



Cover Designed by Student Bella Magdaleno



Dear WASC Committee,

Welcome to Crescenta Valley High School, home of the Falcons!

The CVHS Motto, PRIDE, TRADITION, and HONOR, along with a focus on critical thinking, communication, collaboration, creativity, as well as the social- emotional needs of all students have been the foundation of our success.

Crescenta Valley High is a vibrant community that promotes individual expression, fosters personal growth, and celebrates our collective achievements. The Western Association of Schools and Colleges (WASC) accreditation process provides us with a valuable opportunity to check alignment with our district Local Control Accountability Plan (LCAP) and make an in-depth analysis of our Single Plan for Student Achievement (SPSA). This reflective process, and these key documents guide our work creating a school environment that is safe, nurturing, and supportive to the academic success of *all* students. As a school, we have experienced things together that have taught us to value each and every student in a genuine way.

Our SPSA is based on the GUSD LCAP, our Student Learning Outcomes, and our WASC Action Areas for targeted growth. It is a plan that reflects our unwavering commitment to provide high-level, rigorous instruction, curriculum, and support programs that foster student achievement. As part of our ongoing evaluation and improvement process, we began our school wide WASC report-writing in spring 2016. CVHS staff, students, parents, and community members invested much time and energy together, committed to a thorough process of identifying areas of achievements to celebrate as well as areas for continued growth.

I express my pride in and appreciation of all our staff and our stakeholders for the many hours of work that they have invested in this self-study process. I extend special thanks to our WASC self-study co-chairs: English teacher Shannon Marshall and Math teacher Reid Merlo. I hope that you enjoy meeting Shannon and Reid, as well as so many others that make our school special. We thank you for the support and time given to CVHS during this WASC accreditation visit.

It is great to be a Falcon!

Sincerely yours,

Linda Junge, Ed.D.

WASC Timeline

August 5, 2016: Reid and Shannon kick off the WASC process by encouraging staff to brainstorm positive new developments or activities at CVHS since the 2012 WASC visit.

October 4, 2016: Full faculty meeting where faculty members reviewed the good news produced on August 5 and then generated a list of areas of concern.

October 14, 2016: The Instructional Leadership Team (group of 25 faculty members and administration) reviewed the raw data from the faculty (Good News and Areas of Concern). After reviewing this raw data, the ILT reviewed the school's Mission Statement, and Student Learner Outcomes and decided to make minimal changes to these documents.

October 21, 2016: Reid and Shannon presented the focus of each faculty group and faculty chose their preferred groups.

November 1, 2016: All faculty completed a survey assessing how well they believed CV was meeting its Student Learner Outcomes. Classified staff, students, and parent stakeholders were also asked to complete this survey.

January 17, 2017: Staff reviewed the purpose of WASC, the process thus far, and met in groups to review good news and areas of concern generated by the faculty earlier this school year. Finally, faculty and staff reviewed the Mission Statement and Student Learner Outcomes (SLOs) and suggested changes.

January 25, 2017: Instructional Leadership Team reviewed chapters 1 and 2 and a "good news, urgent messages, bold steps" note-taker created by Shannon and Reid. The ILT suggested 10 possible critical learning needs based upon this data.

February 14: Staff and faculty met to review student data from chapter 2. Based upon this data, faculty voted upon the 10 critical learner needs suggested by the ILT.

February 28, 2017: Staff met in Focus Groups to review the questions from their section and review the answers from the previous report. Notes were collected by Shannon and Reid to organize data for the March 27th release day.

March 27, 2017: Staff was presented with updated drafts of chapter 1 and 2. They met in Focus Groups where they split up in smaller groups to answer questions from the chapter pertaining to their focus group. This was formatted in a way that the ILT members within the group could write a final draft on their release day in May.

May 16, 2017: Parents, students, staff and faculty review the selected critical learner needs and their alignment to the district LCAP goals, and the school's mission and SLOs.

May 17, 2017: ILT members took outlines created on March 27th and wrote the final drafts of focus group sections.

August 14, 2017: Shannon and Reid review what we have done so far and what the plan is until the visit. Focus groups are invited to review and suggest changes on the final drafts of their focus group section.

August 15, 2017: Staff meets in Action Groups (different from Focus Groups) based on selections from the May 16 meeting. These groups brainstorm steps to be taken in the Action Plan for each critical learner need.

September: Staff will review the Action Plan created from suggestions made during the August 15 meeting. Action plan will be presented to stakeholder parent groups and student groups. Pending any changes, at this point staff will have access to the final draft of final CVHS WASC report.

October: Staff will meet in Focus Groups for final review of their chapter in preparation for the WASC visit. They will also be given information about the visit, and a final schedule of what to expect during the visit.

November 5-8: WASC visit. At certain times throughout the week visitors will make classroom visits to every classroom, and will meet with individual Focus Groups for a Q & A about their chapter.

Crescenta Valley High School Leadership Team

Dr. Linda Junge, Principal
Christine Benitez, Associate Principal
John Eldred, Assistant Principal
Bill Gallimore, Assistant Principal
Jordan Lessem, Assistant Principal

Shannon Marshall, WASC Co-Chair
Reid Merlo, WASC Co-Chair

Instructional Leadership Team

Amy Besoli, Math
Vanessa Blackwood, Foreign Language
Joyce Choi, English
Sandra DerMesropian, Foreign Language
Anna DeKruyf, Special Education
Christina Engen, Science
Janelle Evans, Counseling
Dawn Franck, Science
Cassie Fishback, Science
Gavin Hall, Social Science
Alicia Harris, Social Science
Anet Hairapetian, Counseling
Tiffany Hirdler, Special Education
Peter Kim, Health
Kathryn Markarian, English Language Development
Amber Mcleod, Social Science
Kristen Milano, English
Jennifer Mucic, English Language Development
Ricky Ngai, Visual and Performing Arts
John Nelson, Physical Education
Tyraysha Peterson, Visual and Performing Arts
David Platt, Science
Denise Pogroszewski, Science
Herbert Smith, Career and Technical Education
Jennifer Waters, English Language Development

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Photo by student Martin Punongbayan

Task 1

Analyze and reflect on school's progress and the impact on student learning since the previous self study.

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Section I: Significant Developments

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Change in Leadership and Staff

Since opening its doors in 1960, Crescenta Valley High School has had a committed and steady staff. In those 57 years there have only been eight principals and there have been many teachers and counselors that remained at CV for most or all of their careers in education. In the last 6 years, though, there have been some major changes on site, as well as at the district.

Five years ago, Dr. Linda Junge was hired as the eighth principal in the school's history, after the previous principal had served for three years. A year later, a new associate principal was hired. By the fall of 2017, the three assistant principal positions will have been filled six times in the past seven years--with two assistant principals being new to our district and school in July of 2017.

In that same time, there have been five changes in the counseling department. Only two out of the five current counselors are serving the same students (organized by alphabet) that they were six years ago.

There has also been significant change at the district level. In the last six years a new superintendent has been hired, and every assistant superintendent position has been replaced, with some switching more than once. Multiple district departments have had interims in place for extended times. There have also been changes in the director and coordinator personnel at the district level. At this time the school board is investigating possible ways to restructure the district office, while constructing a solvency plan to close a structural deficit.

The classified and certificated staff at Crescenta Valley High School have remained fairly constant with some minor changes since 2012. A new attendance clerk and custodial supervisor have been hired in the last couple years to replace individuals who left the school. Between the 2013 and 2016 school years there have been 10 new teacher hires out of the 99 on staff for the 2016-2017 school year. A new teacher specialist for the English Language Development program was also hired two years ago.

Tragedy on Campus

In 2012, CVHS lost one of its students to a suicide that took place on campus during school hours. Many staff and students witnessed the event and aftermath. Within the next two years, one additional student took her life and another student attempted suicide (both off campus). Additionally, the following year, a student from a neighboring school committed suicide on campus during after school hours when student athletes were present. These events had a major impact on the community and culture, as a major focus of the school turned from academics to the mental health of the students and staff. The following years have brought an extra emphasis at CVHS to depression, anxiety, and many other mental health issues.

Common Core State Standards and Professional Development

Academically, all schools in California have faced the challenge of addressing new standards. Significant developments and changes at CVHS include the elimination of Focus on Results (FOR) professional development. The emphasis has turned to the creation of curriculum to address the Common Core State Standards (CCSS), as well as preparation for and administration of the changing standardized assessments.

