department has developed over the last two years - and where it's headed! When she's not meeting with students upstairs or teaching counseling curriculum in the classroom, you can find her advocating for foster youth as a #fostermom, playing fetch with her dogs, or getting the truck dirty with her family.



Writer: Courtney Watkins

Courtney Watkins is currently in her 7th year of teaching, having taught at both El Segundo High School and Calabasas High School. On top of her Chemistry and Biology classes, she is the Early College Academy teacher and a member of the School Site Council. She is currently in the process of her earning her preliminary administrative credential through the LVUSD Preliminary Administrative Service Credential (PASC) program and has enjoyed getting to work with faculty in a new capacity through the WASC process. In her free time, she enjoys riding and competing horses, and spending time with her husband as a newlywed.

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. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*



Findings	Supporting Evidence
<p>New findings from educational research are reviewed, implemented and reflected in our teaching practices on an ongoing basis. Teachers attend conferences, read educational research papers and books, conduct externships and share their findings with colleagues in structured and ad hoc settings. Staff is sent a Weekly Briefing that includes at least one educational resource. Curriculum is regularly adapted as new findings or standards come to the fore. Grading practices more supportive of student success and formative improvement are tested and implemented. Academic and CTE coursework is made relevant for students by stressing career and college readiness. New textbooks are adopted that reflect both updated teaching techniques and more topical and relevant content and technological components. Extensive use is made of outside</p>	<ul style="list-style-type: none"> ● Conferences: ASCD, AVID, CSUCI, CATE, ERWC, AME, Model UN, NGSS, BER (YA Lit) ● Weekly Briefing ● Instructional Rounds ● Adoption of NGSS aligned labs and textbook ● Standards-Based Grading Pilots ● AME Interdisciplinary PBL ● Transition 101 class ● Social Studies textbook

resources and materials to enhance student engagement and relevance. All of these undertakings can be found in multiple settings including regularly scheduled collaborative time set aside by the District and ad hoc sessions lead by teachers.

LVUSD has rolled out District-wide Instructional Rounds this year. This allows teachers to observe teachers at other schools and disciplines and to discuss best practices. Several teachers who have already attended these rounds have implemented different practices in their own classrooms.

With the roll-out of the Next Generation Science Standards (NGSS) approaching, science teachers have been working to align current courses. The District has provided experts who have successfully created alignment to NGSS at another District in Southern California. CHS teachers were able to experience lessons in the role as student so comparisons could be made between current practices and what needs to become regular practice.

Our school is actively exploring adaptive grading processes that better support student achievement. One group of teachers met weekly to review and discuss “Grading From the Inside Out” and explore the potential of proficiency grading. A number of teachers in the group implemented the practices outlined in the group and reported their anecdotal experiences. The AME Program has incorporated these principles throughout the program. Teachers from the study group have conducted workshops on the practices during TD and collaboration sessions.

In order to ensure the special education population is gaining important skills that will enable them to be successful, a *Transition 101* course has been created. This course has been effective in reducing the struggle students experience when they leave the high school setting and move into college and/or the workplace.

The Social Studies Department adopted a new textbook that is more aligned with current standards and will provide students with more relevant material. A teacher from each grade piloted the new textbook during the 2018-19 school year. The pilot committee voted to recommend Houghton Mifflin’s World History, US History, and Government curriculum as well as Pearson’s Econ curriculum. It will be important that the teachers receive professional development in the new curriculum

The Art department is combining technology and traditional analog methods of instruction to provide a deeper understanding of Color Theory. The use of outside materials, such as youtube videos, helps tie the subject matter to the world of work and make clear the necessity of color theory to career readiness.

adoption

- [Color Theory in Art](#)
- International Collaboration with Chinese High School
- [Ongoing Counselor Training](#)

<p>Chinese class is bringing the world into the classroom through the use of technology by cooperating with Agoura High School and a top 10 high school in China to conduct the bilingual writing proficiency activity.</p> <p>High school counselors participate in professional development each year to ensure the college & career offerings on campus are robust, social and emotional health resources are readily available, and methods used on campus to help students reach academic success are proven effective.</p>	
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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.)*

Findings	Supporting Evidence
<p>CHS has defined academic standards and college- and career-readiness standards for each subject area in many ways. All of our departments have comprehensive course outlines that align with Common Core State Standards and Frameworks.</p> <p>Our goal as a school is provide many opportunities for students to meet or exceed graduation requirements and prepare for a bright future beyond high school. We are continually trying to create more opportunities for students to grow as learners and become more college and career ready. This is an area of strength school-wide, and in the last few years we continue to make a concerted effort to ensure all courses are approved through the UC A-G portal.</p> <p>All of our course offerings are UC A-G approved, with the exception of an Investments Elective class, that is currently under review to become A-G. All AP courses are submitted annually for UC approval. We offer AP course across all disciplines, and recently added the College Board AP Capstone program.</p> <p>We have 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. We need to ensure that our ECA students receive tutoring from Link Crew and Moorpark College tutors.</p> <p>Starting with the class of 2022, we have added a third year of math</p>	<ul style="list-style-type: none"> ● UC A-G Portal ● AP Classes ● AP Capstone ● AVID ● Freshman Seminar ● Graduation Requirements ● College/Career Planning

<p>to be compatible with A-G requirements. In addition, our Freshman Seminar course was added a graduation requirement for all 9th graders to promote success in high school and beyond.</p> <p>Counseling curriculum aligns with the American School Counselor Association (ASCA) that includes a focus on college/career and post-secondary planning. Students are advised annually regarding college requirements and course selection related to college/career planning.</p>	
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Congruence

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

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


Findings	Supporting Evidence
<p>Calabasas High School 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. In order to achieve a close connection in these areas, our teachers use Academic Standards, CTE standards, as well as our Student 360 schoolwide learner outcomes. Teachers share practices and develop common assessments. For many classes there is a cross curricular emphasis on content. Since state and national standards have changed, establishing congruence is an ongoing endeavor.</p> <p>Teachers have clear objectives posted on their daily agendas and are using our Student 360 SLO's in class to make lessons more congruent with standards.</p> <p>Since 2012, teachers have worked on cross curricular emphasis on learning 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. We will need to continuously monitor their academic success in all their courses.</p> <p>Our increasing rating on the College and Career Readiness indicator on the California Dashboard demonstrate that there is consistency among the concepts and skills taught and student outcomes.</p>	<ul style="list-style-type: none"> ● Academic Standards ● CTE Standards ● Student 360 ● Common Assessments ● Daily Agendas ● Literacy Initiative ● Transition 101/SPED Transition Plans ● College/Career Readiness Indicator

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular

integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Overall, CHS utilizes a variety of outsourced curriculum and does so effectively. Teachers supplement adopted curriculum from a variety of sources. For example, English and Social Science teachers integrated graphic novels and lessons purchased around them. Some examples include: "March" - the story of John Lewis during the American Civil Rights Movement, "To Kill A Mockingbird" and "The Odyssey." These editions of these stories are more accessible to many students.</p> <p>FUEL Program is utilized for struggling students and credit recovery.</p> <p>Some Honors Biology and Physiology classes participate in a three week biotechnology lab program in which all of the equipment and materials are provided by Amgen Biotechnology. Supporting curriculum is aligned with the Next Generation Science Standards.</p> <p>Chemistry utilizes new labs and demonstrations as learned from attendance at Chemistry conferences like the Occidental College Chemistry Day.</p> <p>AME Physics is utilizing outsourced curriculum from STEM Guitar Building Program to help students better understand the physics of sound and magnetism.</p>	<ul style="list-style-type: none"> ● Graphic Novels ● FUEL Program ● Chemistry Labs ● STEM guitar program 

Articulation and Follow-up Studies

B1.5. Indicator: The school 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: *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>CHS has a strong relationship with the three middle schools in the District. The CHS counseling team works regularly with our feeder schools and inform 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 & Career center work regularly with local colleges, universities, and technical schools to provide our</p>	<ul style="list-style-type: none"> ● Feeder School Visits ● College and Career Center ● College Clearinghouse Data ● College visits ● Moorpark College Classes ● Moorpark College Affiliations

<p>students with important transition opportunities.</p> <p>LVUSD receives clearinghouse data from local colleges, universities, and technical schools of graduates and other students. CHS used this information to determine college readiness and adapted our curriculum appropriately.</p> <p>CHS invites representatives from colleges and universities to present available programs and the relevant acceptance requirements. In addition, CHS sends teachers and department heads to conferences and local colleges to help ensure our curriculum prepares students for the rigors of college level work.</p> <p>CHS and LVUSD has a Memo of Understanding with with Moorpark College to provide college level classes on site, as well as summer classes. In addition, many CHS staff are collaborating with Moorpark staff.</p> <p>The Early Academy students are concurrently enrolled in Moorpark College. The Moorpark professors come to the high school to teach the classes; if students are successful in these classes, they will be successful in subsequent college courses.</p> <p>The English department is in contact with the English department at Moorpark College to ensure our curriculum is preparing students for the rigors of college and beyond.</p> <p>The broadcast teacher is on the advisory board for Moorpark College film and TV program. The broadcast courses are currently in negotiations for articulation agreements for Moorpark and Pierce Colleges.</p> <p>Transition 101 has speakers from local community colleges and vocational programs come into the classroom.</p>	
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B2. 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.

Indicators with Prompts

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.

Findings	Supporting Evidence
<p>As a school, we are very effective in allowing all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Currently, LVUSD course catalogue lists prerequisites for some courses, however, we encourage all students to challenge themselves to take higher level courses. We are working with District office to remove prerequisites.</p> <p>Students begin their college and career readiness as early as the 8th grade, as counselors visit the middle schools and give short presentations on what to expect in high school, what classes are necessary for graduation, and what classes to consider for certain college majors or careers.</p> <p>All students have access to our College and Career Center. We have a full time College and Career Advisor who organizes visits from colleges all over the country. The Center is located in the Media building and is easily accessible to all students. Students may walk in or make an appointment.</p> <p>This year, the District funded the PSAT for all 10th graders. This allows our 10th graders, regardless of economic status, to gauge how they might perform on the SAT. CHS is holding a seminar for parents and students on how to read their PSAT scores and what the scores indicate. This will help all students make more informed decisions about their post-secondary plans.</p> <p>Counselors visit each English classroom every spring to go over registration for the following year. These presentations include information on what classes are necessary for different colleges or careers. Students are then called in to meet their counselors for more information or for a more personal look at their schedule. In addition, the counselors visit 10th grade Social Studies classes to specifically address post-secondary planning.</p> <p>CHS makes extensive use of Naviance. Students can access Career Profile Assessments and Learning Style Quizzes, can research various careers and colleges, can complete college applications, and search and apply for scholarships. Counselors educate both parents and students on how to use Naviance and guide them through the process.</p> <p>In addition to our counselors working with students, CHS offers seminars for parents to educate them on college and career planning. These seminars are free and open to all parents.</p> <p>Finally, students have many opportunities to explore different career</p>	<ul style="list-style-type: none"> ● Open Access Enrollment ● 9th Grade Registration Seminars ● College and Career Center ● Mandatory PSAT for 10th Graders ● PSAT Score Seminars ● Counselor Classroom Visits ● Counseling Naviance lessons and Career exploration ● College and Career parent presentations ● CTE Pathways ● Career Focused Classes

