

Calabasas High School

22855 W. Mulholland Hwy., Calabasas, CA 91302 • (818) 222-7177 • Fax (818) 591-2324

Serving Grades Nine through Twelve

CDS Code: 19-64683-1930080

Mrs. CJ Foss, *Principal* • cfoss@lvusd.org



2017-2018 School Accountability Report Card

Las Virgenes Unified School District

4111 Las Virgenes Road
Calabasas, CA 91302
(818) 880-4000
www.lvusd.org

District Administration

Dr. Dan Stepenosky
Superintendent
Superintendent@lvusd.org

Dr. Clara Finneran
Asst. Superintendent of Education

Dr. Rose Dunn
Asst. Superintendent of Personnel

Karen Kimmel
Asst. Superintendent of Business

Dr. Derek Ihori
Director of Pupil Services

Ryan Gleason
Director of Education and Leadership

Jim Klein
Chief Technology Officer

Robbie Amodio
Director of Classified Personnel

Steve Scifres
Director of Curriculum and Athletics

Board of Education

Linda Menges, President
Dallas Lawrence, Vice President
Mathy Wasserman, Clerk
Angela Cutbill, Member
Lesli Stein, Member

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



DataQuest

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



School Mission Statement

The mission of CHS is to prepare all students – the PACK – to become positive, contributing 21st Century global citizens. School-wide Expected Learning Goals:

- P: The PACK will demonstrate the ability to address complex, real-world PROBLEMS logically.
- A: The PACK will demonstrate the ability to ANALYZE and APPLY essential data to prepare for complex jobs of the future.
- C: The PACK will demonstrate the ability to COMMUNICATE ideas to peers and adults in an effective manner through speech, writing, and technology.
- K: The PACK will develop moral and civic responsibilities and KNOW how to become contributing members in local and global communities.

We recognize that in order to fulfill our mission and meet our learning goals, we must engage students in learning that is rigorous, relevant, and built on positive relationships. We also recognize that we are preparing students for a global and technologically sophisticated world where they will be challenged in unimaginable ways. We provide highly rigorous courses, with numerous supports and interventions to ensure that our students meet expectations. CHS is also changing, evolving, and transforming to meet our students' needs.

School Profile (School Year 2018-19)

Las Virgenes Unified School District educates nearly 12,000 pre-kindergarten through twelfth grade students on a traditional calendar schedule. Serving students from Calabasas, Agoura Hills, Hidden Hills, and Westlake Village, the district is currently comprised of two comprehensive high schools, three middle schools, nine elementary schools, one preschool, an alternative learning center, and a home schooling program.

Every school in the district is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first.

Principal's Message

Calabasas High School (CHS), a California Distinguished School, is a great place to work and go to school. We are proud to be a National Blue Ribbon School, California Gold Ribbon School, U.S. News World & Report Silver Medalist and an AP Capstone Diploma™ school. 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. We provide 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.

Staff members work collaboratively to create a learning environment focused on engaging instructional practices supported by systemic intervention practices. Students progressively earn autonomy to make decisions and choices, including, but not limited to off-campus lunch privileges, tutoring, academics, and activities. Our students sit on leadership committees so that they have a voice in critical decisions, including hiring staff, scheduling, budget, and central district policies.

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

- 2006 California Distinguished School Recognition
- 2007 National Blue Ribbon School Recognition
- 2007 WASC Six-Year Term of Accreditation
- 2009 California Distinguished School Recognition
- 2005-2009 California Business for Education Excellence Award
- 2009 U.S. News & Business Silver Medalist Outstanding School
- 2010 California School Board Association Golden Bell Award
- 2011 US News and World Report Silver Medal School
- 2012 U.S. News & World Report Silver Medalist Outstanding School
- 2013 WASC WASC Six-Year Term of Accreditation
- 2013 US News and World Report Silver Medal School
- 2014-15 Gold Ribbon School
- 2014 US News and World Report Silver Medal School
- 2015 US News and World Report Silver Medal School
- 2016 US News and World Report Silver Medal School
- 2017 US News and World Report Silver Medal School

School Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The office staff makes daily phone calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2015-16	2016-17	2017-18
9th	510	481	474
10th	484	546	500
11th	466	504	540
12th	443	468	486
Total	1,903	1,999	2,000

Enrollment by Student Group

2017-18

	Percentage
Black or African American	4.7
American Indian or Alaska Native	0.5
Asian	5.0
Filipino	0.9
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0.6
White	77.4
Two or More Races	2.3
EL Students	1.2
Socioeconomically Disadvantaged	13.9
Students with Disabilities	8.0
Foster Youth	0.2

Conditions of Learning State Priority: Basic

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

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

Teacher Assignment

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Teacher Credential Status

	School			District
	16-17	17-18	18-19	18-19
Fully Credentialed	82	67	0	189
Without Full Credentials	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	4	3	3	11

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2018-19)

Las Virgenes Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The district held a Public Hearing on September 25, 2018, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Visual and Performing Arts, Health, and Foreign Language for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in October 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
9th-12th	Algebra I	McGraw-Hill	Algebra I California	2015	Yes	0.0%
9th-12th	Algebra II	Glencoe	Algebra II	2004	Yes	0.0%
10th-12th	Biology	Pearson AGS Globe	Biology - Cycle of Life	2007	Yes	0.0%
10th-12th	Biology	Pearson/Prentice Hall	Biology	2008	Yes	0.0%
12th	Calculus	D.C. Heath	Calculus	1995	Yes	0.0%
10th-12th	Chemistry	Holt, Rinehart & Winston	Chemistry	2007	Yes	0.0%
9th-12th	Earth Science	Prentice Hall	Earth Science	2007	Yes	0.0%
12th	Economics	Prentice Hall	Economics	2006	Yes	0.0%
9th-12th	English/Language Arts	Harcourt Brace	English Composition & Grammar	2005	Yes	0.0%
11th	English/Language Arts	Holt, Rinehart & Winston	Elements of Literature	2007	Yes	0.0%
12th	English/Language Arts	McDougal Littell	The Language of Literature - World Literature	2007	Yes	0.0%
9th-12th	English/Language Arts	StudySync/McGraw-Hill	StudySync	2018	Yes	0.0%
10th-12th	Environmental Science	McGraw-Hill	Cunningham Environmental Science	2008	Yes	0.0%
9th-12th	Foreign Language	EMC Publishing	Que Chevere Level 1, 2, 3, 4, and 5	2015	Yes	0.0%
10th-12th	Foreign Language	Glencoe	Galeria de Arte y de Vida	2002	Yes	0.0%
9th-12th	Geometry	Prentice Hall	Geometry	2004	Yes	0.0%
9th	Health	Glencoe/McGraw Hill	Health	2005	Yes	0.0%
11th-12th	Mathematics	Prentice Hall	Finite Math for Business, Economics & Life	2004	Yes	0.0%
10th-12th	Physics	Holt, Rinehart & Winston	Physics	2006	Yes	0.0%
9th-12th	Pre-Algebra	Prentice Hall	Pre-Algebra	2004	Yes	0.0%
11th-12th	Pre-Calculus	McDougal Littell	Pre-Calculus with Limits	2008	Yes	0.0%
9th-10th	Science	Pearson/Prentice Hall	IPS P Conceptual Integrated	2007	Yes	0.0%
11th-12th	Science	Pearson/Prentice Hall	Human Anatomy & Physiology	2007	Yes	0.0%
12th	Social Science/History	Glencoe/McGraw Hill	US Government: Democracy in Action	2006	Yes	0.0%
10th	Social Science/History	Glencoe/McGraw Hill	World History: Modern Times	2006	Yes	0.0%
11th	Social Science/History	Glencoe/McGraw Hill	American Vision: Modern Times	2006	Yes	0.0%
9th	Social Science/History	Prentice Hall	World Cultures, A Global Mosaic	2006	Yes	0.0%
12th	Statistics	Bedford, Freeman & Worth	The Practice of Statistics	2014	Yes	0.0%