To continue the implementation of the new standards and assessments, the Glendale Unified School District has shifted from a Teacher Learning Leader program to a professional development team of teachers who focus on specific content areas. This includes secondary teacher specialists at the district level in English, mathematics, social science and science. As social science standards are on the horizon, the Glendale Unified School District added the social science teacher specialist at the district level during the summer of 2017. These positions were formed to help school sites create and implement new curriculum that meet the Common Core Standards. In 2016-2017, the district also hired one secondary English teacher and two secondary mathematics teachers to support the teacher specialists in curriculum writing and professional development. These teachers were given a period in their day to work on the curriculum and all three of these teachers were on the CV campus during 2016-2017.

Humanities Blocks and Professional Learning Communities

In an effort to increase critical thinking in student development and to foster further collaboration in professional development, CVHS has increased the number of sections of humanities blocks. This collaboration between the English and History departments serves to assist students as they develop their critical reading and writing skills. It also creates cross-curricular learning experiences for students with common English and Social Science teachers who differentiate instruction to meet the needs of these students.

In the spring of 2016, the Glendale Unified School District hired Winfred Roberson as Superintendent. Mr. Roberson has set his professional development focus on Professional Learning Communities (PLCs). In the fall of 2016, three members from CVHS attended a PLC training. In addition, the School Resource Team and the Instructional Leadership Team completed readings on what PLCs are and how they are effectively used in schools. Informational sessions regarding PLCs have been offered to the full faculty and smaller, interested faculty groups. In the spring of 2017, CVHS further explored PLC learning communities by sending a group of faculty and administrators to visit a PLC school to both observe and to interview staff and administration about how the PLC model has added value to student achievement.

Inclusion Model for Special Education

In 2013-14, GUSD adopted the inclusion service model for all special education students. In the fall of 2014-2015 staff from all of the high schools went on a site visit of two high schools in the Irvine Unified School District for ideas of how to best implement the inclusion model. The program at CVHS includes a mod/severe (community based instruction/life skills) and a mild/moderate program. In 2014-15, Special Education teachers at CVHS gained a consult period into their daily schedule. They used this period to support general education teachers who had students with IEPs in their classes. This time was also used to create modified assignments

and tests when necessary. Special education teachers also use this time to meet individually with students who are struggling in general education classes, in order to help them plan how to make up work and raise their grades during this consult period.

As part of the inclusion process, science teachers and Special Education teachers used two release days to create a differentiated curriculum for Biology and Earth Space classes. This curriculum is used with students who need a scaffolded curriculum.

Two new resource rooms were created for the 2015-16 school year. These rooms include interactive projectors, laptops, desktops, chromebooks and printers to support academic growth. Two teachers and an instructional assistant are assigned to the resource room to provide support for students and for general education teachers.

CVHS is still assessing how to best serve additional students with IEPs in the classroom. Over the past 2 years, professional development sessions have been provided by Special Education staff to general education teachers during banking time. Plans for the 2017-2018 school year include ramping up the consult/testing room model. Instead of all Special Education teachers having a single consult period, two of these teachers will have consult periods all day and will be divided by department. This will allow these teachers to offer more support such as co-teaching, taking a student into their classroom to provide remediation/reteaching, modifying assignments or assessments, behavior support, parent communication, meeting with teachers during prep periods to help plan, or observing students to ensure appropriate placement.

Section II: Schoolwide Critical Areas for Follow-up

List the schoolwide critical areas for follow-up from the visiting committee report for the prior full visit and any recommendations from subsequent visits/reports.

In 2012 the WASC visiting committee listed six schoolwide critical areas for follow up:

1. Provide additional whole-staff training on integrating English Learners strategies, use of differentiation, IEPs, SSTs and 504 plans to further support EL's and special needs students.
2. Continue to work on establishing effective teaching strategies that utilize and reinforce critical thinking.
3. Establish a protocol, expectations and clear guidelines for addressing the academic path and post-graduation needs of students who are not college bound. These expectations and guidelines need to be thoroughly communicated to the students, parents, and staff.
4. Expand the array of instructional strategies and interventions to meet the needs of struggling students, including Special Education, English Language Learners and Hispanic students.
5. Help students with goal-setting for academic, social and emotional growth.
6. Develop methods to decrease number of tardies throughout the school day.

Section III: Ongoing Follow-up Process:

Comment on the process for implementing and monitoring the Single Plan for Student Achievement (SPSA); this is the school's schoolwide action plan to which the ACS WASC critical areas for follow-up from the prior self study and any other visit have been integrated.

CVHS's schoolwide action plan is written as a result of the previous WASC findings and is scrutinized annually through the Single Plan for Student Achievement (SPSA) process. The SPSA is a yearly procedure where the previous year's goals are measured and reviewed by the School Site Council (SSC). The SSC is made up of stakeholder groups including students, parents, teachers, staff, community members, and administration. The SSC uses this information to formulate school goals, related actions, and budgetary policies. The completed SPSA is then sent to the district for approval from the school board.

Comment on how the student/community profile and the annual progress reports including the ACS WASC mid-cycle (third year) report, have been reviewed and discussed annually by all stakeholders as part of the ongoing school improvement focusing on student learning.

Every year data and information relating to WASC and the SPSA is shared and discussed among different stakeholder groups. The findings of the report, along with the stated goals and action plans, help to form the professional development plans.

Two of the leadership groups on campus that are a part of this process are the Standards Resource Team (SRT) and the Instructional Leadership Team (ILT). The SRT meets weekly and consists of the principal, the associate principal, the EL teacher specialist, a math teacher representative, an English teacher representative, and a science teacher representative. The ILT meets monthly and on multiple release days during the year. It consists of the principal, the associate principal, an administrator, a counselor, all department chairs, and any other teachers who desire to be members. As of 2016-2017, there were about 20 regular members.

The Instructional Leadership Team will use data from these reports to organize parts of faculty meetings and release days. These staff meeting and release days are often used to share data, to celebrate achievements, and to collect feedback for steps to address areas of concern.

Section IV: Reflection, Analysis on Progress, Supporting Evidence, and Impact on Student Learning for Action Plan Sections or Goals:

For each current action plan goal or section, indicate how it relates to one or more of the critical areas for follow-up or any additional recommendations. (i.e., cross-reference)

The 2012 action plan included three goals. Below each of the three goals, are the critical areas for follow-up recommended by the WASC visiting committee that relate to each of the goals.

1) Prepare students for life beyond high school, specifically by promoting the use of critical thinking skills in and out of the classroom.

Critical areas for follow-up recommended by WASC:

- Continue to work on establishing effective teaching strategies that utilize and reinforce critical thinking.
- Establish a protocol, expectations and clear guidelines for addressing the academic path and post-graduation needs of students who are not college bound. These expectations and guidelines need to be thoroughly communicated to the students, parents, and staff.

2) The need to support the needs of struggling students, including those students not meeting standards, in addition to Special Education, English Language.

Critical areas for follow-up recommended by WASC:

- Provide additional whole-staff training on integrating English Learners strategies, use of differentiation, IEPs, SSTs and 504 plans to further support EL's and special needs students.
- Expand the array of instructional strategies and interventions to meet the needs of struggling students, including Special Education, English Language Learners and Hispanic students.

3) The need to focus on developing the "whole student" through character development and positive connections to the school and community.

Critical areas for follow-up recommended by WASC:

- Help students with goal-setting for academic, social and emotional growth.

Comment on the accomplishment of each current action plan section or goal, including how each area has met identified growth targets and contributed to the accomplishment of the critical student learning needs and one or more schoolwide learner outcomes for all students. Include: How was the goal determined?

What impact has the goal had on student learning?

To what extent have the action plan growth targets been met over the past years?

Goal 1: Prepare students for life beyond high school, specifically by promoting the use of critical thinking skills in and out of the classroom.

How was the goal determined?

As per the schoolwide action plan, the instructional focus of Crescenta Valley High School is to have students show growth in critical thinking. In 2010, all stakeholders completed a lengthy review of our school's Mission Statement, instructional focus, and ESLRS in preparation for the 2012 WASC. In 2011, the staff voted to add "critical thinking" to the school wide instructional focus and Student Learning Outcomes. This linked all of our goals under one set of guiding principles and values as identified by the school's staff, students and parents. More recently, as the school has moved toward the Common Core standards, CVHS has been pleased to discover that this early shift toward critical thinking has allowed a more seamless transition to the Common Core. The focus on critical thinking skills in and out of the classroom is one still strongly supported by staff, parents, and students.