<p>avenues. CHS offers several CTE pathways, including the Academy of Media and Entertainment, Culinary Arts, and Robotics. CHS also has many non pathway career oriented classes, including Graphic Arts, Web Design, Computer Science, Investments, Sports Medicine, Stagecraft, Co-Op (work study class) and Co-Op Foods.</p>	
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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>Making the curriculum rigorous, relevant, and coherent has been the goal of the District for several years. One way of accomplishing this was the introduction of Student 360 student learner outcomes. The end result of the Student 360 is to produce a well-round whole child prepared for college and career beyond high school.</p> <p>Each class is utilizing the principles outlined on Student 360 Dispositions (see link) along with our core curricula in daily lessons. Teachers are intentionally connecting daily work to student's lives, diving deeper into material than before, and using common language to discuss learning. The impact is yet to be seen as this is the first full year of our Student 360 implementation, but early anecdotal evidence suggests that students are responding positively to the process and appreciate the connections being made.</p> <p>In addition, over the last two years, all of our core disciplines either have adopted or are in the process of adopting new textbooks. Each of these new textbooks are aligned with the California Common Core standards which was designed with relevance, rigor and coherence in mind. Teachers will need ongoing professional development in new curriculum materials.</p> <p>The different disciplines have created many opportunities for real-world applications. These include, but are not limited to:</p> <p>Science programs conduct labs that use real world technology and applications to develop both an understanding of science and careers. Bio-technology labs have been created, some with support from Amgen. AP Environmental Science and Environmental Biology have been constructing climate change labs. In Chemistry and Physics, we use Vernier Applications, similar to the kinds of technology found in professional labs.</p> <p>Art is utilizing Color wheels, Critiquing with the Art elements, and projects that are designed and made show this knowledge. The</p>	<ul style="list-style-type: none"> ● Student 360 Principles ● Common Core Aligned Textbooks ● Real-world science labs ● Real-world art applications ● Current Event Projects ● Shark Tank ● CTE Projects

<p>perspective drawings, relief landscapes in ceramics, help the students understand that in the real world there is depth, distance, and proportions. Scale, proportion and using the ruler for measurement helps them to be connected to the real world.</p> <p>Social Studies has created Current Event Projects (ongoing throughout the year) to focus on what is really going on in the world. The Social Studies program provides opportunities for students to determine how past events impact current events. Part of this skill development has to do with critically evaluating the credibility of sources. Students in Economics participate in a “Shark Tank” simulation, creating a product and its marketing materials. These are broadly applicable, since almost all students take these classes.</p> <p>All of our CTE classes offer real-world experiences including: Culinary Arts catering school and District events. AME students producing PSA for local non-profits and documentaries on current social issues using outside experts. Robotics involves practical construction and creation of technology, including utilization of solar cells. Graphic Arts producing brochures and flyers for local businesses and organizations.</p>	
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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 parents, students, and staff is an area of strength at Calabasas High School, but it also remains an area we must continually find ways to strengthen. Counselors regularly meet with students (and parents upon request) about a variety of college and career readiness (eg: sophomores meet about careers; juniors meet about college; and seniors meet about transitions). All students will meet one on one with counselors about course sign-ups during the year. Students and parents have access to the school website, teachers individual websites, and google classroom. The school District also provides additional information to parents and the community via email and twitter.</p> <p>In the classroom, staff and families communicate via email to work together to maximize the success of students. The majority of the staff uses Google Classroom so students have access to the classroom material online. Parents are able to request access to Classroom sites as well, if students need more monitoring. Staff, parents and students have unlimited access to grades and attendance through Aeries. In addition, progress reports occur at the 5, 10, 15 and 20 week mark of each semester.</p>	<ul style="list-style-type: none"> ● Digital communication ● Google Classroom ● Aeries ● Naviance ● College and Career Center ● Distribution of SPED packets - IEP and 504 student accommodations, eligibility and goals for each student ● Four year planning workshops for students and parents

<p>Students have frequent opportunities to explore post-high school options at the College and Career Center. Multiple times each month a variety of Colleges and trade/vocational schools are on campus to provide students information about potential careers and college opportunities that are available to them.</p> <p>The Special Ed department and teachers collaborate to ensure the needs of all students are met. Case managers have given hard copies of accommodations to each students schedule to teachers and have also uploaded accommodations to Aeries for teachers to access online. The Special ed department also collects data regularly to monitor progress quarterly. Each case manager regularly collects data for each students goals on a quarterly basis and sends home progress reports for each student for parents to see.</p>	
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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>Calabasas High School has a strong focus on preparing students for postsecondary plans, exposing them to a variety of options for continuing education, exploring careers, and considering other options.</p> <p>All students in 9th grade are enrolled in a Freshman Seminar course where they take a look at their high school course load to ensure they are on track for not only graduation, but post-secondary options like college and career. Freshmen start exploring their post-high school opportunities with counselors and instructors.</p> <p>Numerous AP courses are offered to all students to get them ready for the rigors of college level work.</p> <p>All students with IEP's have a transition plan and employment goal starting at age 15 in their IEP. The goal is to effectively transition students out of their IEP before graduating to prepare them for the rigors of post-secondary life.</p> <p>Senior English courses require seniors to write a college essay/personal insight response for use on their college applications. English IV will be offered as a college-like menu of options next year, including Pop Culture and Literature, Young Adult Literature, Dramatic Literature, and Expository Reading Writing Course (ERWC), a CSU-designed college prep course, wherein</p>	<ul style="list-style-type: none"> ● Freshman Seminar ● AP Classes ● IEP Transition Plan ● ERWC offered as senior English choice ● College and Career Center and Counselor visits ● Counseling Curriculum focuses on post-secondary planning across all grade levels ● Writing across the curriculum to meet post-high school education expectations ● College and Career Center offers a writing workshop to help students with their college essays/personal insight responses ● College and Career Center / UCSB College Application Seminars ● Alumni Night Flyer

students explore their college and career options.

With an entirely new Counseling department coming to CHS in the last three years, the team has revamped the counseling curriculum to focus on college/career planning across all four grade levels. Counselors visit Freshman Seminar classes to assist with post-secondary goals and planning; they visit Sophomore classes to bring career inventories and link to major/college choices; and visit Junior classes to sign on to Naviance and discuss the college application process.

In addition, the CHS College & Career center counselor visits Senior English classes to continue guiding students in their college essay writing and career exploration. The College and Career Counselor also provides further instruction on Naviance so that students can explore and research their options for college and career.

The College and Career Center hosts college visits from over 100 institutions in the Fall. The Center also provides multiple after-school workshops to help students hone their college and scholarship essays. The CHS Counseling department hosts 3-4 college application workshops in the Fall where students can get drop-in, personalized assistance with all parts of their college applications.

We host CHS alumni, recent college graduates, and current college students to return and share their experiences with our Senior class to conduct a Q & A on college.

Data on CHS alumni is collected to track their post-high school plans for college, career, military, and other post high school choices.

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 CHS Community has many strengths in the area of Curriculum, with strong professional development options offered within the District, multiple conference opportunities for teachers, counselors, and staff, and the recent implementation of Instructional Rounds. Staff are consistently engage in conversation and research in an effort to continuous improve our practice, recently exploring topics such as grading policies and a revamped counseling curriculum.

CHS has clearly defined academic standards and college- and career-readiness standards for each subject area, including Counseling, and 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. Schoolwide learner outcomes are

reviewed regularly and updated to reflect the changing needs of our students and technological world. Career technical courses are A-G approved and incorporate academic skills in their curriculum. With a strong college-going culture, CHS continues to work on expanding career technical opportunities and defining clear 2-3 year pathways within those programs.

The CHS Counseling team works regularly with our feeder middle schools schools to inform students about the opportunities available in high school; and together with our College & Career Center have fostered strong relationships with local community colleges, and public and private universities to offer information and opportunities to our students. This is an area of strength on campus as these relationships continue to expand. As a school, we are effective in allowing all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options with an open-access policy to all courses.

Communication between parents, students, and staff is an area of strength at Calabasas High School, but it also remains an area we must continually find ways to strengthen. Email is utilized by all members of the school community for quick, effective communication; however, teachers and counselors are often communicating with each other; with students; and parents in person to monitor student progress related to their goals. The Counseling department works together with students, parents, and teachers to monitor course selection each Spring, and encourages students to communicate with teachers regularly over email or during our Support period.

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

- CHS provides robust course offerings and options aligned with A-G requirements, along with opportunities for students to become more college and career ready.
- All 10th graders take the PSAT, providing early data on college readiness.
- CHS effectively communicates with students, staff and parents.
- Professional development opportunities are encouraged and supported by administration. Implementing new technology, providing opportunities for instructional rounds, and modeling the efficacy of learning from failure and the importance of taking risks.
- Teachers are utilizing Student 360 strategies and we are improving on teaching culturally related projects from students own experiences.

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

- Teachers need ongoing professional development in new curriculum and materials
- Teachers would benefit from additional opportunities to explore alternative grading methods
- Continue to develop relationship and on campus offerings with community college

Category C: Standards-based Student Learning: Instruction



Leader/Writer: Ed Edsall

Ed Edsall is in his 14th year as a social studies teacher at Calabasas High School. In his time at CHS, Ed has taught a wide variety of classes, coached sports, and served numerous roles on campus. He is currently the Social Studies Department Lead Teacher and was named the 2018 Las Virgenes Unified School District Certificated Employee of the Year. Back in the day, he even played travel baseball in Australia.



C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

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.

C1.1. 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.*

Findings	Supporting Evidence
<p>Our findings show that students are involved in challenging and relevant learning. Student work is centered around our academic standards and encompasses the Student 360 dispositions, our schoolwide learner outcomes. This focuses on both college and career-readiness while also supporting the development of the whole child. We have increased our focus on intentional teaching so that students are aware of the purpose and relevance of their own work. Students are made aware of daily agendas, learning objectives and S360 learner outcomes.</p> <p>The curriculum available to CHS students presents challenges for every level. Core Academic courses are A-G approved. We have made a consistent effort to add a variety of AP classes in all disciplines, while also creating a process for students to bypass prerequisites if desired, thus allowing more students the opportunity to enroll in AP courses. Over the last four years we have increased the number of AP tests taken by 87%.</p> <p>Over the last few years, CHS has increased the number of CTE courses, co-taught courses and credit recovery opportunities to help more students move into colleges or careers. All students have opportunities for success at whatever level is challenging for them.</p> <p>The use of clearly delineated formative and summative assessment during classroom instruction has greatly increased over the last few years. Students are working with frequent checks for understanding which help teachers assess student preparedness for summative assessments.</p> <p>In order to facilitate collaboration, as well as more individualized instruction, many classrooms now have collaborative desks that can be put together in different arrangements. Some classrooms are working with creating stations where students move about and work</p>	<ul style="list-style-type: none"> ● Student 360 ● Daily agendas and objectives ● Aeries Gradebook assignments ● UC Doorways A-G ● Increased AP Course and Test Participation ● Increased CTE course ● Increased Credit Recovery opportunities ● Textbook adoption ● Formative and Summative Assessments ● Collaboration Desks and Stations ● Instructional Survey ● 10th grade Writing Assessment ● Instructional Rounds, staff and District staff ● Admin observations and evaluations ● 15 days Restorative Circles ● Study Sync

<p>on different skill sets. The ability of the teacher to move quickly and easily from task to task, or from large group to small group setting to individual, or provide a varied set of skills for students to work on in a single class setting improves the teacher’s ability to focus on student work. Observing students work on multiple tasks in multiple forms of collaboration allows the teacher to quickly assess where gaps in understanding exist and tailor lessons to address those gaps.</p> <p>Increasing student engagement means increasing relevant material. Several departments have or are in the process of adopting new and updated textbooks as well as using multiple outside resources that are relevant to our students. The English Department has adopted McGraw-Hill’s StudySync online textbook. StudySync was adopted specifically for its use of current relevant technology (Blasts, Chats, etc), as well as its continually updated literature database.</p> <p>The English Department administers a writing assessment each year to the 10th grade. The students are given a pro and a con article on a current relevant topic. Topics from the last two years include cell phone usage and school shootings. Each student paper is then graded by a committee of teachers. This exercise is considered by the department to be one of the most valuable because it provides an opportunity to watch all 10th graders go through the writing process and allows for clear feedback on how each student is performing relative to the a specific set of standards.</p> <p>This year we have started Instructional Rounds. Teachers can sign up to visit classrooms in schools throughout the District to observe what students are doing in class. Discussions of observations help us to reflect on our own practices and have led to increased use of stations and flexible seating in classrooms.</p>	
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

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

Findings	Supporting Evidence
<p>Students understand and practice the expected skills/behaviors of our new schoolwide student 360 initiative. According to a survey administered on 9/20/18, 95.6% of teachers either explicitly or implicitly include student 360 curriculum in their day-to-day lessons.</p> <p>Links to teacher website are on the Calabasas website. Teachers review syllabus with students on the first days of school. Students and parents/guardians are required to acknowledge that they</p>	<ul style="list-style-type: none"> ● Student 360 posters and magnets ● Daily Agendas and Objectives ● Staff Survey ● Teacher Websites ● Unit Syllabus ● Intro Parent Letter

understand and agree to expectations on the syllabus. Back-to-school night provides an opportunity for teachers to relay their expectations to parents. AP European History provides a parent information night in the first weeks of school.