School Facilities (School Year 2018-19)

Originally constructed in 1975, Calabasas High School is situated on 39 acres. In addition to six permanent buildings which house numerous classrooms, the campus consists of 4 portable classrooms, a gymnasium, dance gym, multi-purpose room, state of the art Black Box Theatre, and Performing Arts Educational Center, cafeteria, a library, athletic fields, three teacher lounges, and three computer labs. The Keith Richie Stadium field was updated with artificial turf during the summer of 2017. The new turf will provide 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 for an \$18 million Performing Arts Education Center that opened in January 2013. CHS has added a beautiful new marquee, located right at the front entrance of the school. The marquee was donated by the classes of 2012 and 2013 and showcases all the upcoming school events. In addition, the school gym was renovated for the 2014-15 school year. The facilities upgrades include additions to the foyer, updated painting on the interior, and a refurbished gym floor. In 2015, the school replaced the shake roofing on all buildings, and 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.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment. We are also proud to offer not only trash and recycling options on campus, but a compost option as well.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Las Virgenes Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

The chart displays the results of the most recent school facilities inspection. Facilities data was collected in October 2018.

School Facility Conditions				
Date of Last Inspection: 09/12/2018				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			H101: Controls need to be upgraded.
Interior	X			Boys Locker Room: Lockers need to be replaced; holes in walls. H Hallway: Needs to be painted; gum removal.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Baseball Field: Gophers/ground squirrels.
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017-18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. The CAST will be administered operationally during the 2018-19 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	70	77	59	70	72	69	48	48	50
Mathematics (Grades 3-8 and 11)	50	49	44	59	60	60	36	37	38
Science (Grades 5, 8, and 10)	67	--	--	77	--	--	54	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
	All Students	528	497	94.13	58.55	490	92.63
Male	256	242	94.53	52.89	238	92.97	40.34
Female	272	255	93.75	63.92	252	92.31	46.83
Black or African American	31	28	90.32	28.57	28	90.32	14.29
Hispanic or Latino	45	44	97.78	54.55	45	100.00	26.67
White	414	388	93.72	59.54	381	91.81	45.67
Socioeconomically Disadvantaged	63	56	88.89	39.29	56	88.89	25
English Learners	13	12	92.31	25	12	92.31	16.67
Students with Disabilities	44	40	90.91	22.5	40	88.89	7.5

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

College Entrance Info

The school encourages students to continue their education past high school.

University of California

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu/>.

California State University

Eligibility for admission to the CSU is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

UC/CSU Course Completion

Students are encouraged to take University of California (UC) and California State University (CSU) courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2017-18)	99.35%
Graduates Who Completed All Courses Required for UC/CSU Admission (2016-17)	58.77%

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education (CTE) Programs (School Year 2017-18)

Calabasas High School places great emphasis on ensuring that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's CTE programs focus on preparing students to think conceptually, communicate effectively, and apply career essential skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness. The school addresses the needs of all students, as well as those in career preparation, through guidance and counseling from school personnel regarding career paths and courses of study. The College & Career Center exposes students to a broad array of career opportunities and facilitates selection of a career path based on individual interests, goals, strengths, and abilities. In addition, Calabasas students prepare for post-secondary and career opportunities in Science, Technology, Engineering, Arts, and Technology (STEAM). As we prepare students for college and beyond, we will teach the Common Core State Standards (CCSS) curriculum in a way that fosters creativity and innovation. CHS also offers students an additional interdisciplinary curriculum in the Academy of Media and Entertainment.

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, and are evaluated through a combination of student projects, testing, and performance/attendance.

For more information about Career/Technical Education and/or the Regional Occupation Program (ROP), please contact Annissia Walker at (818) 222-7177 ext. 256 or Judy Tobor at ext. 257 (eachers at CHS for ROP program: Margie Selke and Nadia Rizk).

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	314
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	56.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2017-18)

In the spring of each year, the district is required by the state to administer a physical fitness test to all students in fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas.