What impact has the goal had on student learning?

The impact of this goal on student learning has been additional opportunities for student engagement in curriculum and extracurricular activities that challenge critical thinking skills. Since the 2012 WASC Self-Study, the faculty and administration have developed and/or expanded the following in responses to our assessments of critical needs:

- Common Core Workshops
- Department Release Days to create new curriculum, common formative and summative assessments, and review student work.
- Inter-Departmental Collaborations (Humanities Blocks)
- Development of Performance Tasks in multiple subject areas
- Engage with PD specialists and secondary teacher specialists for Common Core
- Critical Thinking Seminars
- MOVE Job Faire to introduce students to local employment and volunteer opportunities
- Project Explore held each spring
- Science and Medicine Academy Speakers and Internships
- Transition Plan for Students with Disabilities
- Expanded Career Tech Courses and pathways (i.e., Medical Billing, Sports Medicine)
- Expanded AP Course Offerings (i.e., AP Human Geography, AP Seminar/Capstone)
- Expanded counselor presentations grades 9-11, including career focus workshop in grade 10

In addition, students in the English Language Development program will have the opportunity to move through ELD levels and into regular grade-level English at a pace appropriate to their ability. ELD students who begin ELD level 1 in the fall semester of their 9th grade year will have the opportunity to meet all of the a-g requirements upon graduation.

To what extent have the action plan growth targets been met over the past years?

Progress toward this goal is monitored and measured by assessing the increase in percentage of students who fulfill or exceed the a-g requirements and achieving higher scores on CAASPP assessments. Grade distribution data is also consulted and analyzed.

As per the Single Plan for Student Achievement, the data show an increase in percentage of graduates who met the UC a-g requirements. In 2014, 65.6% met the a-g requirements, in 2015, 64.0% met the a-g requirements and in 2016, 68.9% met the a-g requirements. Strong student achievement on the CAASPP exam was also achieved in 2015 and 2016 and demonstrated consistent progress among English Learners. The number of D and F grades has also steadily been decreasing (9% midyear 2014-15, 8% midyear 2015-16, 7.5% midyear 2016-17, and 7.4% end of year 2016-17).

Goal 2: Support the needs of struggling students, including those students not meeting standards, in addition to Special Education and English Language Learners

How was the goal determined?

Annually, the SRT and the ILT review student performance data. After this review, this data is brought to the staff with areas to celebrate and areas of growth noted. Our data demonstrates that our Special Education population, our English Language Learners, and our Hispanic sub-group are performing below proficiency.

What impact has the goal had on student learning?

Since 2012 an additional literacy class for struggling students was added, an additional math support class was added for geometry, the number of RSP classes were increased, and the EL teacher specialist moved from a .2 position to a .5 position.

The increase in time for the EL specialist allowed for a significant level of additional support for our EL students and teachers. Trainings for EL students have expanded teachers' repertoires in communication and assessment for all students. An English Learner department was formalized as a department during the 2015-16 school year on campus to allow those teacher more structured time to collaborate.

During the 2015-16 school year, a testing room was piloted for students in special education and students with 504's. Students who needed accommodations for testing were allowed to come to the room to have tests read aloud, scantrons bubbled in, extended time, use of computers, take modified tests, etc. Due to positive staff feedback, during the 2016-17 year, the testing room was opened to all students needing a smaller, quiet environment to support students with test anxiety and to meet the accommodations and modifications in IEP's and 504's. It also gives teachers one quiet location to send a student who may have broken an arm to get help bubbling in answers, or students who missed a test and return the following day. Special Education teachers now also have a goal-writing program called Goalbook to use with the IEP team to create specific goals for students with IEPs. Special education teachers also collaborate more frequently with general education teachers due to the consult period to get more feedback and suggestions for new IEP goals.

In 2016-17 the principal began to give weekly study skills lessons in all freshman Contemporary World Affairs classes. Additionally, University of Southern California professor, Dr. Myron Dembo was contracted to deliver a series of professional development lectures to staff and

parents about recent research in student motivation and study skills concerning what works and what doesn't. Administrators and teachers continue to evaluate the efficacy of our interventions.

Plans for 2017-18 include a study skills class for "non-promoting" incoming 9th grade students and a study skills class for 10th and 11th graders with multiple failing grades. These classes will offer both academic and behavioral support for our most struggling population. The literacy and math support classes will continue to be offered to those who perform below grade level in math and reading.

To what extent have the action plan growth targets been met over the past years?

During the last six years, tracking growth targets with testing performance data has been challenging. As anyone in education understands well, the last CST tests were administered in 2013, and the final California High School Exit Exam was delivered in 2014. Both of these exams were critical for former data analysis. New common core standards in English and Math as well as new literacy standards across all disciplines were finally tested with the advent of the CAASPP exam in 2015 and 2016. While CVHS students did well on these exams in comparison to other high schools in our district and our state, our Special Education students, English Language Learners and our Hispanic subgroup underperformed in English and in Math. The staff is committed to continue efforts to close this gap, especially now that teachers are feeling more confident and prepared to teach, assess, and re-teach the common core standards in English and Math (and literacy standards for the other disciplines).

Goal 3: Focus on developing the "whole student" through character development and positive connections to the school and community

How was the goal determined?

As was stated before, CVHS had a student suicide on campus in February 2012. In the months following there were also two other adolescent suicides and one attempted suicide within the community. As a result, CVHS has developed protocols for threat assessments, and in the following year, an additional position on site was added - a psychological services provider (funded by a private community grant) - to deter any suicide contagion and meet student and staff psychological needs. A support position continues via an additional counselor at the feeder middle school (Rosemont); plans are in place to share this position with Rosemont during the 2017-18 school year. According to suicide contagion research, awareness and intervention must remain high for 24 months after a suicide; this means CVHW maintained heightened awareness through July 2015, as the last teen suicide in the community occurred in July 2013.

Heightened awareness of student mental health issues has prompted several full-staff trainings on campus. In spring of 2015, a panel including school and district counselors and psychologists, a local practicing pediatrician, and a local practicing psychologist, presented and answered questions on teen anxiety issues. This panel was followed up a few months later with an additional panel including school and district psychologists and a former student who suffered from anxiety during her high school career focusing on practical tips for teachers dealing with student anxiety issues. During the fall of 2016 an alumnae and local therapist provided another session to share additional strategies for supporting students' socio-emotional needs in the school setting.

What impact has the goal had on student learning?

CVHS is taking proactive measures to reduce student anxiety and support positive mental health. Mindfulness training has been added to staff professional development. In addition, beginning in the fall of 2016, a 9 week course on mindfulness is included in all 9th grade health classes. Also beginning in 2016, we added Yoga as a choice for physical education.

In addition to mental health, CVHS is developing additional course offerings to foster positive connections to the school and community. CV Tech Team, new to the school in 2013-14, is a class where students provide technical support and professional development for faculty and staff. In 2017-18, CVHS will offer Environmental Careers and Practices, a co-lab course that introduces students to environmentally sustainable occupations in addition to having students design, maintain, and utilize the harvest of the school's garden.

Making CVHS a safe space for LBGTQ youth, who have comparatively higher rates of suicide and depression has been a priority for staff and students. In 2015, the LBGTQ Allies club worked with the ASB to host an Ally week. During this week, students learned about what it means to be an ally through our student newspaper who dedicated an issue to the event. Students had the opportunity to sign an ally pledge. During the Friday night football game, football players demonstrated their support by wearing rainbow stickers on their helmets and cheerleaders wore rainbow ribbons. 2016's Ally week saw numerous additional clubs and sporting teams demonstrating their support with rainbow ribbons.

Finally, there is growing momentum on campus to engage students in projects that connect the classroom to service in our community. Breakout sessions during faculty meetings and release days have been offered by faculty who craft these types of assignments as cumulative final project.

To what extent have the action plan growth targets been met over the past years?

According to students surveyed by the California Healthy Kids Survey in 2016, 93% feel safe all or most of the time on campus. This statistic shows significant growth. A similar survey in 2011 revealed that 22% of students did not feel safe on campus. Additional results of the California Healthy Kids Survey reveal 70% of students report being involved in school activities.