Throughout the year, teachers write, share and refer to lesson objectives. According to a staff survey, 59.1% of teachers refer to lesson objective multiple times in class, 18.2% refer to lesson objectives at least once a class and 16.7% refer to lesson objective at least once a week. Furthermore, teachers check for understanding throughout daily and unit lessons. 88.2% of Calabasas Teachers check for understanding in some form multiple times during a class period. Some of the strategies we found teachers use include exit tickets, show of hands (5-1 scale), asking students to restate objectives, use of equity sticks, and many other effective strategies.

Students have access to the tools they need to understand, meet and even exceed expectations. Teachers use websites and google classroom to post upcoming assignments and communicate with students what will be expected on a daily/weekly/monthly basis. The 5, 10, 15, and 20 week grades are due and inputted into aeries. Any students earning marks of "D" or "F," receive comments from teachers to communicate their lack of proficiency. Intervention meetings called Student Study Teams (SST's) are conducted to identify students that are struggling or that might need additional support. Counselors meet with students that have "D's" or "F's" to provide tier one interventions.

Every year, 10th grade students take the 10th Grade Writing proficiency in October to measure mastery of writing skills. In 2017-2018 99.9% of our students scored proficient on the assessment.

Several years ago, we launched the Literacy Initiative to make sure students were writing in every class. Teachers pick a particular topic, and students are asked to write a response that is subject appropriate. Administration collects those responses to have a gauge as to the type of assignments implemented in each class. Based on teacher input, the Literacy Initiative was implemented less prescriptively and may be partly responsible for drop in our CAASPP ELA score, so we would like to make this a focus of our school-wide writing objectives.

Our art classes provide clear rubrics and expectations for mastery. Since there is ongoing improvement throughout the year, the students reflect on individual and group performances in performing arts. These reflections include reviewing video and/or audio recordings of performances and culminate in writing and discussion based reflections. Music and Theater classes review

- [Syllabus signed forms](#)
- [Rubrics](#)
- [Daily/weekly objectives](#) posted on [whiteboards](#)/Google Classroom/[teacher websites](#)
- [2017-2018 10th Grade Writing Proficiency Assessment](#)
- [Literacy Initiative](#)
- Modeling, [collaborative activity with feedback, rubric](#), teachers meet to evaluate & calibrate effectiveness of instruction
- [Music](#) and [theater performances](#)
- [AP Rubrics](#)

<p>guidelines/samples for festival qualification and recognition.</p> <p>Students are prepared for the AP exams through planning, instruction and performance on tests. The College Board rubrics are clearly explained and consistently used in AP Courses.</p>	
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Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Students increase their digital literacy through exposure and use of technology through daily use. Teachers employ different technologies and teaching styles to enhance learning and student engagement to meet the needs of a more diverse student body. Google classroom is one of the most utilized resources observed in the classroom. This consistent use of technology along with the Districts one-to-one laptop program ensures that all students participate in lessons. This provides teachers with opportunities to track student progress, provide feedback, and address any deficiencies in student learning. This program and its applied uses encourages students to build skills leading to autonomy and independence.</p> <p>Students demonstrate persistence and grit through revisions in writing, retesting, and incorporating feedback provided in their subsequent assessments. As students grow stronger with the various skills and content, they gain confidence which leads to more autonomy and independence academically.</p> <p>Teachers provide differentiated instruction through resources and tools found online and provided by CHS staff. Teachers’ websites provide resources for accelerated learning. Aeries now lists accommodations for students with special needs. Online textbooks enable teachers to assign different assignments to individual students based on their needs. Teachers are expected to note any individual issues such as ELL, SPED, or medical issues on their seating charts for formal observations by administration.</p> <p>CHS teachers use formal and informal assessments to understand student achievement and to adjust instruction to meet the needs of all students.</p> <p>Finally, teachers have utilized different seating and collaborative areas within the classroom to better differentiate instruction. Having collaborative desks and work areas allows the teacher to meet with small groups or individuals to provide more one-on-one instruction.</p>	<ul style="list-style-type: none"> ● One-to-one laptop program ● Google Classroom accounts, turnitin.com, Quizlet & Quizlet Live, Conjuguemos.com, Kahoot, Quizizz, online textbooks, Khan Academy, etc. ● Textbook resources, Aeries, seating charts for observations ● Data collected from standardized tests, online textbook activities, informal and formal assessments, lesson plans ● Collaboration stations and desks

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers participate in a variety of course offerings focused on implementing effective instructional techniques and providing students with experiences beyond the textbook. Teachers attend talent development workshops to inform teachers on research-based multimedia and technology strategies to help students. The District has a tech mentor program that is made up of current Calabasas teachers who provide a variety of training and support for teachers on site.</p> <p>Calabasas High School’s Leadership and AME classes use Trello program management technology to build college and career skills as a central part of the curriculum. Students use the program to consistently communicate between staff and classmates on projects, deadlines, and other issues.</p> <p>Teachers use websites and Google Classroom to provide additional instructional resources to students. Some teachers implement “flipped” classrooms using their websites and online lectures. Calabasas teachers consistently and effectively use online programs (see supporting evidence) to provide alternatives to strict teacher focused lecture format. Some teachers are creating videos of their lessons for students to access content when not in the classroom or for review or enrichment.</p> <p>Teachers are encouraged to visit classrooms and observe a variety of teaching strategies in action. LVUSD has implemented a program of instructional rounds throughout the school year. Teachers are encouraged and supported in visiting other schools and classrooms to observe effective teaching strategies including the implementation of new multimedia and technology programs. Teachers are encouraged to reflect on what they observed and implement effective strategies discussed during the rounds into their own classrooms. Our language department, for example, implemented a multi-station technique that had been observed at an elementary school. Student response to this has been excellent.</p>	<ul style="list-style-type: none"> • TD workshops • Tech Mentor program • Trello & Final Cut Pro Editing • Google Classroom, Google forms feedback, Google Forms/Surveys, Google Platform, Tiki-toki.com for timelines, Virtual reality platform, Kahoot, Newsela • Implementation of findings observed during instructional rounds • Adobe Spark, Studio Space, Khan Academy Classroom, websites, desmos, flipped classrooms, smartboards, blended instruction, adaptive textbooks • McGraw Hill ConnectED, Pearson Mastering - Biology, Physiology, StudySync (Language Arts) • Aeries Gradebook

<p>Teachers create opportunities for students to use a variety of technologies in assignments and in creating videos using images, voice overs, etc. School provides a variety of resources to facilitate student success in the creation of these videos. Calabasas has a “studio space” which enables students to reserve time in front of a green screen using state of the art broadcasting equipment.</p> <p>Technology is used throughout campus to make the curriculum available to the students inside and/or outside the classroom. Some teachers track the number of students who access the curriculum, and the length of time it takes each student to access and process the curriculum on technology using Khan Academy Classroom, Edpuzzle, McGraw Hill ConnectEd, Pearson Mastering etc.</p> <p>All teachers at Calabasas High School use the online Aeries gradebook. This enables students, parents, other teachers, and administrators to view student progress on a real-time basis.</p>	
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Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers use a variety of collaborative strategies to encourage engagement for all students to participate. Students are collaboratively grouped in both heterogeneous and homogeneous groups to work through concepts and share ideas with their fellow peers. Teachers examine collaborative work products such as lab reports to confirm that students have mastered the material and to promote class discussions. LVUSD has provided all teachers with a ring of cards that contain a variety of collaboration activities such as four corners, Think-Pair-Share, etc.</p> <p>Students are allowed to submit anonymous responses in Google Form or other online systems and then is used as a basis for identifying strong answers as well as providing constructive criticism to those that do not meet the objective.</p> <p>While many teachers utilize effective tech programs to facilitate learning, others use small whiteboards so that all students are given an opportunity to reflect on answers and provide their own responses. Students that struggle on these types of formative assessments are given more time and allowed to practice more than students who have already achieved mastery.</p> <p>To promote whole class discussions and engagement, teachers use</p>	<ul style="list-style-type: none"> ● LVUSD Discourse Cards ● Lab Reports ● Google Forms ● Equitable Questioning Strategies ● Socratic Seminars ● White Boards ● Formative Assessments ● Checks for Understanding ● Guided Studies ● Project Based Learning

<p>a variety of techniques to “randomize” which students are called on during discussions, these include equity sticks, random name generators, group rotation, to name a few. For deeper and higher level thinking, teachers will restate students questions during class discussions and use Socratic method to encourage high level thinking, initiating in depth class discussions.</p> <p>CHS offers several Guided Studies and Study Skills classes to help students who are struggling and who require individual attention to meet their learning goals.</p> <p>Many of our teachers utilize project based learning, and it is the central core of our CTE programs.</p>	
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Examination of Student Work

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

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have 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.*

Findings	Supporting Evidence
<p>Students are regularly engaged in curricular activities in which they apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities. Some examples of these opportunities include:</p> <p>In World Language, students research environmental issues, create websites and conduct mock interviews in French. Furthermore, students’ build upon vocabulary and real-life experiences in each subsequent year in foreign language classes.</p> <p>In Social Studies, Economic students complete a stock market project. In other social studies classes, students research and synthesize their research and evidence in essays, presentations, projects, socratic seminars, and debates. 100% of AP Students use allocated class time for practicing FRQ’s and writing. Students self grade and peer grade these FRQ’s, as well as teacher graded with feedback. Students practice DBQs and FRQs throughout the school year in many Advanced Placement courses.</p> <p>In Jazz band, students perform solos after studying models by ear and through analysis.</p> <p>In Culinary Arts, students demonstrate their knowledge by producing a dish or meal. They also create a portfolio of recipes and techniques they learn throughout the year. The skills acquired build upon former lessons throughout the year and any other years</p>	<ul style="list-style-type: none"> ● World Language Projects ● Social Study FRQs and DBQs ● Jazz Band Solos ● Culinary Arts Portfolio ● English ISP ● Capstone ● Science Projects ● AP Stat Culminating Project ● Documentary, Newscast, PSA, and Capstone (AME) ● Stock Market Project