This table displays school results, by grade level, of the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone 2017-18			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.8%	22.5%	36.5%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Calabasas High School. Calabasas High School has a parent-run registration and check-in process, and active parent involvement through its School Site Council.

Numerous programs and activities are enriched by the generous contributions from the Parent Faculty Club, Athletic Boosters, Theater Boosters, Dance Boosters, and Music Boosters.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates

To prevent dropouts, the school has formulated academic and life plans with each student to help set a coherent path toward graduation from high school. Academic and emotional counseling resources are available to help students deal with any issues that may be causing them to lean toward dropping out.

Support Services

Calabasas High School offers Support Period three times a week on Tuesday, Wednesday and Friday. Support Period is a 40-minute period where students can visit their teachers' classrooms for one on one individual instruction. Support Period is optional, but mandated for all students who have two or more grades below a C.

• National Honor Society

Saturday 8:30 am-12:30 pm
Monday and Wednesday 3:00 - 4:30 pm in the Library

• Math Honor Society Tutoring Services

Tuesday & Wednesday @ Support
Tuesday & Thursday 3:00-4:00 pm

• Student Tutors

Tuesday & Thursday 3:30-5:00 pm

• Private Tutors

Spanish Tutoring Tuesdays @ lunch (As needed)

Lists of student and adult tutors are available if you are looking to pay for private tutors. See Mrs. Lutsky in the College & Career Center for a list of tutors to make sure your child gets the extra help they need to succeed!

The chart displays the graduation and dropout rates for the school, district, and state, for the most recent three-year period. At the time of publication, data for the 2017-18 school year was not available.

Note: The National Center for Education Statistics graduation rate is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	14-15	15-16	16-17	14-15	15-16	16-17
School	7.7%	4.1%	6.1%	91.0%	95.2%	93.0%
District	7.5%	6.9%	5.9%	90.8%	91.6%	92.3%
State	10.7%	9.7%	9.1%	82.3%	83.8%	82.7%

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. Data from the 2016-17 school year was the most recent available at the time of publication.

Completion of High School Graduation Requirements			
	School	District	State
All Students	90.2%	89.2%	88.7%
African American/Black	63.2%	67.9%	82.2%
American Indian or Alaska Native	33.3%	50%	82.8%
Asian	100%	95.5%	94.9%
Filipino	100%	87.5%	93.5%
Hispanic or Latino	84.9%	78.4%	86.5%
Native Hawaiian or Pacific Islander	100%	100%	88.6%
White	91.4%	90.8%	92.1%
Two or More Races	100%	86.2%	91.2%
English Learners	35.7%	38.9%	56.7%
Socioeconomically Disadvantaged	65%	60.3%	88.6%
Students with Disabilities	100%	100%	67.1%

State Priority: School Climate

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

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

Discipline & Climate for Learning

The goal of Calabasas High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Calabasas High School believes students who develop a sense of personal responsibility will mature both academically and emotionally; to support student growth in these areas, the school supports restorative justice practices. Each infraction of the conduct code is reported to parents. Students who exemplify good behavior standards are rewarded frequently. Parents and students are informed of discipline policies at the beginning of each school year through Student/Parent Handbooks. Rules are reinforced in daily classroom reminders and during general assemblies.

The table displays the number and percentage of students suspended and expelled at the school, in the district, and throughout the state for all grade levels. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
School	1.05	1.07	1.21	0.00	0.00	0.00
District	1.16	1.16	1.20	0.00	0.01	0.00
State	3.65	3.65	3.51	0.09	0.09	0.08

Student Recognition

Schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The following recognition programs are ongoing at the school:

- Academic Awards Night
- California Business for Leadership "Education in Excellence" Honor Roll
- California Scholarship Federation (CSF)
- Hugh O'Brian Youth Leadership (HOBY) Award
- Music Center Visual & Performing Arts "Spotlight Awards"
- National Youth Leadership Forum
- Principal's Honor Roll
- Prudential "Spirit of Community" Award for volunteer service
- Senior Awards Night
- UCI Academic Talent Search