Section V: Critical Areas for Follow-up not currently in the Action Plan

Comment separately on the critical areas for follow-up that have already been addressed and are currently not in the plan. In addition, comment on those “just do its” or isolated critical areas for follow-up that were not included in the ongoing schoolwide action plan. Comment on the impact of these critical areas for follow-up on student learning. Cite evidence.

The final recommendation of the 2012 WASC visiting committee was:

Recommendation #1: Develop methods to decrease number of tardies throughout the school day.

Beginning in 2014-15, a staff committee began to look at attendance data to determine the most effective way to improve students’ ability to arrive to class on time. This is an ongoing process for school improvement. The data shown below reveals that the number of tardies to period 1 is far greater than the number of tardies to any other period. This has been true for the last 3 years. During the last two years, tardies have decreased throughout the day, however, this issue is still a work in progress.

Several steps have been taken during the last two years to reduce tardies. Parent groups and community members have been engaged to find ways to reduce period 1 tardies. All parents groups have been a part of this conversation, and the local newspaper has been used to highlight this issue. CVHS has opened communication with the CV Town Council and public works to inform families about upcoming street projects that could affect arrival times. Community partners are currently being sought to develop a program that offers incentives to students arriving on time. Some initial ideas are ‘HOT’ (Here On Time) doughnuts for period 1 classes and ‘SWAG’ (Students With Attendance Goals) for period 5 and/or chronic absences.

On campus, students with chronic tardies have intervention with an Assistant Principal upon picking up their programs for the new school year. In addition, the school’s tardy contract is being reviewed for possible revision. Finally, campus security is taking a stronger role in encouraging students to get to class on time.

Below is a graphical display of tardy rates per period over the last three years:

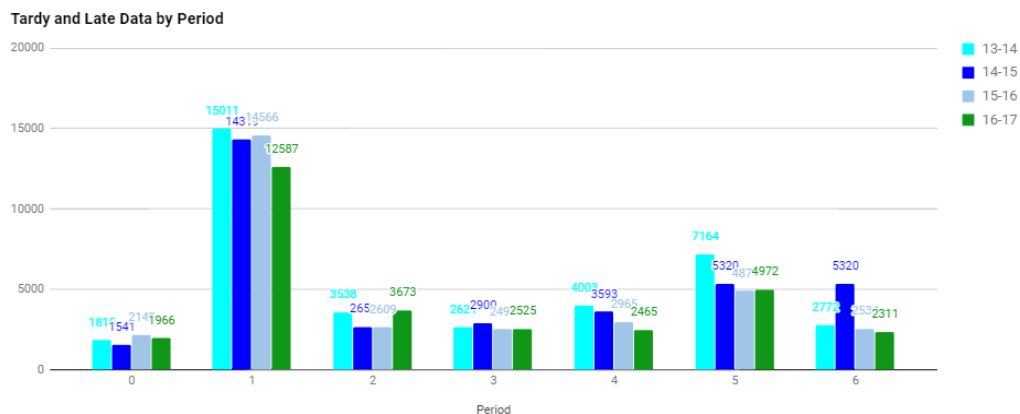




Photo by student Jace Jenson

Task 2

Refine the student/community profile based upon the analyzed and disaggregated data; clarify schoolwide learner outcomes and critical student learner needs.

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Section A: General Background and History

1. Community

a. Brief description of the community served by the school

Crescenta Valley High School is located in the Crescenta Valley; an unincorporated area of LA County nestled between Glendale and the Angeles National Forest. CVHS is one of the three comprehensive high schools in the Glendale Unified School District. Rosemont Middle School is the only feeder school to Crescenta Valley High School, while Rosemont itself has 7 feeder schools: La Crescenta Elementary, Dunsmore Elementary, John C. Fremont Elementary, Abraham Lincoln Elementary, Monte Vista Elementary, Mountain Avenue Elementary, and Valley View Elementary.

Most of the CVHS students come from the La Crescenta area or from the norther part of the city of Glendale. According to the 2010 census, there are approximately 20,000 residents in the La Crescenta area with the majority of the population being white (65%) and Asian (27%). 11% of the population of any race were classified as Hispanic.

b. Family and community trends

A large proportion of white residents would classify themselves as Armenian, while a large majority of the Asian population would be considered Korean. Both of these groups have a major cultural impact on our community, school, and district.

In 2010 there were 7,088 households in the La Crescenta area, with 38% having children under the age of 18 living in them. 59% were opposite-sex married couples living together, 11% had a female householder with no husband present, and 4% had a male householder with no wife present. 74% of the households were families with an average family size of 3.26.

The median age in La Crescenta was 41.6 years with a median income of \$89, 375 in 2010. Approximately 7% of the population lives below the federal poverty line.

c. State/federal program mandates

CVHS receives minimal supplemental funding from federal and state sources. As a non-Title I school, CVHS does, however, receive supplemental funding from the state based on unduplicated counts of at-risk subgroups, including English Learners, Foster/Homeless Youth, and students from low socioeconomic backgrounds. These funds (roughly \$60,000) are monitored and dispersed by the School Site Council (SSC).

d. Parent/community organizations

CVHS is fortunate to have an incredibly supportive community around it. There are many in the community willing to make financial contributions and donate their time to school events, even if they do not have students attending the school. Driving around the community, it is not

uncommon to see yard signs, advertisements for school events, and individuals of every age wearing school clothing.

In times of need community member and groups seem always willing to help. An example occurred in 2016 when four students were involved in a car accident, severely wounding two students and taking the life of one. The principal convened a “Community Roundtable” consisting of 40 members and 20 entities, including chambers of commerce, business, clergy members, therapists, feeder school, and politicians. This group worked to support students and others affected by the tragedy.

f. School/business relationships.

There are also a variety of committees, including Prom Plus, CV Cares, School Site Council, and the Parent, Teacher, Student Association (PTSA), that involve parents, local businesses, and community members helping support students. CVIM is an independent organization that supports the instrumental music program helping by instruments, sending students to competitions, and creating many opportunities for students to showcase their talents. The dramatic arts also have a booster club that helps supports many performances throughout the year, and many of our 20 sports teams have independent booster clubs that help support athletes have a positive experience in their respective sports.

Prom Plus is another independent organization that gets student and parent involvement to plan an event every year that takes place after the prom. Formed because of a student death in the early 90s at a post prom party, this group creates a safe space for students to be after prom. Every student attending the prom gets free admittance to the “after party” that takes place at the local YMCA until the following morning. It is very popular every year.

Small Change for a Big Change (SCBC) is an organization formed by CV alumni to support teachers with classroom supplies, give scholarships to CV students, and recognize great teachers.

Many other groups on campus also have ties to local businesses. The Academy of Science and Medicine sets up internships in local medical facilities and USC, our robotics program has teamed up with the Jet Propulsion Laboratory (JPL) for activities, Bank of America supports the engineering program that has student design and develop their own skateboards, and many others.

2. Staff description: Number of certificated staff and classified staff, include number of qualified personnel for counseling and other pupil support services and substitutes. Provide data on the gender and ethnicity of the staff.

In the 2016-2017 school year, the CVHS faculty consisted of approximately 150 certificated and classified staff including administrators, counselors, a library technician, a school psychologist, a speech pathologist, health assistant, and a school nurse. All teachers hold a valid credential for the courses they teach and are highly qualified according to current state and federal standards. The makeup of the faculty remains virtually unchanged since the 2012 WASC visit. A small number have retired or moved on, but have been replaced. The one area of significant personnel change since 2012, however, has been in the CVHS administration and counseling offices, which was addressed in chapter 1 of this report.

The faculty and support staff bring great stability, consistency and experience to the educational program. Though CVHS has been in existence as a high school since 1960, there have only been eight principals with five who still live in the local community and continue to be visible at school events. CVHS is also very proud of the staff's investment in and unique personal connection to the school. 30 staff members, including teachers, counselors, and classified staff, attended CV as students, 33 have children who attended the school or are currently attending the school, and several others have children that will be enrolled in the next few years. There is definitely a sense of family on campus.

3. ACS WASC Accreditation History

a. School purpose, e.g., beliefs, vision, and mission, and schoolwide learner outcomes

Through the WASC process, stakeholders were involved in updating our mission and schoolwide learner outcomes to represent the current state of the school. These were outlined in faculty focus group meeting, refined in leadership groups, and then discussed and finalized by the entire staff. The mission statement was slightly revised to emphasize critical thinking, communication, collaboration, and creativity. The Schoolwide Learner Outcomes (SLOs) also underwent small changes. These included an emphasis on growth over mastery, shifting the focus to measurable goals, and ensuring that the goals were appropriate for all CVHS students. There was a definite sense that staff and community wanted to focus on the well being of the whole student.