<p>students take the course.</p> <p>In English, all juniors complete an extensive research paper known as an Independent Study Project (ISP) in English classes. This project includes researching, organizing, writing, and is a culmination of the English Department’s writing process. Calabasas High School has also implemented the AP Seminar and Capstone class as an option to facilitate student research, presentation and argument skills.</p> <p>In Science, 95% of biology students are able to achieve proficiency of 70% or greater when completing a forensics lab. The lab applies concepts from biotechnology, DNA fingerprinting & physiology. In addition to the strides being made in biology, 99% of AP Environmental students are able to create a guiding question and collect appropriate data to answer the question they created. In Honors Biology, students research and present a genetics research project. Environmental Science students design and complete an experimental investigation.</p> <p>AP Statistics students complete a culminating project wherein they devise their own study, collect data, analyze data, and present their findings.</p> <p>The AME program has students work on cross-curricular semester long projects. Students then participate in a defense of their work in front of a panel of industry experts.</p> <p>These are just a few examples of the opportunities students have to demonstrate their mastery of content and skills, all which model autonomy and independent learning which is consistent with Student 360 objectives.</p>	
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C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>CHS students are able to successfully demonstrate their ability to think, reason, and problem solve in group and individual settings on a daily basis through a variety of assignments, projects, discussions, debates and investigations. CHS teachers provide diverse learning methods such as debates, team and individual based projects, and formative and summative assessments, to assist with demonstrating knowledge and ability.</p> <p>In English and Social Science classes, students participate in Socratic Seminars where students need to communicate using</p>	<ul style="list-style-type: none"> ● Instructional Rounds ● Socratic Seminar Assignments ● A Debate Assignment ● CHS Participation in Music Concerts and Festivals ● Mock Bill Assignment ● Shark Tank ● Mock Trial for Historical

facts, data, evidence, claims, and individual perceptions from validated academic sources that are relevant to the curriculum. The Socratic Seminar allows students to explain their thinking, challenge their peers and show mastery of content. Through this process, students learn and share through discussion. Students tie their perspectives to the subject matter to attain a greater understanding through multiple points of view. Having these debates allows students to move beyond the textbook and add their own insight into the curriculum.

Through our music department, students work in small musical groups to create performances that are student created and driven. Using skills that are gleaned from the teacher helps students to create and facilitate their own performances. They also participate in music festivals where they showcase their talents and work together to create musical pieces.

In social studies, science, and world language classes, students present on current events and use problem-solving skills to discuss issues. Different simulations are conducted to provide opportunities to interact with peers both inside and outside of the classroom. For example, American Government students participate in a mock senate/congress to create a bill and attempt to get it passed. Economics students work in groups to create "Shark Tank" business presentations and AP European History students participate in mock trials of historical figures, such as Napoleon.

CHS's Academy of Media and Entertainment (AME) provides students with real-life experiences that include group projects. Sophomores in AME create a newscast project, juniors create a documentary, seniors work on a capstone movie, and in addition they all work on PSA's and music videos for their broadcast class. AME challenges the students to create real films and take on roles within the production similar to those in the industry.

Robotics students research and create a solar powered boat which they enter in a competition against other schools.

Calabasas High School has a strong Academic Decathlon team that is in its third year. The students meet after school, on the weekends and over holiday breaks to prepare for their competitions. The groups success is dependant upon each member knowing the material and being able to think, reason and problem solve. Last year, the team took 1st place.

CHS also has a strong Model United Nations (MUN) team. The students research topics, work together to create resolutions, and compete against other schools. So far, the team has competed in several competitions and in Fall of 2018 they placed first at the Stanford MUN Conference and earned a spot to compete at the

[Figure Assignment](#)

- AME - [Newscast Project, Documentary](#), Senior Capstone, PSA
- [The Solar Cup](#)
- [Aca Deca - Back-to-Back Academic Decathlon Ventura County championship '17 and '18](#)
- [Model MUN - 1st place at Stanford Competition](#)
- Group and partner discussion, group work (oral and written), group presentations, games and group activities, think pair share
- [Teachers have modular style desks](#)

<p>NAIMUN Conference in Washington DC in February of 2019.</p> <p>Several teachers include collaborative working environments and group activities in the classroom. This allows to peer teach and learn from each other expanding on students' prior knowledge and the diverse opinions and interpretations of the material.</p>	
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>LVUSD has implemented a one-to-one technology program which provides every student with an ACER laptop computer. Students have the option of checking out a laptop from the library or have the opportunity to use their own as well. However, 1:1 technology requires maintenance and upgrades and this is an area of need for our campus and LVUSD.</p> <p>Calabasas High School utilizes Turnitin.com as an opportunity to collect student written work, assess the work, assign grades and feedback while maintaining academic integrity.</p> <p>Students use to a wide variety of programs to submit student work including google classroom, turnitin.com, desmos, Khan Academy, edpuzzle, tiki-toki.com, etc. These programs allow students to work independently or collaboratively to achieve schoolwide learner outcomes. In some cases, shared documents are peer reviewed, projected classwide, or teacher graded to provide for extensive and timely feedback to students.</p> <p>Our robotics students collaboratively create a solar powered boat which they enter in competitions. This use of technology incorporates academic standards and learning objectives.</p> <p>Students have access to aeries where they can see grades and comments on assignments to monitor their progress in the class. Each teacher has a link to their website or google classroom through aeries gradebook.</p> <p>Broadcasting and AME courses incorporate technology through the creation of newscasts, documentaries, Capstone projects, music videos, and PSA's. The technology includes use of professional-quality cameras and equipment, digital editing equipment, and project management software. Our students in Broadcasting record and digitally edit sporting events and school assemblies to be aired on KYOTV to provide news and information to our school population.</p>	<ul style="list-style-type: none"> ● LVUSD one-to-one technology program ● Turnitin.com ● Aeries gradebook ● AME newscasts, documentaries, capstone projects, music videos, PSA's, KYOTV

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C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Calabasas High School instructors create a variety of lessons, assessments, and opportunities beyond the textbook. Student work samples reflect these opportunities through a wide array of projects, field trips, guest speakers, and other resources. 91.2% of our teachers use materials outside of the textbook at least once a week and 58.8% use multiple materials outside of textbook multiple times a week. Only 2% of teachers do not currently use any outside materials to teach (per teacher survey 9/20/18)</p> <p>Lessons outside of the textbook include access to academic journal databases, a variety of laboratory experiments, flipped classrooms, as well as primary and secondary source documents. Student learning is measured--to a various extent--with assessments beyond the textbook. CTE courses offer real world experiences and projects as part of the assessment process. CHS also offers multiple opportunities for students to experience real world job opportunities and applications for the content and skills they master during coursework.</p> <p>Teachers provide field trips (California Science Center, LACMA, water treatment plant, etc.) for students to connect content learned in class to real world application.</p> <p>Beyond the textbook, teachers provide academic journal databases such as Jstor, sirs, and google scholar. One specific example of how these sites are used is through the English Department's ISP. Students research a topic of their choosing, write a paper using the information gathered from their research and present their findings to the class. All of this is done outside of the English textbook.</p> <p>The Science department conducts laboratory experiments to connect theory and classroom learning to practical application.</p> <p>Students are given access to tutorial or informational videos to supplement classroom instruction. In addition to being used in flipped classrooms, these videos offer opportunities for students who are absent, or struggling with material to access information.</p>	<ul style="list-style-type: none"> ● Staff Instruction Survey ● Academic Journal Databases ● Flipped Classrooms ● Field Trips ● English ISP ● Science Labs

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. 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, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Findings	Supporting Evidence
<p>Calabasas High School offers a variety of career awareness, exploration and preparation programs with a mixed level of effectiveness. CTE courses provide students with a variety of effective career preparation and job training programs in real world environments. For example, Students engage in internships as part of CTE class requirements. Through our Culinary Arts Program students prepare to leave and enter the workforce in the food/hospitality industry. Culinary Arts students take professional hospitality test for Food Handlers License.</p> <p>Students through the AME program are given exposure to working professionals in the film industry and learn from them first hand what a career in that industry entails. AME Students attend field trips to movie studios, film festivals, and movie sets to gain exposure to the real world of filmmaking.</p> <p>Students are required to participate in service learning hours as a graduation requirement. Many of these hours can be spent interacting with different careers to gain real world experiences and make connections for their post-secondary life.</p> <p>Our newly introduced Freshman Seminar course has a component addressing career preparation and the four year plan for high school. Guest speakers inform students of different paths available to them in college and in careers.</p> <p>Students have ample opportunities in classes to research potential careers and colleges to attend through Naviance surveys, and to determine the specifications and qualifications need for them in order to prepare throughout their high school career. The counseling department’s website provides a calendar of events for college and career readiness for parents and students. The College and Career center also invite trade schools to visit our campus and speak to our students.</p> <p>Special education has transition planning meetings to facilitate special education students with IEPs to be successful after they leave high school</p> <p>In addition to all of the aforementioned opportunities, many career preparatory strategies are embedded within the curriculum at Calabasas High School. For example, students perform mock interviews, give presentations, audition for parts in theater, create resumes and cover letters, create budgets, pitches for business ideas, to name a few.</p>	<ul style="list-style-type: none"> ● CTE Courses/Programs ● AME Field Trips ● Job Shadowing ● Service Learning ● Freshman Seminar ● Guest Speakers ● Naviance surveys ● Calendar of events for college and career readiness for parents and students ● Trade School Presentations ● Transition plans for IEPs ● Career preparation assignments in various classes

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



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

Calabasas High school actively provides challenging and relevant student learning experiences while incorporating Student 360 dispositions to aid with development of the whole child. CHS has increased the number of AP, CTE, and co-taught courses over the last six years. Calabasas has increased student engagement and access to relevant material including writing assessments.

Calabasas High school currently employs a variety of measures to reinforce student understanding of learning outcomes. We employ campus-wide implementation of the Student 360 initiative. Students are aware of expectations through a variety of measures. All course guidelines and expectations are posted on websites for each class. Teachers use a variety of strategies to check for understanding and also use technology to help assess student understanding on an ongoing basis throughout the year. While

core academic teachers work to confirm student understanding of expectations through rubrics, our art teachers also provide students with clear rubrics and expectations in all art classes. Calabasas High School utilizes a number of intervention strategies for students who are struggling or might not understand desired learner outcomes. As a school and District, we recognize the need to provide more tier one and two intervention strategies. We are in the process of designing a District level Student 360 Center, opening Spring 2019, and a site Student 360 Center for alternative learning opportunities and interventions.

Calabasas High School has worked to implement differentiation of instruction over the last several years. Instructors encourage digital literacy through exposure and use of technology in content-appropriate forums. Physical changes have been made on campus from the incorporation of collaborative desks to the transition from the library to the media-center. Teachers purposefully provide differentiation of instruction through a variety of tools found online as well as teacher-created content. We use informal and formal assessments to understand student achievement, identify achievement gaps, as well as a tool to improve instruction in our classes. We recognize the need to refocus and implement our Literacy Initiative with fidelity.

We take pride in the educational opportunities that foster student engagement outside of the textbook. We use programs to guide project management and track student progress as well as engagement. We use strategies and techniques to engage all students in verbal, written, and artistic forms of expression. Teachers use student collaboration and consistent feedback to help coach students to the improvement and development of persistence and grit. Our instructors use student work as a measure of progress and data collected as a positive instrument of change. Our departments are consistently building upon student content knowledge with real-world experiences in each respective discipline. These opportunities include field trips, guest speakers, projects, mock lectures etc.

Calabasas provides a plethora of higher education opportunities in terms of courses offered as well as extracurricular activities that foster problem solving and autonomy in future college and career settings for our students. CHS employs LVUSD's one-to-one technology program enabling all students equal access to online and offline computer programs utilized in our courses. However, 1:1 technology requires maintenance and upgrades and this is an area of need for our campus and LVUSD. All students' grades are posted on the aeries gradebook, where students, parents, teachers, and administrators can track student progress.