Extracurricular & Enrichment Activities

- Adopt an Orphanage
- Alex's Lemonade
- Art Appreciation & Art Critique
- Associated Student Body
- Astronomy Club
- Best Friends Animal Society
- Calabasas Kiva Club
- Care for Kids
- Checkmate's Chess Club
- CHS Newspaper and Yearbook
- Creative Writing Club
- Dance
- Eco-Boosters
- Film Club
- Gay-Straight Alliance
- Habitat for Humanity
- Helping Hands
- Hip-Hop Club
- Key Club
- Red Cross
- Roots and Shoots
- Stress Less
- Theater Arts
- Writers Corner

Safe School Plan (School Year 2018-19)

The safety of students and staff is a primary concern of the schools of Las Virgenes Unified School District. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed. The plan was last updated and reviewed with school staff in August 2018. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- Child abuse reporting procedures
- Disaster procedures, routine, and emergency
- Policies related to suspension and expulsion
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment
- School rules and procedures

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsors staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For the past three years, the district provided three staff development days annually.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Agoura Hills, Calabasas, Thousand Oaks, Woodland Hills, and Westlake Village which contain numerous computer workstations.

Counseling & Support Staff (School Year 2017-18)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals.

The school uses all available resources in the community to assist students in their emotional and academic development, including: Child Protective Services, County Mental Health, Juvenile Intervention Offices, and County Sheriff's Department. Calabasas High School offers additional academic assistance to students who are performing below grade-level standards.

At-risk students may participate in (three support periods available during the week) tutorials, CAHSEE workshops, and peer-to-peer support classes. Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible.

The Student Study Team (SST) develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, Resource Specialist Program, and/or sessions with other support staff (e.g., Speech/Language Specialist). English Learner (EL) students receive specialized services and instruction from appropriately credentialed teachers. The school offers supplementary instruction to assist in English language acquisition.

The academic counselor-to-pupil ratio is 1:333. The chart displays a list of support services that are offered to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
College Counselor	1	1.0
Counselor	6	5.5
Health Clerk	1	1.0
Library Clerk	1	1.0
Occupational Therapist	1	As Needed
Psychologist	1	0.6
Speech/Language/ Hearing Specialist	1	As Needed

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	16	17	18	16	17	18	16	17	18	16	17	18
By Subject Area												
English	26	26	27	22	24	20	28	28	20	25	26	36
Mathematics	31	27	28	8	17	16	24	24	28	24	25	24
Science	32	29	31	6	9	7	11	19	15	29	25	33
Social Science	31	28	28	11	15	19	13	19	14	26	29	33

Advanced Placement Classes (School Year 2017-18)

Calabasas High School offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	2
Computer Science	2
English	5
Foreign Language	2
Mathematics	5
Science	6
Social Science	15
Totals	39
Percent of Students in AP Courses	36.6%

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Las Virgenes Unified School District received state and federal categorical funding for the following support programs:

- Title I
- Title II
- Title III
- Vocation Education

District Expenditures (Fiscal Year 2016-17)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2016-17 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,600
From Supplemental/Restricted Sources	\$2,686
From Basic/Unrestricted Sources	\$6,913
District	
From Basic/Unrestricted Sources	\$6,913
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$11,548
Percentage of Variation between School & State	-40.1%

School Site Teacher Salaries (Fiscal Year 2016-17)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$74,409
District	\$76,523
Percentage of Variation	-2.8%
School & State	
All Unified School Districts	\$79,665
Percentage of Variation	-6.6%

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Website.

Average Salary Information		
Teachers - Principal - Superintendent		
2016-17		
	District	State
Beginning Teachers	\$45,724	\$49,512
Mid-Range Teachers	\$75,460	\$77,880
Highest Teachers	\$96,091	\$96,387
Elementary School Principals	\$113,020	\$123,139
Middle School Principals	\$128,399	\$129,919
High School Principals	\$148,727	\$140,111
Superintendent	\$218,190	\$238,324
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	36.0%
Administrative Salaries	4.0%	5.0%