Mission Statement

Within a safe and caring environment, Crescenta Valley High School provides a meaningful standards-based curriculum that fosters the critical thinking, communication, collaboration, and creativity needed to function as responsible members of society.

Schoolwide Learner Outcomes

Through its standards-based curriculum and extensive co-curricular program, Crescenta Valley High School will prepare its graduates to be:

- Knowledgeable young adults who demonstrate proficiency and show growth in the California content standards and in critical thinking.
- Responsible citizens who exemplify personal integrity, respect diversity, and resolve conflicts appropriately.
- Productive young adults who set priorities and achievable goals and who contribute time and talent to improve the quality of life in the school and community.

b. Brief history or past ACS WASC accreditations

Since opening in 1960, CVHS has received six-year clear accreditations during every WASC self-study and accreditation visit. CVHS faculty are very proud of this history of excellence.

4. LCAP Identified Needs and Goals

a. Describe how the parents and community gave input to the process

As part of the LCAP process the school district collected information through a parent advisory committee, parental interactions throughout the community, and through an online survey sent to all parents. The LCAP parent advisory committee consisted of approximately 72 members, representing all stakeholders: parents, teachers, students, administrators, classified/certificated bargaining unit members, counselors, psychologists and Board members. Members of the LCAP parent advisory committee are diverse and represented English language learners, foster youth, low-income students, students with disabilities, advance placement students, and college and career going students. The online survey collected data from over 500 participants, including parents as well as other stakeholders.

b-d. State the identified needs and goals taken from the district LCAP that apply to the school. State the metric that will measure progress toward obtaining the identified need. List the description of goals taken from the district LCAP.

All of the goals set forth by the district are listed here and all of them would apply to CVHS.

Goal 1: Improve student achievement for all students while implementing the California State Standards (CSS) in English language arts (ELA), math, next generation science and English language development (ELD).

Metric: Scores on state assessments, CELDT scores and proportion of English Learners classified as proficient, and the number of Chromebooks available to students on campus

Goal 2: Ensure all students are given the opportunity to be college and/or career ready upon graduation.

Metric: Proportion of students that are meeting the a-g requirements for the UC schools, proportion of students taking part in Career Technical Education courses, proportion of students taking at least one AP course, proportion of students getting a 3 or higher on an AP exam, and proportion of 10th graders that are enrolled in a foreign language course

Goal 3: Ensure all schools support the social, emotional and physical needs of all students.

Metric: Percent of students scoring "high level" on social connectedness to school on CHKS; percent of students scoring "high level" on positive relationships with a caring adult on campus on CHKS, percent of students marking "yes" on feeling sad and hopeless on CHKS; percent of students marking "yes" on considering attempting suicide on CHKS; GUSD student survey results on academics support and school culture; attendance rate, chronic absentee rate, and Pre-Sarb, SARB and DA Numbers; number of student threat assessments; percent of students scoring in the "health fitness zone" (scoring 5/6 on the physical fitness test); dropout rates; cohort graduation; and Healthy Start numbers of English learners, low income students, foster/homeless youth and students with disabilities students receiving services.

Goal 4: Implement research-based intervention programs and practices for all students not yet proficient, specifically, English learners, low income, foster/homeless and students with disabilities.

Metric: Establish baseline number of before, during, after school interventions offered at site; establish baseline number of students accessing interventions at site; establish baseline academic supports offered for any student not yet proficient, specifically, English learners, low income students, foster/homeless youth and students with disabilities using a Multi-Tiered System of Support (MTSS) to provide targeted interventions; establish baseline percentages of use for APEX, SHMOOP and GOALBOOK; establish number of students accessing remedial summer school; and establish number of teachers accessing professional development

Goal 5: Provide opportunities for students to learn beyond the core curriculum.

Metric: Maintain and/or increase athletic programs at site, maintain and/or expand school club opportunities at site, maintain and/or expand afterschool opportunities for students such as art and robotic classes, and maintain and/or expand GenYes program at site

Goal 6: Create a District of engaged parents, teachers, staff, students and community members.

Metric: Increase use of student, parent and teacher portal in student information; increase use of website, all calls and social media to improve communication; increase parent involvement opportunities by providing new program; and create and utilize surveys to gather information from parents, teachers, staff, students and community members.

Goal 7: Create a safe and secure learning environment for students in well-maintained facilities.

Metric: Maintain 100% on Williams Report for instructional materials, decrease suspension incidents, decrease expulsion number, increase/decrease GUSD student survey results on school safety, and increase percent of students scoring "strongly agree + agree" in feeling safe on campus on CHKS

B. School Program Data

1. Briefly describe the regular program of study that all students experience.

Crescenta Valley High School seniors are awarded their high school diplomas when they have met all graduation requirements and have earned 220 credits. The requirements are below:

- Four years (or 8 semesters) of English Language Arts
- Two years of Math (or 4 semesters--specifically Algebra 1 and Geometry, but this will change to reflect a transition to integrated math)
- Three years of Social Science (or 6 semesters--specifically World History, United States History, and Government and Economics)
- Two years Science (or 4 semesters--specifically one year biological and one year physical. CV strongly encourages 3 years of Science.)
- One year, or 2 semesters of Fine Art
- One Semester Career Prep
- One Semester Health
- Two years, or 4 semesters of Physical Education
- Fourteen Semesters of Elective Courses (70 credits)

2. Preparing students for college and careers is a major goal of education in California. Provide a succinct summary of the programs you offer students, some of which may be generic to the overall school program, and address the areas listed below for each program as applicable. Examples may include IB Diploma Program, college- and career-readiness programs and/or courses, school/college partnerships, AVID, partnership academies, CTE Pathways, and independent study and concurrent enrollment programs.

a. Types of instruction and extended learning opportunities.

b. Curriculum offered both onsite and outsourced.

c. How courses support college and career preparedness and other goals.

d. Support for equal access, academic and personal counseling, college and career preparation support, and health services, if applicable.

e. Partnerships including business, industry, community and higher education.

Advanced Placement and Honors

CVHS offers 25 different AP courses in diverse areas ranging from AP Computer Programming to AP Art History. Teachers, counselors, and administrators have been working hard to facilitate entry into AP classes and make the AP program more accessible to all students. The AP program has steadily grown each year. In May, 2016, 870 students took at least one AP exam.

In the fall of 2017, CVHS will begin to offer the AP Capstone program. This two-year course includes an AP Seminar and AP Research class. It is designed to cultivate research, collaboration, and argumentative writing while building on discipline study in other AP classes.

There are also a variety of honors courses available to students. These include Physiology, English 10, Algebra 2, and Math Analysis. Two years ago, a linear algebra class was also added for some of the school's top math students. Although it is not an AP course, it is a rigorous course meant to challenge students at the college level. Foreign Languages (Spanish, French, German, and Korean) are currently exploring honors options for 3rd year courses.

Visual and Performing Arts (VAPA)

Students at CVHS have a variety of choices in the VAPA program. These classes include Art, Advanced Dance, Drawing/Painting, AP Studio Art, AP Art History, Ceramics, Digital Photography, Drama, Glee, Acapella Choir, Charismatics, Marching/Concert Band, Wind Ensemble, Orchestra, Symphony Orchestra, and Jazz Band.

The CVHS instrumental department is incredibly popular and accomplished and is run by an instructor who won a Music Center's prestigious Bravo Award in 2011. In regional festivals since 2013 the Symphony Orchestra has earned 52 Superiors, the Concert Band has earned 9 Superiors, the Jazz Band has earned 7 Superiors, the String Orchestra has earned 3 Superiors, and the Wind Ensemble (a beginner/intermediate group) has earned 3 Superiors. In that same time span the Marching band has won 8 first place awards, 4 High Music Awards, 3 High Percussion Awards, and one High Auxiliary Award. Many in the music department have also had the opportunity to travel and perform in Hawaii, Florida, San Francisco, Las Vegas, and Carnegie Hall in New York.

The choir department has also had many opportunities to display their talents. Since 2013 they have toured Italy, performed at the Heritage Festival in Las Vegas (winning the Spirit of Las Vegas Award), won Gold ratings at the Forum Music Festivals, and toured New York. Every year the Charismatics performs extensively in the community during the Holiday season, working over 15 events in three weeks. All the choirs and student-run singing ensembles perform for multiple festivals and community events throughout the year.