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

- Robust college-prep and CTE curriculum for all students.
- Increased number of AP tests by 87%
- Teachers are provided with a wealth of opportunities for professional development to implement Student 360 in their classrooms
- Teachers are utilizing collaboration strategies across all disciplines
- CHS students and faculty use a variety of educational technologies to increase student engagement and learning
- CHS offers a variety of post-high school options for students

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

- Need to provide more tier 1 and 2 intervention strategies
- Literacy Initiative needs to be implemented with fidelity.
- 1:1 technology requires maintenance and upgrades

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



Leader: Michael Fienberg

Michael Fienberg is in his 4th year teaching - and his 4th year here at CHS. He is currently serving as the the Co-Chair of the Math Department as well as our school's data coordinator. Outside of school hours, you can find him one Wednesday a month at the District's curriculum council meeting and coaching CHS's three-time defending Ventura County champion Academic Decathlon team. He is currently in the process of his earning his administrative credential through the LVUSD Preliminary Administrative Service Credential program. Outside of work, he enjoys spending time with his wife and writing screenplays to film with his friends.



Writer: Nicole Connolly

Nicole Connolly has been a teacher in Las Virgenes Unified School District her entire career, and is in her 15th year as a teacher. She is the 10th grade English Department Lead Teacher, the writing proficiency co-chair, and a key part of the textbook adoption team. On campus, she collaborates with teachers across departments, and was even part of a campus staff book club to discuss different grading practices. A fun fact about Nicole is that she earned her Masters Degree in Ireland.

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 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 (SPSA) aligned with the LCAP.

Indicators with Prompts

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.]*

Findings	Supporting Evidence
<p>Calabasas High School, with help from the District Office, effectively collects, disaggregates, and analyzes student performance data with all stakeholders. Over the last four years, CHS has been rigorous in looking at data before implementing new programs and practices or making adjustments to current ones. We've used LCAP to fund a section for data analysis.</p> <p>CHS teachers regularly collect student performance data through formative and summative assessments. Teachers utilize Aeries to track and monitor their students' areas of strength and growth. Teachers contact parents through emails, phone calls and Aeries to provide updates to students and parents regarding student progress.</p> <p>Administration provides grade distribution reports to department chairs for subject-area specific analysis every grading period. For the past two years, teachers have also been provided with D/F rates for various subgroups of students, including SPED, EL, low-income, and first-generation students; this disaggregated data was reviewed during staff meetings and was also shared with School Site Council as part of the SSC's monitoring of SPSA goals.</p> <p>Counselors run D and F reports and provide that data to teachers and administration. The counseling team contacts parents/guardians of struggling students to meet and set up success plans.</p> <p>In addition to collecting and analyzing classroom-based data, CHS collects disaggregated data from standardized assessments such as the PSAT, CAASPP, and AP exams. During the 2017-18 school</p>	<ul style="list-style-type: none"> ● Classroom-based formative and summative assessments ● Aeries grade records ● Grade distribution reports ● District D/F Report ● PSAT Score-back Night flyer or PPT ● AP Potential report ● AP Score report ● Disaggregated CAASPP Results ● CA Dashboard ● SARC

<p>year, all 10th grade students took PSAT and results were shared with teachers, students, and parents through multiple avenues. For example, a PSAT score-back night was held for students and parents to learn how to analyze PSAT data. Counselors and administration also used the AP Potential report to suggest appropriate classes for the next school year. AP teachers also review their students' AP scores every year to collect data regarding their students' performance.</p> <p>As a school, we reviewed disaggregated CAASPP data at staff meetings to inform our SPSA. We looked at the overall and claim-level scores of our EL, SPED and low income subgroups and identified areas of strength and growth.</p> <p>Lastly, student data is also reported to the public through the CA Dashboard and the SARC (School Accountability Report Card).</p> <p>While we effectively collect and analyzed data, we need more time to discuss, plan, and implement strategies to address the identified areas of need.</p>	
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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	Supporting Evidence
<p>Teachers have intra/interdepartmental meetings to calibrate standards-based assessments. A group of teachers at CHS read and participated in discussions of the text <i>Grading From the Inside Out</i> to make an effective change in how we assess student learning; we have begun to make the shift from point-based grading to standards-based grading (SBG). Some of the teachers who participated in the book study have made more progress than others in the shift. An area of growth in this section is for teachers to collaborate and explain effective practices for Standards Based Grading.</p> <p>Other ways of determining student performance levels include analysis of standardized tests and common assessments. Teachers examined PSAT results to assess students' level of competency in reading, writing, command of evidence, expression of ideas, advance mathematics, and problem-solving. PSAT scores also revealed students' college readiness levels in Math and English. Eleventh graders get an opportunity to show their preparedness for college level English and Math courses through CAASPP. Tenth grade English teachers conduct a Writing Proficiency to assess students' writing abilities.</p>	<ul style="list-style-type: none"> ● World Language SBG Syllabus ● 10th grade English writing proficiency results ● PSAT results (See Chapter 2) ● CAASPP results (See Chapter 2) ● CELDT/ELPAC/Lexile scores ● IEP goals

<p>Teachers review CELDT, ELPAC and Lexile scores of English Learners to assess their reading, writing, comprehension, and overall English proficiency levels. SPED Case Managers utilize IEP goals to monitor student progress and performance in academic, behavioral and transitional goals.</p>	
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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.*

Findings	Supporting Evidence
<p>All teachers utilize Aeries gradebook enabling all students and parents to monitor their growth and progress. New and emerging features of Aeries allow us to deepen its use; however, this requires ongoing training and professional development. We use Aeries, emails, grade reports, standardized assessment data, and Naviance, 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.</p> <p>In addition to grades, assessment data such as PSAT and CAASPP scores are also recorded in Aeries/Naviance to show whether students have met college and career readiness benchmarks. Counselors and the College and Career Center hold a PSAT score-back night to help students and parents better understand their scores. Counselors also go into classrooms to conduct Naviance modules to help students explore and track their college and career interests.</p> <p>At every 5-week progress reporting period, counselors pull D/F lists from Aeries for students who have at least one F or two Ds. Counselors meet with students who are on the D/F list to provide academic improvement plan as well as any issues that might be impeding the students from academic success, such as attendance or social-emotional concerns. Students on D/F list who continue to struggle are referred to administration for additional intervention. Teachers will also reach out to parents of struggling students and suggest appropriate supports.</p> <p>Teachers utilize progress reports and D/F lists to target struggling students as well. CHS has a support period three times a week where teachers can meet with students who need additional support. This creates a smaller learning environment and provides</p>	<ul style="list-style-type: none"> ● Aeries grades ● 5-10-15 week progress reports; final semester grade report ● D/F list ● CAASPP ● PSAT ● PSAT Score-back Night ● Naviance college and career modules ● English Department 10th Grade Writing Assessment ● Teacher-Counselor-Parent emails ● Piloting Standard Based Grading ● 504 and IEP reports ● Student Learner Outcomes (SLOs)

<p>additional instruction/help. We have found that immediate dialogue with students enables them to maximize their success throughout the semester.</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> <p>CHS is exploring a standards-based grading policy, and there are several groups piloting and looking at the efficacy of different grading systems.</p> <p>CHS is effective at identifying struggling students and often hold Student Success Team (SST) meetings to determine appropriate support for the student. 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>CHS is currently implementing new SLOs that are more closely aligned with our Districtwide LCAP goals. Because these SLOs are new to CHS, we are still in the beginning phase of creating a system to determine and monitor student growth in this area. Teachers are guiding this process by pointing out and incorporating the SLOs in their daily assignments. By the end of the school year, we would like to have our students recognize the six dispositions, use the language of the SLOs within the classroom and identify areas of growth.</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	Supporting Evidence
CHS effectively assesses each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a	<ul style="list-style-type: none"> ● PLC agenda and minutes ● Level meeting agenda (social sciences) ● Curriculum Council

<p>challenging, coherent, and relevant curriculum.</p> <p>CHS uses department meetings as an effective way to dispense school-wide information, District information and department specific concerns regarding different program areas. These Professional Learning Community (PLC) meetings are held weekly on Mondays for 30 minutes before school starts. Each meeting includes department teachers, counselors, and administrative staff. In regards to Professional Learning Community, these meetings provide a limited amount of time on Monday mornings which makes meaningful collaboration difficult.</p> <p>CHS 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 these rubrics in tandem with the assignment and are better informed of expectations. CHS also uses informal collaboration to provide a convenient dialogue among teachers regarding curriculum, student needs, and school-wide concerns.</p> <p>Through new curriculum adoption, CHS has created opportunities to incorporate relevant and up to date sources for students, giving students 24/7 access and reducing physical (textbook) loads. CHS teachers effectively utilize technology to keep students up to date with materials (e.g. Google Classroom, Websites). Additionally, teachers effectively utilize social media resources, such as Remind101, Twitter, and Instagram to provide updates for their students.</p> <p>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.</p>	<p>minutes</p> <ul style="list-style-type: none"> ● StudySync ● Google classroom ● Social media such as Remind, Twitter, Instagram ● Graduation requirements
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Schoolwide Modifications Based on Assessment Results

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.*

Findings	Supporting Evidence
<p>CHS effectively 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>	<ul style="list-style-type: none"> ● Healthy Kids Survey ● CAASPP, AP, PSAT results (See Chapter 2) ● Disaggregated D/F rates ● SLOs ● District professional

<p>CHS conducted a deep dive into staff, student, and parent responses to the Healthy Kids Survey and found that we needed to modify our SLOs to better address students' social-emotional needs. At the beginning of the 2018-19 school year, CHS made a program change and adopted the District's Student 360 vital actions as our SLOs. The results from the Healthy Kids Survey also drove the need for two District-wide Staff Development Days that focused on sharing instructional practices that target Student 360 dispositions that include persistence and grit, mindfulness and thoughtfulness, collaborative communities, autonomy and independence, positive mindset, and empathy and understanding.</p> <p>Disaggregated data from both classroom-based (D/F lists) and standardized assessments (CAASPP, PSAT results) also revealed the need to better address our subgroup population's needs. One way for us to better address these needs is through the proposed District and site Student 360 center. As a staff, we identified that our SPED, EL, first-generation, and low-income students needed additional support. As such, we have allocated our resources and professional development activities to focus on implementing tiered interventions and instructional programs that better assist these students.</p> <p>Both changes described above (e.g. our change in SLOs to align with Student 360 and our focus on subgroup populations) are aligned with our SPSA and our District's LCAP goals. This alignment has enabled us to work closely with our District to fund professional development options for all staff to receive training in our Student 360 dispositions and working with subgroup populations. There is a District online portal where staff can sign up to share best practices and to learn from each other.</p>	<p>development online portal and offerings</p> <ul style="list-style-type: none"> • Staff Development Day agenda
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D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: Evaluate the process that the school utilizes 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	Supporting Evidence
<p>CHS works effectively with the District through Curriculum Council and various committees to review and evaluate curriculum and instruction, graduation requirements, and credits. Starting with the class of 2022, our District has added another year of math as a graduation requirement to better align our standards with UC/CSUs. To better prepare students for the transition to and rigor of high school, we have also added a Freshman Seminar course as a graduation requirement.</p> <p>Over the past three years, CHS has updated our courses to meet UC A-G requirements. Due to student requests as well as CHS's</p>	<ul style="list-style-type: none"> • Graduation Requirement Changes • Freshman Seminar class • UC A-G portal • AP Capstone information page • Yearly CHS Course Catalog review • Curriculum Council agenda • PD/Pilot about Mastery Based Grading

<p>desire to bring more relevant and rigorous curriculum to our site, we began implementation of the AP Capstone program during the 2016-17 school year.</p> <p>To ensure that CHS effectively reviews our curricular programs, we ask teachers to review the course catalog each year so that our curriculum is relevant and meets any updated academic standards. This process begins with teachers meeting in departments and reviewing classes to suggest any necessary changes or additions. Changes or additions are then sent to the Curriculum Council for review and passage. One example of this process is the recent addition of a wider variety of Senior level English classes, such as Senior Project. Another example is the updates we made to Robotics 2 and 3 so that they meet UC A-G Physical Science and Math requirements, respectively.</p> <p>CHS has also begun reviewing grading policies and started pilot mastery-based grading programs in the 2017-2018 school year. Several staff members read the book, <i>Grading from the Inside Out</i>, and decided to modify their grading policies to ones of mastery-based grading.</p> <p>Over the past year, CHS worked with the District to revamp our independent studies and online credit recovery programs. During the 2017-18 school year, FUEL was adopted as an option for students in independent studies as well as to help students recover credits and improve graduation rates. Previously, CHS used APEX and some of the classes did not meet programs did not meet UC A-G or NCAA requirements. The FUEL program helps students meet UC A-G requirement and provides online teacher support.</p>	<ul style="list-style-type: none"> ● Senior English Classes ● Robotics 2 and 3 ● FUEL credit recovery
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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.

Indicators with Prompts

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	Supporting Evidence
CHS teachers effectively utilize multiple assessment strategies to inform instruction and guide teaching. Based on assessment results, teachers modify, reteach and provide opportunities for students to show mastery of standards.	<ul style="list-style-type: none"> ● Formative Assessments ● Summative Assessments ● Aeries gradebook ● Standardized tests, including CAASPP, PSAT,

Teachers 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 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.

Students and parents are able to access and review these grades. This allows students the opportunity to improve their grades early on in the semester and keep track of their progress. Progress is posted in Aeries for both students and parents to monitor and review.

Counselors are effective at using CAASPP English data to recommend the writing support class (ERWC) to students who test below 'Standard Met.' Our advanced placement teachers have been effective at evaluating AP test data and modifying their instruction based on reviewing their AP test subscores. Counselors also use AP data to provide feedback for student class placement for the next school year.

English teachers focus on the specific writing standards of Common Core to guide their teaching of the writing process. Students demonstrate mastery of the writing process through the 10th grade writing proficiency. This proficiency provides feedback for both student and teacher. Students see what skills they are excelling in and where they need additional support (analyzing vs. summarizing, providing evidence for their claims, etc.) and teachers are able to collaborate together to enhance their teaching of the writing process and to adjust where needed. English teachers are also able to teach units based off the CCSS, with calibration of assessments on skills rather than comprehension.

Based on Instructional Rounds completed by our teachers this year, we found that teachers are doing a good job checking for understanding. What we would like to see is more teachers guiding students to assess their progress and reflect on their own learning goals.

Throughout the school year, staff come together as a whole to review a variety of data so that we are able to identify which subgroups might be struggling. Together as a staff, we looked at D/F lists, PSAT and CAASPP results in a disaggregated manner. We use this information to adjust our instruction and better support struggling students. For example, one of our professional

and AP

- Writing proficiency
- Staff data analysis meetings
- [Instructional rounds](#)

<p>development sessions was spent on sharing best practices to help struggling students based on the data we reviewed. An area of growth would be to continue to offer opportunities for talent development to review additional test data and discuss how to be more effective at understanding the data and applying within our classrooms.</p>	
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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.*

Findings	Supporting Evidence
<p>We are effective at using formative and summative assessments to direct instruction. Examples of strategies we use include, but are not limited to, writing prompts, KWL charts, comparable rubrics among the English and History departments, school wide writing projects, and a writing proficiency test for all 10th graders to direct future lessons. Writing prompts allow teachers to assess students' prior knowledge of a subject before introduction of a unit. Post assessments are done at the completion of a unit as well for teachers to assess mastery. English and Social Science teachers utilize shared rubrics within their departments to norm their instruction and grading. The English department assigns a writing proficiency in 10th grade and the results are shared to inform future lessons in the classroom.</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"> ● Writing prompts ● Post Assessments ● KWL Chart ● Department Rubrics ● Writing Proficiency ● PLC Time

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	Supporting Evidence
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CHS 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. Many teachers also use Google classroom as well as other technological platforms to dialogue with students and help students monitor their progress. All teachers are expected to post their learning objectives and agenda each day for students to see.

After CHS adopted the District wide Student 360 dispositions this year as our SLOs, teachers were given magnets of each of the dispositions so that they can post and highlight the disposition that they are addressing on their boards. In addition to posting academic objectives and SLOs, many teachers use exit tickets to gauge students' understanding of lesson objectives. An example of an exit ticket activity that teachers use is asking students to put their exit ticket response in either a green, yellow, or red envelope/folder so that students can share their self-assessed level of understanding. Placing an exit ticket in the green folder signifies that the student fully understood the lesson, yellow means they understood some but not all parts of the lesson, and red means that they did not get it at all. Many teachers also issue end of unit/semester/year student evaluations that ask students to provide feedback regarding curriculum, teaching style, and their learning. Teachers use information from these evaluations to improve student engagement and to better differentiate access to the curriculum.

Student-teacher interaction also takes place regularly at CHS through use of Support Periods three times per week where students can get individualized help and 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.

In addition to the daily communication between students, teachers, and support staff, CHS also uses the Healthy Kids Survey to explore and collect students' perspectives. Based on the survey results, changes around campus are made so all students feel comfortable and successful. CHS promotes career, college, and life readiness through exploration of community service and the use of Naviance to navigate career and college options.

Freshman Seminar was designed to bring students up to speed about the expectations about high school. In addition to academic expectations, the course uses Myers Briggs assessments, career reports, and financial literacy projects to address skills necessary for

- Checks for understanding inside the classroom
- Google classroom communication
- Daily curricular objectives and SLOs written on board
- Exit tickets
- Aeries grades and comments
- End of unit/semester/year student evaluations
- [Support period](#)
- Counselor meetings
- [College and Career center](#)
- [Healthy Kids Survey](#)
- Naviance
- Freshman Seminar activities

<p>careers and life. Many self-help books are utilized by the students, including <i>The 7 Habits of the Highly Effective Teen</i>, <i>Switch</i>, and <i>Think and Grow Rich</i>. As this is the first full year where all 9th graders are mandated to take Freshman Seminar, we plan to get feedback from students on the efficacy of the course at year's end.</p>	
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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)

Overall, CHS has an abundance of data and a staff willing and able to use it. The school has a variety of mechanisms to gather data, including classroom assessments (formative and summative), the California Healthy Kids Survey, CAASPP, and AP exams, etc. Teachers use a variety of assessments to evaluate student learning, and then collaborate in grade level and department meetings to ensure consistency across curriculum. Intervention mechanisms for struggling learners has improved, with new counseling, language, and in-class supports now in place to help those that need the most assistance.

CHS also has several areas where it can grow as a school. With only 20 minutes allotted per week for department PLC meetings, staff are not given enough PLC time to discuss,

plan, and implement strategies to address the identified areas of student needs based on data analysis. More focused time to implement action plans that address the “so what” of data analysis could help teachers in better serving all students. Finally, our school has turned its focus to helping students with Ds and Fs increase their grades to a passing level. We have identified that problems with attendance as well as motivation and home life are affecting our students’ academic success. The Alternative Learning Center will strive to address many of these needs. We are working with the District office to open the Alternative Learning Center with a Student 360 Wellness focus in the Fall, 2019. Assistant Principal Sara Exner is on the District committee planning to facilitate this center.

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

- Using data from school-wide assessments (healthy kids survey, PSAT, CAASPP, AP Potential) to guide department instruction. AP Potential report helps target students who are not currently in AP classes but have the potential to do well in more advanced classes
- CHS has support periods multiple days a week to provide additional instruction or remediation
- Intervention mechanisms have improved, including language interventions, counseling interventions, and in-class interventions for struggling students
- Use of FUEL as online credit recovery program

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

- Increased PLC time: Need time to address data analysis findings and plan strategies to address gaps.
- Need ongoing professional development to better understand Aeries as a tool for student development, rather than merely an online gradebook
- Need to better address D/F list, particularly in regards to our subgroup populations
- Need to focus on reteaching concepts that have not been mastered.

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



Leader: Melissa Gillespie

Melissa Gillespie has been a member of the Calabasas High School counseling team for the past three years. Prior to joining the Coyotes, she worked for almost 5 years for a national nonprofit in childhood bereavement. Since joining LVUSD, she has been a member of multiple District committees, including the Community 360 Committee and the Student 360 Committee, and is in the process of earning her administrative credential through the LVUSD Preliminary Administrative Services Credential program. On campus, she runs the Sunshine Committee and enjoys all spirit days with her counseling team. She loves to spend time writing, reading, going to Disneyland, and spending time with her husband.



Writer: Kathleen O'Connell

Kathleen O'Connell has worked in education ranging from preschool to high school for the past 7 years. She serves on multiple District committees, is the Gay Straight Alliance club advisor, and is working on her Marriage and Family Therapy licensure. She recently transitioned from CHS to a new role with the LVUSD Community 360 Counseling Center and is greatly missed on campus.

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.

Indicators with Prompts

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.*

Findings	Supporting Evidence
<p>CHS 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>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 CHS. 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. CHS has relationships with the Department of Rehab, local businesses, and community colleges that help students get jobs.</p> <p>Our English Language teachers meet weekly 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. While our EL student population is small (20 students), we have one EL parent who sits on School Site Council.</p> <p>Teachers of Independent Study and Guided Studies (FUEL online</p>	<ul style="list-style-type: none"> ● Electronic Communication ● Social Media (1,2) ● In-person conferences ● Weekend Update ● Back To School Night PowerPoint ● IEP Meetings ● FUEL / IS Communication ● EL Progress Monitor Reports every 5 weeks (in home language) ● LAT (Language Acquisition Team) meetings

<p>credit recovery) 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 & FUEL 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.</p> <p>An area of growth would be to engage our Special Education and EL communities. These groups have not traditionally been involved and direct invitations would allow for their inclusion.</p>	
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>CHS faculty and administration regularly utilizes community resources to promote student learning. Students are required to complete 15 hours of Service Learning each year, for a total of 60 hours by the time they graduate. Students engage in numerous community service projects through various clubs, school groups, and projects on campus. In addition, service learning activities create a connection between students and various community members such as local business owners, guest speakers, nonprofit agencies, and city officials. Throughout these activities, students collaborate with teachers and staff to bring in guest speakers and develop successful internships, CTE, and college bridge programs. Ultimately, the CHS community works together to build relationships with each other and the outside community.</p> <p>The College and Career Center brings in 170+ schools a year and our school hosts College Knowledge Night every 3 years. Our College and Career Center adviser also coordinates a yearly job fair where local businesses and community members present to the students as to what their jobs entail and what path lead them to their chosen career.</p> <p>CHS holds a Service Learning Fair two times a year where local businesses come to campus and showcase their work and solicit students who would like to volunteer for community service.</p> <p>CTE classes collaborate with community members to provide valuable real world skills while performing a useful service. Graphic Design worked to create the Every 15 minutes logo design and holiday cards for the homeless. The Culinary Arts program works</p>	<ul style="list-style-type: none"> ● College and Career Job Fairs ● Service Learning Fair ● CTE Local Business Partnerships ● AME student internships ● Robotics program ● Educational field trips ● Guest Speakers ● Extracurricular clubs ● Community 360 Groups ● Senior Scholarships from community

with local businesses and provides catering services. Robotics works closely with the Las Virgenes Water District through the solar cup competition. AME helps all of its juniors to get internships in the industry over the summer, as well as create PSA projects with local non-profits. Our CTE program also works with the community to plan educational field trips for our students. Our Culinary Arts program hosts field trips for students to visit local farmers markets and uses public transportation to get to and from the markets. The AME program takes its students to the Ojai Film Festival each year, where they interact and take classes from industry professionals. Each class also receives a private tour of a major film studio, including Paramount, Sony and Warner Bros., where they interact and work with professionals as they work on current productions.