There are also over 200 students enrolled in the drama department classes, along with approximately 50 students who participate in performances who are not part of the those classes. In 2016-2017, CVHS had five periods of classes that range from intro to advanced. Since many classes have more than 40 students, each class is divided into smaller performing groups. In the fall, the two advanced groups (CV Players and Falcon Players) present a full-length play and the intermediate-advanced group (Theater Ensemble) attends a theater festival for competition. In the spring, all theater classes perform in the Spring One-Act Festival. In 2017, this consisted of 9 plays. In addition, CVHS offers a student directing class concurrently with the theater classes, and these students have director seminars after school with industry professionals. These directors are often times brought in as Guest Artists in the Winter Play Series, which are open to any student. In 2017, there were three winter plays, along with an incredibly popular musical.

CVHS also offers a technical theater class where students learn the practical skills of stagecraft, and industry professionals are brought in to mentor students in the areas of set construction, light, sound, and stage management, costume and makeup. This class has been expanded in the 2017-18 school year with the hiring of a new Stage Arts teacher, allowing for four sections of the course.

In 2016, the CVHS drama department also established a partnership with the Group Rep Theatre in North Hollywood where students are doing volunteer internships. In 2017, CVHS proudly had a student claim the prestigious Jerry Herman Best Actor Award, earning a scholarship and an all-expense-paid trip to New York City.

Students in our art department have also won several awards through the years including winning local recognition and having art displayed at Bob Hope International Airport Tower Banner, and winning Congressman Schiff's award and having work displayed in his Washington, D.C. office.

CTE Pathways

CVHS is working on expanding and developing college and career pathways and partnerships--specifically in STEAM/Science, Technology, Engineering, Arts, and Mathematics. Specifically, CVHS has developed a number of Industry Approved Certification Programs to assist our students in getting jobs, internships, and college acceptance. These certifications are tested and approved by the industries themselves. CVHS is committed to developing and expanding pathways that articulate from middle school through high school.

Currently, CVHS has active collaborations with Glendale Community College (GCC) and California State University Northridge in several technology areas (Digital manufacturing, Entrepreneurship, Web Design, Animation and Graphic Design). CVHS is also working on dual enrollment with GCC and other methods of providing opportunities for dual credit coursework options. For example, the Academy of Science and Medicine now offers classes with dual enrollment with GCC. There is a GCC professor who teaches at CVHS, and students are awarded a certificate as a Medical Office Assistant after three courses. In addition, the Biotech class is articulated with Pasadena City College's Bio 101 course.

Below is a list of programs available at CVHS (and approximate number of students enrolled) as of the 2016-2017 school year:

The Academy of Science and Medicine (219)

The Academy of Science and Medicine is a career pathway program offering students the opportunity to explore the various careers available in the fields of science and medicine. Many students enrolled in this program have similar classes throughout the day, as many teachers on campus are partnered with this program. There are three pathways within the program: Biotechnology, Sports Medicine, and Academy of Science and Medicine.

As part of the program, many sophomores take Biotechnology, a course which gives them experience in the new techniques and equipment used in today's medical/research laboratories. Sophomores also take many field trips and Academy sponsored activities. Juniors choose two of the ROP courses which include Hospital Occupations and Emergency Medical Response, or Water Safety and Lifeguard courses.

Many or all students will participate in the annual Health Career Night, weekly lunch presentations, daily tutoring in the library, monthly workdays for Biotech students at the Pasadena Biotech Center, a Stem Cell Module led by a Pasadena City College instructor, a 4-week DNA Barcoding Program. As part of this process the biotech students can become published authors. As part of the program some students will also participate in the science bowl, ocean bowl, and Skills USA. The Science and Medicine Academy partners with local hospitals, USC and others to provide internships to students. During the 2017-18 school year, students will have the opportunity to participate with world-renowned experts from multiple

areas of study and to publish, as CV partners with USC and Children's Hospital Los Angeles on a concussion study to take place at CV using CV athletes (per parent consent).

Cinematography program (119)

Cinematography is part of the CTE Media Arts Pathway that includes 3 courses. The first course introduces students to the basics of media production. The second course has students produce a daily news program while working in a multi-camera environment. They also work independently on non-fiction and fiction film projects. The third course runs a fully produced short film for the film festival circuit, while preparing students to take the AVID Media Composer certification program. Certification in AVID can qualify students to work in the field of editing.

Graphic Arts program (197)

Graphic Arts is part of the CTE Graphics Production pathway which includes 4 courses. The first course is introductory in nature as it presents the field of graphics with an emphasis on practical projects created from the learning of standard graphics software and the basic tools of each. The second year is a further study in each of the 3 basic software programs for graphic artists: Adobe InDesign, Adobe Photoshop, and Adobe Illustrator. This second year includes introduction to screen printing and printing pre-press and production using printing equipment as well as bindery equipment. The third year emphasizes deepening the abilities in the three programs from the first two years, culminating in an expertise level that allows earning Industry Certifications from Adobe in this software. Further work is also done in screen printing, pre-press computer work, printing and bindery. The fourth year is the capstone year which allows further study and experience in all areas studied in earlier years with an emphasis on the management of a printing and graphics business. This includes organization, layout, inventory tracking, ordering and invoicing.

Computer Programming (157)

Students interested in computer programming have the option to pursue a three-course path. The introductory class covers four different programming languages and is a class intended to introduce programming basics in a low stress, relaxed environment. After completing this course or meeting other prerequisites, students can also take AP Computer Science. This class covers the standard one semester equivalent of a college level course. Students completing this course are employable and many have taken advantage of this feature through internships or paid positions.

Some students who have completed the AP course and are not seniors can take part in what are called the “Super AP” program. These students are exposed to different programming curriculum, such as internships and other activities. In the past, these activities included programming competitions and writing apps for real world customers. In the past couple years these students have worked to develop an app that the school used to organize all of the students lockers and to organize all of the buses for the senior Grad Nite trip to Disneyland. These students are meant to meet with an “employer” in a professional setting, take direction, and make changes to feedback.

All three of these courses are taught in one classroom. This provides an environment where older students can teach and help younger students.

Principles of Engineering (46)

This class, along with the Robotics program, are intended to provide students with the experience of what it means to be an engineer. The Robotics program has existed for 17 years at CVHS and is supported by many volunteer mentors and community donations. The team has started more than 20 elementary school Lego teams, and many of the students who were mentored in elementary school are now part of the program. As a voluntary program after school, it has over 50 regular members.

In contrast to this, the Principles of Engineering course is an elective throughout the day. With similar goals to the robot experience, the class spends the first semester using Civil Engineering challenges for the curriculum. They also take part in the annual JPL Invention Challenge competition. Second semester is based on vehicles that roll and culminates with students designing, building, and testing their own skateboards,

Applied Technology (17)

This is a course designed a few years ago to help deal with technical issues on campus. A student group is trained on how to fix minor issues with computers, projectors, printers, and other technical devices on campus. They do regular maintenance of the school Chromebooks, and provide a unique and greatly appreciated service to faculty and students on campus that have technical issues. This course is also referred to as GenYES.

AFJROTC (139)

The mission of the Air Force Junior Reserve Officer Training Corps (AFJROTC) is to develop citizens of character dedicated to serving their nation and community. The program's goals are to instill values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. The objectives of AFJROTC are to educate and train high school cadets in citizenship and life skills; promote community service; instill a sense of responsibility; develop character and self-discipline through education and instruction in air and space fundamentals, and to promote the Air Force's Core Values of *Integrity First, Service Before Self, and Excellence In All We Do*.

AFJROTC provides more than just Leadership Training and an Aerospace Science program for high school students: CVHS students who enroll in the AFJROTC program are offered a wide variety of curricular and extracurricular activities as well. The program explores the historic and scientific aspects of aerospace technology and teaches high school students self-reliance, self-discipline and other characteristics found in good leaders. CVHS students have also proudly earned national recognition through academic bowls and our Drill and Ceremony program. The AFJROTC program is open to 9th-12th grade students; however, the program is not a recruiting tool for the military services and those students who participate in AFJROTC do not incur any obligation to the Air Force. The CV AFJROTC program has installed airplane and helicopter simulators and is working with the Air Force to establish a group school certification program in the coming years.

CVHS AFJROTC has always had strong ties to the community. Each cadet is expected to be involved in community service. This is one way that AFJROTC emphasizes the “whole person concept” through our Core Values.