Within individual classrooms, teachers regularly involve community professionals to provide real-world expertise. Some examples include the Shark Tank project, FIDM presentation, colleges, professional dancers and choreographers. Through extracurricular clubs, students work with non-profit groups to plan fundraising and awareness raising including local hospitals and organizations such as Breast Cancer Awareness, Pediatric Cancer, beach clean-up, food banks. Through CHS's clubs, many of our students are able to make donations and provide volunteer services to local businesses and learn to be contributing community members.

Partnering with our District Office, we have a Community 360 program where we work with local businesses, such as Engage, Ludington, Give and Hour, Lost Hills Sheriff's and the City of Agoura Hills Department of Community Services to support and educate our Staff, Students, Parents and Community Members on issues related to mental health, addiction, anxiety and stress--all of which impacts student learning.

Each year, over 25 local businesses and organizations provide scholarships to our seniors. These scholarships are based on parameters - for instance, the Chamber of Commerce looks at the scholarship application for students who are looking to major in business in college. Some of the non-profit organizations look for students who have a big commitment to community service.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

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: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Calabasas High School's number one priority is to have a safe, clean and orderly campus. Calabasas 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, earthquakes, and active shooters. LVUSD conducts staff development focusing on Active Shooter drills and many of our CHS faculty have attended. CHS 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 front of the campus check-ins for visitors. CHS verifies all visitors through the "Raptor" system that cross-references their driver's license with the Megan's Law database. CHS 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>CHS offers several drug education and prevention programs to address the needs of our students. CHS has recently implemented a Freshman Seminar course which 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 Every 15 Minutes is implemented every other year to educate students on the dangers of driving under the influence as well as distracted driving.</p> <p>CHS provides peer guided programs such as Link Crew and Peer Support to build collaborative communities and prevent bullying. CHS has a powerful culture of support and collaboration surrounding student-created clubs that boast a variety of topics.</p> <p>CHS uses Restorative Justice practices to build community as well as to help students with infractions return to the classroom and allow</p>	<ul style="list-style-type: none"> ● Emergency drills: fire, earthquake, active shooter ● Updated tinted windows and classroom locks ● Updated telephone system ● Campus supervisors with working communication ● Front of campus check-ins for visitors ● Staff ID badges ● Keenan online trainings ● Restricted access to online material/websites ● Drug/alcohol education in Freshman Seminar classes ● District vaping grant; hiring Dean of Student Safety and Wellness ● Every 15 Minutes ● Link Crew and Peer support programs ● Restorative justice practices ● Bullying investigation protocol paperwork ● CHOICES (Empowering Students to Make Better Choices), CORE (Building Connections, REstoring Community) ● Administrative panel hearings ● Uniform Complaint Procedures ● Recent Response to Emergency Situations (1,2) ● Work of custodial staff

<p>for student growth, as opposed to suspension or expulsion.</p> <p>In the event that bullying does occur, CHS 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 CHS take a hands on approach to discipline and restorative practices including attending administrative hearing panels and frequent meetings with students, teachers and District officials.</p> <p>CHS 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. CHS also uses the CORE Program to provide education and support for students who make decisions that harm others or their community through non-expellable offenses.</p> <p>Uniform Complaint Procedures are posted on the District website and shared with parents through District communication.</p> <p>Recently, CHS was a victim of anti-semitic graffiti and the Woosley fire, and the later required school cancellations for a week. We contracted with the Anti-Defamation League to provide staff development on cultural differences and acceptance of others' beliefs. Once training is complete, staff will bring lessons into the classroom. The Woosley fire required a thorough cleaning and sanitizing of the school by ServPro before anyone was allowed to return to campus. Our custodial staff also does an excellent job daily maintaining a clean and safe environment for our students.</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	Supporting Evidence
CHS 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. Our major implementation has been our Student 360 program, which is being integrated into our classrooms	<ul style="list-style-type: none"> ● Student 360 ● Classroom Safe Spaces ● Support Periods 3 Times a Week ● Multicultural Banquet

on a daily basis.

The Student 360 program (see Student 360 link) was developed by LVUSD to address the needs of the whole child. The core areas of the program include skill sets that we deem are crucial to the life-long success of our students. The six dispositions of the Student 360 program are listed below with real-life examples of a student modeling the focus areas. In addition, the dispositions correspond with Student Vital Actions that are utilized in the classroom to promote more engagement and student directed learning.

Student 360 dispositions are:

1. **Positive Mindset:** We are continually encouraging our students to take on new responsibilities and activities that will improve their analytic abilities. We encourage students to join our Model UN and Science Bowl programs. We look to encourage our students to take on responsibilities that will help them improve their understanding of school-wide goal setting. One particular student with a positive mindset recognizes the importance of developing ways of fiscally supporting co-curricular activities. He wants to pursue a career in clinical medicine (possibly as a surgeon) and this year he volunteered to shadow a local orthopedic surgeon. His attendance at ASB, model UN, Science Bowl, and community events is outstanding and he writes thoughtful reflections on each ASB event pointing out what went well and identifying areas for improvement.
2. **Persistence and Grit:** Student has worked diligently to bring ASB (and in fact all of CHS's accounting and budgetary activities) into the 21st century. He spends numerous hours working with the school accountant, administrators, and the ASB advisers to ensure that the complicated and byzantine budgetary process is understood and followed. Typically he works with the school accountant for several hours a week making sure that these procedures are followed and accounts are kept up to date. He attends early every school event and works closely with other members of the ASB Executive Board to make certain that we're prepared for every activity.
3. **Empathy and Understanding:** Student supports and mentors his classmates. He is an active listener, often rephrasing the concerns of his classmates in ways that help them appreciate the implications of what they are considering. He supports his classmates and activities even when he might not agree with, for example, the theme of a dance, the details of a Pep Rally, or the design of a class shirt.
4. **Autonomy and Independence:** Student sets measurable, challenging goals for himself and the ASB class. Last year, he was instrumental in leading the ASB class in fundraising

- [CHS Clubs List](#)
- [CHS Academic Clubs List](#)
- International Students
- Student awards and celebration events
- [Restorative Justice Strategies](#)

activities such as selling CHS apparel. Working with classmates, administrators, advisors, and the school accountant, he worked vigorously to research vendors, inventory and distribute our products, and with the accountant, was instrumental in setting up a digitized accounting system. He made major contributions to our pronounced improvement in the District's auditing of the students' store.

5. **Collaborative Communities:** Student is always looking to help our community and others. His energy and enthusiasm translates into setting up and implementing activities that help others. For example, over the past two weeks he has recruited several students who might fill his role as ASB treasurer. He spent time during lunch introducing these students to the accounting and analytic procedures that are critical if our accounting system is going to continue successfully.
6. **Mindfulness and Thoughtfulness:** Student goes out of his way to acknowledge and thank his classmates for their contributions to school activities. He thanks outside organizations that support our Model UN team, Science Bowl, and ASB events. Thoughtful and insightful, we often ask him to serve as a spokesperson for CHS - both this year and last he was one of the students who addressed the television media when they interviewed students on the issue of e-cigarettes (particularly juuling).

All CHS classrooms are designated physical and emotional safe spaces for students. CHS 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. Three Support Periods are offered Tuesday, Wednesday and Friday mornings for 40 minutes each. After the 5 week grades, students are flagged if they have 2 or more D's or F's. Counselors meet with those students and mandate support periods for them to get help. Peer Support Programs are available to provide help for students who may be struggling academically or socially.

Unique cultural differences are honored throughout the various clubs on campus as well as showcased at our annual Multicultural Banquet. We also host international students from all over the world including Netherlands, Germany, Brazil, China, and Italy, and have one designated counselor who oversees and supports our international students.

For behaviorally high risk students, positive behavior interventions and services are being piloted using Restorative Justice for resolution rather than punishment. CHS staff received introductory training on restorative practices during the 2017-18 school year and have access to restorative approaches strategies to utilize inside

<p>their classrooms. Over the past three years, we have reviewed our discipline data and found that there were inconsistencies. To improve the disproportionality of discipline, we have implemented several strategies, including Restorative Justice, Student 360, counselor-student relationships, as well as our CHOICES and CORE programs. Training in restorative practices needs to be ongoing.</p>	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school 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; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>CHS consistently works to maintain an atmosphere of trust, respect and professionalism. Review of our 2017-2018 annual Healthy Staff survey showed the following:</p> <ul style="list-style-type: none"> ● 90% of teachers feel administration treats them with respect ● 82% of teachers feel site administrators support shared decision making ● 82% of teachers feel site administration uses staff input to inform decisions ● 72% of teachers feel safe to express opinions, an increase of 10% from the previous year <p>Review of the Student Healthy Kids survey showed the following:</p> <ul style="list-style-type: none"> ● 64% of students feel that there is an adult who cares about them ● 74% of students feel that there is an adult who listens to them <p>Review of the Parent Healthy Kids survey showed the following:</p> <ul style="list-style-type: none"> ● 73% of parents feel school welcomes and listens to parent input ● 85% of parents feel school staff treats parents with respect ● 81% of parents feel school staff are helpful to parents <p>As CHS 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, CHS has several avenues for communication and collaboration among stakeholders. The Academic Council and Round Table meet monthly with Administration to discuss important issues and provide updates. Each faculty member participates in the Faculty Senate.</p>	<ul style="list-style-type: none"> ● Healthy Staff Survey ● Healthy Kids Survey ● Healthy Parent Survey ● Academic Council ● Round Table ● Faculty Senate ● Staff Emails ● Monthly Faculty Meetings ● Monthly Department Meetings ● School Site Council ● PFC meetings

<p>The PFC meets on campus once a month for the general meeting, and the School Site Council meets every other month. Each of these meetings allows opportunities for all voices to be involved in meeting our SPSP and LCAP goals, as well as maintain and/or improving our school culture.</p>	
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>CHS 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>Within the last three years, there has been a complete overhaul of the counseling team at CHS. Due to the new hires, the environment in the counseling office has greatly improved. Students develop a relationship with their counselor, beginning as early as their enrollment into high school in eighth grade. Each student stays with the same counselor their entire career at CHS. Counselors meet individually with each student at least once a year, but more as needed. Counselors go into the classrooms in the spring to facilitate scheduling. These sessions include informing about graduation requirements, providing college and career information as well as advising on how to maintain a healthy school-life balance. Counselors also pull grade reports every five weeks to identify students needing academic intervention and meet with them individually.</p> <p>Systems are in place for SST, 504, LAT and IEP referrals. Special education services are offered to all students who qualify. All staff on campus are trained in Child-Find. The counseling team is working to develop a clearer SST referral process for teachers to the counseling department. SST, 504, LAT and IEP, meetings provide direct communication with parents, general education teachers and</p>	<ul style="list-style-type: none"> ● Freshman Seminar ● Counselor meetings ● SSTs, 504s, LATs, IEPs ● School Psychologist ● CBI Program ● Speech and Language Pathologist ● Physical Therapist ● FUEL ● Community 360 partners ● College and Career Center ● Support Period ● Websites <ul style="list-style-type: none"> ○ School ○ Counseling ○ Classroom (1) ○ Naviance ● Attendance conferences