In AFJROTC there is an entire block of instruction which focuses on life skills such as resume writing, financial management, job interviews, goal setting, and communication skills, as well as possible careers in the military, the aviation industry, or civil service. In each of these areas, critical thinking skills are emphasized as they are throughout the entire AFJROTC program.

Finally, the cutting-edge Aircraft Simulators were built to not only enhance the Aerospace Science portion of the AFJROTC curriculum, but to stimulate interest in the world of aviation. Students learn basic concepts of aerodynamics, and apply those basics as they fly various air frames from an ultralight, to multi-engine aircraft, to fighter military aircraft, all from anywhere in the world. The simulators were built through community donations and district Information Technology support, and is designed to also provide a setting for the teaching of Basic Ground School fundamentals. The simulators are only one of their kind within Glendale Unified School District and surrounding districts.

Other CTE Opportunities

CVHS also offers an Intro to Teaching course (13), as well as a course in Drama Production (6) and Stage Arts (64). The Stage Arts program is being further developed with the hire of an Auditorium Director and Stage Arts teacher for the 2017-18 school year. A Pathway for aspiring educators and paraprofessionals like Education Assistants is also in development.

As of the fall of 2017, CVHS will also be offering a Environment Careers and Practices class. This course is designed to help students investigate environmentally sustainable occupations, while learning about global and regional environmental issues and designing and building a school garden.

The CTE courses offered outside of regular school day are listed below:

| At CVHS | Through District Partners |
|---|---|
| <ul style="list-style-type: none"> • Sports Medicine • Sports Therapy | <ul style="list-style-type: none"> • Bio Tech • Animation & Gaming • Computer Animation • Child Development • Cosmetology • Child Development • Water Safety |

In addition to CTE courses, CVHS also offers other elective courses to help prepare students for life after high school. These include Journalism, Yearbook, Speech and Debate, and Student Government.

Dual Enrollment with Glendale Community College

CVHS also has a few dual enrollment courses with the local community college. Students may earn up to 15 college credits while also earning high school credit for college classes taken during the school day. Some course offerings include:

- Medical Administrative Assistant and Medical Coding Assistant
- Speech 101
- EMT 139

3. Address the types of online instruction and programs provided for the students. These will be evaluated as an integral part of the school's program using the ACS WASC/CDE criteria and indicators.

Online Instruction

APEX is an accelerated program of credit recovery for juniors and seniors. Once enrolled in APEX, students work at their own pace on a computerized curriculum to make up credits for failed or repeated classes. In addition, our ELD department and intervention classes use iReady to give students additional instruction in reading comprehension and skills development. Individual teachers use Shmoop to reinforce classroom instruction and as a tool for test preparation.

4. Provide a succinct summary of the support and intervention programs, actions and services funded with supplemental and concentration funds, federal Title I, Title II, and Title III and other federal funds. Describe how the district LCAP and the school's Single Plan are aligned for high need students: English Learner, low income, and foster youth students.

a. English Learners – describe the school's programs, actions and services for integrated ELD instructional strategies in general education classrooms and how the school provides designated ELD instruction. Describe how the school considers student CELDT levels and reclassification priorities for program placement and support and how the English Learner Indicator data from the LCFE Evaluation Rubric helps inform program decisions. Comment on how Title III funds provide supplemental support.

English Language Learners

English Language Learners have many opportunities to take part in all of the courses listed below, but also receive the much needed attention to find success in their English only classes. In the 2016-2017 school year CVHS offered two ELD 1/2/3/4 classes, two ELD 5/6 classes, one combined Sheltered English 9/10 class, and one 11/12 English class meant to work with the English Learner (EL) students.

All EL students are assessed in reading two or more times a year using the i-Ready computer adaptive assessment program. The i-Ready data is used to monitor language acquisition progress, inform instruction, and is used for reclassification purposes (from ELL to FEP). The i-Ready program provides personalized online intervention lessons that addresses the reading development needs of the student. English Learners and their families are invited to participate in a district wide Rosetta Stone program. This intervention program will provide students and their families an opportunity to accelerate English language acquisition as well as promote their

transition into our GUSD school system. The program is offered 24 hours a day, 7 days a week, in the classroom, and at home.

Title III funding is directed specifically toward our LEP and Immigrant population. In 2016, this funding was utilized to purchase additional chromebooks specifically for students who are two or more years below grade level in reading. Chromebooks allow for intervention reteaching via iReady and the Kahn academy programs. Teacher specialists use the iReady diagnostics to design a program of study for these students.

The school district has provided professional development for Teacher Specialists and classroom teachers on the importance of academic, oral language development for English Language Learners. The school district is also looking for ways to provide training in Academic Language Development (ALD) and certification in ALD. In 2015, ELD teacher specialists were trained by Dr. Ivannia Soto-Hinman in ALD and provided training to school staff in incorporating research based, effective strategies in academic oral language development, i.e., Think-Pair-Share, Frayer Model, and Reciprocal Teaching.

The ELD teacher specialist at CVHS monitors EL students and newly reclassified FEP students regarding their academic progress, advising them on after-school tutoring programs, and/or improvement strategies. For English language learners who are struggling to meet English proficiency, the teacher specialist administers an informal language assessment and writes a Catch Up Plan. A copy of the plan is sent to the students' teachers, counselors, and administrators containing diagnostic assessment results, students' needs, classroom instructional focus, and instructional intervention for extended learning.

The CELDT is administered annually for English Learners, providing information on the progress of their English language development.

b. Low income/socio-economically disadvantaged students – describe the school's actions and services principally directed to meet the needs of low income students and how the data from the LCFF Evaluation Rubric helps inform program and support decisions. Comment on how Title I and/or Title II funds provide supplemental support and are cross-referenced in the Single Plan.

According to the California School Dashboard released in 2017 the Socioeconomically disadvantaged students scored Green for suspension rate with a significant decline (3%) in suspension rates to 4%, and they scored Yellow for graduation rate with a 1% decline to 95%.

CVHS does not meet the requirements for Title I funding, but there are some programs in place to help socio-economically disadvantaged students. These students receive Free and Reduced Lunch services, as well as testing fee reductions for the PSAT and AP tests.

c. Foster Youth – describe the coordinated actions and services provided to foster youth.

d. Describe other local support and intervention programs, e.g., Migrant Education, Homeless education, and Indian education.

The administrative and counseling teams at CVHS are aware of who the foster youth, migrant, and homeless students are at the school. Counselors make a concerted effort to check in with

these students on a regular basis. There is coordination with personnel at the district to get these students the necessary services when necessary. There is also a district partnership with the Glendale Healthy Kids organization to help these students have access to physical and mental health care.

Remediation

As stated above CVHS offers APEX for students who have fallen behind in credits. CVHS also has several classes built into its master schedule to deal with students who have been identified as at risk.

Literacy for Success

CVHS offers two sections of Literacy for Success, and mainly has ninth and tenth graders enrolled. Literacy for Success serves to increase writing and reading skills. Students are assigned to this class based upon teacher recommendations and previous grades and test scores. This support class for students includes a teacher who monitors academic progress and collaborates with the student's other content teachers and numerous peer tutors.

Algebra and Geometry Support Classes

In 2016-2017 CVHS offered one Algebra Support class and one Geometry Support class. This support class includes a content-specific teacher for Algebra or Geometry and numerous peer tutors to assist struggling students. These students are also placed in the support teacher's math class, so that each student is getting support from the teacher that is teaching their math class.

Life and Study Skills Class for non-promotees

Beginning in the 2017-2018 school year, CV will offer a special study and life skills class for non-promoting incoming 9th grade students. This year-long class will teach the study and organizational skills needed to be successful in high school. In addition, students will work with peer mentors who will offer both tutoring and encouragement to promote success.

Study Skills Class for 10th and 11th grade

Also beginning in the 2017-2018 school year, CV will offer a study skills/motivation class for 10th and 11th grade students with multiple failing grades. This class will address the study and organizational skills needed to catch up on credits and pass current classes.

Tutoring

Though it is not a class built into the master schedule, the Academy of Science and Medicine also offers free tutoring to all students, and is available in the library every day after school. Tutoring is offered by high-performing peers and is monitored by staff. Peer tutors receive community service hours.