<p>counselors. CHS has an Enhanced Day Program on campus with a psychologist for support and ERSES and Empire Services are offered. CHS has a registered nurse for our CBI program, speech and language support, general psychological support, physical therapy support, occupational therapy support, and a home-teaching staff among many others to support our students. Special Education Services supports individual students with academic and personal needs. In the 2018-19 school year, 8.7% of the school qualified for Special Education services.</p> <p>CHS also offers independent studies as well as credit recovery courses through the online FUEL program. FUEL is used to serve the unique needs of our individual student whose schedules might not allow them to be typical students on campus or are credit deficient.</p> <p>LVUSD has developed Community 360 program that corresponds with our Student 360 program. This program provides an assortment of wellness supports, including crisis support. There are numerous resources available for free on the District website, as well as weekly webinars and monthly seminars throughout the year.</p> <p>The College and Career Center is centrally located on campus and our College and Career Counselor, Robin Lutsky, hosts over 150 college visits yearly, and provides workshops for students and parents to help them navigate the application process. The College and Career Counselor also informs 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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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Calabasas 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.</p>	<ul style="list-style-type: none"> ● IEPs, 504s, SST, LAT Meetings ● CBI ● Restorative Justice ● Weekly Support Periods ● 5/10/15 Week Reports

<p>Teachers provide accommodations and modifications that meet students' level of need in accordance with IEPs, 504s, SST, LAT meetings, and supplemental lower-tiered intervention action plans such as parent-teacher or student-counselor support meetings. Enhanced day programs (CBI) are offered to students, and 8.7% 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.</p> <p>In order to address the correlation between struggling students and discipline, Calabasas 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.</p> <p>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 three 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.</p>	<ul style="list-style-type: none"> ● D/F List ● Credit Recovery Programs
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Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
CHS is effective at identifying students with specific learning needs in a timely manner. Our multi-tiered approach begins in the	<ul style="list-style-type: none"> ● Teacher communication ● Multi-tiered approach

<p>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, LAT, and IEP programs are effective and well-managed.</p> <p>Each counselor meets with his or her administrator bi-weekly in a “Circle Up” to address specific students needs. After initial concern from teacher or parent, an SST meeting must occur within 10 days or less. Then, if the SST determines further assessments are needed, an assessment plan is sent to parents within 15 days. If parent agrees, then a 60 day timeline begins for assessments to be conducted. A second meeting must be held to review cognitive, social-emotional, academic, speech and language and any other areas of assessment. Special Education services include IEP meetings with comprehensive review of student accommodations and support based on current performance levels. Special Education teachers ensure parent participation and understanding related to SPED services.</p> <p>CHS 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 mark, subgroup populations and those students with identified attendance issues. Administrators collaborate with both teachers and counselors to support lower tiered interventions and implement higher level support, such as mandated support periods where students are required to attend.</p> <p>Staff meetings engage faculty to align social-emotional dispositions outlined in the District program, Student 360, in order to identify and implement classroom activities that support the whole-child. Meetings review specific implementable activities related to empathy and understanding, collaborative communities, persistence and grit, autonomy and independence, and mindfulness and thoughtfulness.</p> <p>Where CHS struggles is with chronic absenteeism and students with high levels of social/emotional needs. We are working in concert with the District to redesign an area of the campus for a Learning Center to specifically address these deficiencies.</p>	<ul style="list-style-type: none"> ● SST/504/LAT/IEP Protocols ● Counselor/Admin Circle Ups ● Student 360
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. 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).

Findings	Supporting Evidence
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<p>The Assistant Principal of Curriculum and Instruction regularly reviews the master schedule and class enrollment to analyze our demographic distribution for disproportionality. Data analysis shows all students have access to a challenging and relevant curriculum.</p> <p>Counselors work with all students to ensure that they are eligible and would be set up for success in all courses they request, as well as to help fit all course requests into their schedule. The master schedule is built every spring based upon the course requests of all students in an attempt to offer enough sections per course and equitable class sizes across courses and departments. Multiple level courses are offered across grade level, including essential, college prep, honors, and Advanced Placement (AP). CHS offers two co-taught courses which allow Special Education students to access general education curriculum.</p> <p>CHS is working in concert with the LVUSD School Board to eliminate course prerequisites. Per Board policy, we currently use a waiver process for admittance into higher level classes. In order to encourage students to challenge themselves appropriately, we approve all waivers. The waiver process is only used to identify students who may need additional support to succeed in a more rigorous curriculum.</p>	<ul style="list-style-type: none"> ● AP course demographics data analysis ● Course Catalogue ● Master Schedule ● Counseling PPT on course selection ● Co-taught classes
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Co-Curricular Activities

E3.5. 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.

E3.5. 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	Supporting Evidence
<p>CHS offers a wide variety of curricular and co-curricular offerings that directly relate to and support schoolwide learning. Our course catalog has over 30 electives for students to choose from and a robust CTE offering. We are a Blue Ribbon School commended for our CTE program. CHS hosts events to expose and introduce students to these opportunities, such as Club Rush which presents over 80 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 is also using the Five Star app to monitor student involvement in co-curricular activities including attendance at athletic events, music/theater performances, and participation in club activities, pep rallies, nutrition/lunch time class competitions. CHS has over 20 athletic teams and an award winning performing arts program of which more than 50% of our student body participate.</p>	<ul style="list-style-type: none"> ● Course Catalogue ● Club Rush ● ASB - Five Star App ● Athletics ● Music (1,2) ● Theater ● Dance ● Film ● Culinary ● Graphic & Web Design ● Yearbook ● Newspaper (Courier) ● KYOTV ● AME ● Student Senate

All subgroups have equitable access to curricular and co-curricular programs by including activity fairs, schoolwide announcements, and weekly emails.

CHS also engages in cross-curricular collaboration in various programs across campus. For example, the Academy of Media and Entertainment (AME) program offers interdisciplinary curriculum in English, Social Studies, Broadcasting, and Chemistry. Through the Student Senate, one student representative from each classroom is able to disseminate information and lead discussions so that students can share opinion and input regarding co-curricular activities.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs



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

Communication between staff 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 work 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. CHS 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 CHS 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, eliminating

course prerequisites, and continuing to develop alternative learning opportunities for struggling students.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- CHS effectively communicates to all stakeholders using a variety of methods to build collaborative school culture
- Staff and students feel safe on campus
- Students are required to complete 15 hours of community service a year
- CHS provides many opportunities for students to participate in co-curricular and extra-curricular activities
- CHS caters to the whole child, with special emphasis on student social and emotional wellness, through the implementation of Student 360
- CHS provides all students access to varied and rigorous coursework, preparing them for college and career beyond high school
- CHS promotes a culture that yields a high level of trust and respect for one another.





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

- Engage our SPED and EL community
- Need more training on Restorative Practices to improve disproportionality of discipline among sub-group populations
- CHS is working in concert with the LVUSD School Board to eliminate course prerequisites
- CHS and the District need to continue to develop Alternative Learning Opportunities/Programs for struggling or non-traditional students

Prioritized Areas of Growth Needs from Categories A through E

Summary of Growth Needs:

- Increased PLC time to analyze data and address the needs of at-risk and struggling students as well as our subgroup populations
- Focused PD on exploring alternative grading, addressing new curriculum and materials, Aeries training, restorative practices, reteaching for mastery, and Student 360 implementation to better support all students' needs
- Provide more Tier 1 and Tier 2 interventions for struggling students
- Intentional focus on Literacy Initiative in all classes to promote the growth of students' reading, writing, listening, speaking, and mathematical reasoning skills

Criteria	Prioritized Growth Needs	Key Themes
Category A: Organization	<ul style="list-style-type: none"> • CHS needs longer PLC time in order to engage in the collaboration necessary to develop and implement new instructional strategies • Remodel the auto shop into instructional space for an Alternative Learning Center 	<p>More PLC time to improve instruction</p> <p>Alternative learning opportunities</p>
Category B: Curriculum	<ul style="list-style-type: none"> • Teachers need ongoing professional development in new curriculum and materials • Teachers would benefit from additional opportunities to explore alternative grading methods 	<p>More PD time to improve instructional and assessment practices</p>
Category C: Instruction	<ul style="list-style-type: none"> • Need to provide more tier 1 and 2 intervention strategies • Literacy Initiative needs to be implemented with fidelity 	<p>Tiered interventions</p> <p>Literacy initiative</p>

<p style="text-align: center;">Category D: Assessment and Accountability</p>	<ul style="list-style-type: none"> ● Increased PLC time: Need time to address data analysis findings and plan strategies to address gaps ● Need to focus on reteaching concepts that have not been mastered 	<p>PLC time for data analysis and implementation that support struggling students</p> <p>Reteach for mastery</p>
<p style="text-align: center;">Category E: School Culture and Support</p>	<ul style="list-style-type: none"> ● Engage our SPED and EL community 	<p>Engage subgroup populations</p>

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

CRITICAL LEARNING NEED #1: Continue to Support At-Risk and Struggling Students

Looking at data related to sub-populations provided epiphanies for staff that were not always comfortable, but led to an increased awareness that more support is not only needed but is a moral imperative. CHS will continue to analyze D/F and subgroup data and collaborate on multi-tiered system of interventions to support our struggling students inside and outside of the classroom. More PLC time is necessary to analyze data and collaborate on the “so what” of the data analysis. Intentional focus on Tier 1 and Tier 2 interventions is necessary to bolster our support of at-risk and struggling students. Additional PD time focused on restorative practices is needed to address the correlation between struggling students and discipline issues. A District-funded grant will allow us to open an alternative learning center in Fall of 2019 that will focus on students in need of credit recovery, and who have school-related anxiety and chronic absences. In addition, in February 2019, the District will open the Community 360 Counseling Center to provide a variety of student mental health supports relating to anxiety, depression, substance use, school refusal, and suicidal ideation.

CRITICAL LEARNING NEED #2: Schoolwide Implementation and Integration of Student 360 Dispositions

In order to support our students’ academic readiness, social-emotional intelligence, and career preparation so that they are cognitively prepared to access the curriculum, we will continue to focus on Student 360 core dispositions/schoolwide learner outcomes. Teachers will continue to be trained in implementing Student 360 inside their classrooms. Increasing our PLC time will also enable us to collaborate on analyzing data, exploring alternative grading, addressing new curriculum and materials, reteaching for mastery, implementing restorative practices, and intentionally incorporating the Student 360 dispositions in the classroom. CHS is working in concert with the District Office to propose a site-based bell schedule with additional PLC time.

CRITICAL LEARNING NEED #3: Improve CAASPP Performance

CAASPP data reveals a significant drop in students meeting standards in ELA and Math subtests. The raw numbers suggest all areas need improvement. In addition, our subgroups need targeted instruction to raise scores. We will be intentional about

instruction and preparation, while also improving the culture in regards to the school-wide approach to the test. This year, we are planning a three-pronged approach to the CAASPP tests: 1) English adopted the *StudySync* curriculum to more specifically align our daily instruction and assessment with California state standards. We will also be using more CAASPP-type formative assessment in the classrooms and providing students with test-taking strategies. 2) In math, teachers are developing CAASPP specific lessons to address deficiencies in our subgroups and to close gaps among the multiple sections and levels in eleventh grade math. 3) While student interest is not the main driver of these numbers, the post-CAASPP survey indicated that students did not take the test as seriously as we would want. We will message the test as a significant indicator of what they know and stress its importance as a college readiness indicator. School-wide, we are re-focusing our attention on the Literacy Initiative to help students write in all disciplines. Additionally, we are working on reteaching skills for mastery.

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

In order to ensure an ongoing improvement process, CHS teachers will meet monthly to review, prepare, and make 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 plan. The School Site Council will monitor the implementation of the SPSA.

[2018-19 SPSA](#)

[2018-19 SPSA Executive Summary](#)

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](#)