5. Services available for students designated with special learning needs.

Special Education and 504 Plans

CVHS meets the individual needs of students qualified for special education through a continuum of services as determined annually by their Individualized Education Plans (IEPs) and Individualized Transition Plans (ITPs). Each student is assigned a case carrier who is involved in meetings related to special education and who advocates for the student's educational needs.

To encourage inclusion and independence, special education law emphasizes that each student should be placed in the “Least Restrictive Environment” in which he or she can succeed. Therefore, students in special education at CVHS received a continuum of services, from “monitor only” to almost full days in a self-contained classroom.

Some important points on the continuum include:

- “Monitor only” students who are regularly monitored by a special education teacher
- Resource (RSP) students who are enrolled in three or fewer special education classes
- Rotating Special Day Class (SDC) students who are enrolled in more than three special education classes but who move throughout the day to different special education teachers for those classes.
- Self-contained SDC class for more moderately disabled students in which students receive the majority of their instruction from a team of two teachers who provide a home base and most core academic instruction, as well as a community-based and life skills instruction.

Many of the students in special education receive additional individualized or group services including adaptive PE, Speech and Language Services, Counseling, Occupational Therapy, and Special Circumstances Instructional Aides. Students in special education with behavior challenges may also have a behavior plan developed by the IEP team in conjunction with the school psychologist.

Graduation outcomes for special education students include graduation with a diploma, graduation with a certificate of completion, and graduation with a certificate of achievement. In some cases, the IEP team decides that the student can benefit from a fifth year at CVHS. The IEP team flexibly decides which option the student will pursue. Students who graduate with a certificate of completion or achievement have the option of going on to further education through the Foothill Community Transition Services (F.A.C.T.S.) program offered through the Foothill Special Education Local Plan Area (SELPA).

In addition to students who qualify for IEPs, CVHS also serves students who qualify for 504 plans. Under a 504 plan, a student is provided with accommodations in order for the student to access a free and appropriate education. A student may qualify for a 504 plan if they have been diagnosed with a mental or physical impairment that substantially limits a major life activity. Eligibility for a 504 plan is determined by a team, consisting of an administrator, school counselor, teacher (when available), parent/guardian, and student. As appropriate, the school psychologist may also be a member of the 504 team. If a student meets eligibility for a 504 plan, the student will be provided with accommodations that meet their specific needs. 504 plans are monitored by the student's assigned counselor and are periodically revisited at the request of parent/guardian, student, teacher, administrator, or school counselor. As of April 19, 2017, 116 CVHS students had a 504 plan.

C. Demographic Data

Comment on findings, including trends, irregular patterns, or anomalies for the data areas.

1. Socioeconomic status of the school according to the district data collections

a. Parent education level

In 2016-2017 the breakdown of education status showed that almost 80% of parents had at least some college education. This is similar to the results from our previous accreditation.

| Education Level | Grad School/ Post Grad | College Grad | Some College | High School Grad | Not a High School Grad | Declined to State |
|-----------------|------------------------|--------------|--------------|------------------|------------------------|-------------------|
| Percent | 27% | 39% | 13% | 13% | 1% | 7% |

b. Percent of eligible Free and Reduced Lunch students

Approximately 14% percent of CVHS students are eligible for Free and Reduced Lunch. This has remained fairly consistent over the last few years.

| Year | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|------------------------|-----------|-----------|-----------|-----------|
| % of Students Eligible | 13.8% | 13.5% | 14.1% | 14.5% |

2. Student Enrollment

a. Grade level

b. Gender

CVHS has the highest student enrollment amongst GUSD high schools. CVHS' population has experienced a slight decrease since our last self study. Despite the small decline, the total student population is greater than the capped enrollment capacity of the school's facilities. Each class has enrollment of over 600 students. The breakdown of male to female is roughly equal.

| Year | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade | Female | Male |
|-----------|-----------------------|------------------------|------------------------|------------------------|--------|------|
| 2016-2017 | 676 | 672 | 658 | 654 | 1331 | 1329 |

c. Ethnicity

CVHS' racial/ethnic breakdown indicates that 55% of students are classified as White, not Hispanic. The White category includes our Armenian population which is approximately 20% of the total student population. The second largest group is the Asian population at 26%, the largest Asian group being Korean. The Hispanic/Latino population is at 14% and African-American

population is 1%. These groups have maintained similar numbers every year since the last accreditation.

| Ethnicity | African American | Asian | Filipino | Latino | White (Not Hispanic) |
|---------------------|------------------|-------|----------|--------|----------------------|
| Percent of Students | 1% | 26% | 4% | 14% | 55% |

d. Predominate primary languages other than English (e.g., Spanish, Hmong)

In 2016-2017, four percent of CVHS students (97) are classified as English Learners with many others coming from homes where English was not the primary language. At least 29 different languages are represented in the CVHS campus student population: Arabic, Armenian, Assyrian, Bengali, Cantonese, Farsi, French, German, Gujarati, Hindi, Hungarian, Indonesian, Italian, Japanese, Korean, Laotian, Mandarin, Polish, Portuguese, Russian, Serbo-Croatian, Spanish, Tagalog, Tamil, Telugu, Thai, Turkish, Urdu, Vietnamese.

e. Title I

Not Applicable

f. Special needs and other focused programs (e.g., online instruction, college- and career-readiness, IB, AP, Honors, AVID, GATE).

Advanced Placement

CVHS offers 25 different AP courses and since our last Self Study added AP Human Geography. In 2017-2018 CVHS will offer AP Capstone for the first time. The number of AP sections has increased from 65 in 2011-2012 to 81 in 2016-2017. Student enrollment in AP classes has increased from 2,073 to 2,524 over the same time period. CVHS takes great pride in the growth of the AP program in courses offered, students participating, and the continued strength of student performance on the AP exams. There is increased access, greater student interest and support among faculty and parents for students to attempt college-level coursework.

AP Enrollment 2016-2017

| Name of Course | Number of Sections | Enrollment |
|------------------|--------------------|------------|
| Art – Studio | 1 | 10 |
| Art History | 1 | 26 |
| Computer Science | 6 | 69 |
| English | 14 | 482 |
| Foreign Language | 5 | 92 |
| Mathematics | 13 | 420 |
| Science | 12 | 416 |
| Social Science | 29 | 1009 |
| Total | 81 | 2524 |

Special Education

In 2016-2017 8.7% (220 students) of the school population were classified as students with learning disabilities. Even though CVHS has had a slight decline in enrollment since the last self-study, the percent of students with disabilities has actually increased from the 6.5% it was in 2012. As a school, CVHS serves students with a variety of disabilities:

| Primary Disability (2016-2017) | # of Students |
|--------------------------------|---------------|
| Intellectual Disability | 7 |
| Speech Language Impairment | 7 |
| Visual Impairment | 1 |
| Emotional Disturbance | 14 |
| Orthopedic Impairment | 5 |
| Other Health Impairment | 42 |
| Specific Learning Disability | 105 |
| Autism | 31 |
| Traumatic Brain Injury | 2 |
| Hard of Hearing | 5 |
| Deaf | 1 |

As was noted in the previous chapter, CVHS has moved over the last couple of years to increase the number of students with learning disabilities into general education courses. This is most notably seen in the number of core Special Education courses offered at the school. Even though the number of students with disabilities has increased since 2012, the number of core Special Education classes has dropped from 31 to 18. As of January 2017, 38% of students with an IEP are in a general education setting either full time, or they have 5 general education classes with one Resource Lab. Another 22% of this population is taking only 1 SAI class or one SAI class with resource.

The table below lists the class distribution for students with disabilities at CVHS in 2016-2017:

| # SAI Classes | # of students | Percentage |
|--------------------------------|---------------|-------------|
| 0 SAI Classes | 36 | 16.36% |
| RS Lab Only SAI Class | 48 | 21.82% |
| 1 SAI Core Class | 10 | 4.55% |
| 2 SAI Classes including RS Lab | 39 | 17.73% |
| 2 SAI Core classes | 7 | 3.18% |
| 3 SAI Classes including RS lab | 19 | 8.64% |
| 3 SAI Core classes | 23 | 10.45% |
| 4 SAI classes including RS Lab | 9 | 4.09% |
| 4 SAI Core classes | 15 | 6.82% |
| 5 SAI Classes including RS Lab | 3 | 1.36% |
| 5 SAI Core classes | 11 | 5% |
| Total | 220 | 100% |

Gifted and Talented Students

Approximately 26% (681) of the students at CVHS have been classified as GATE students, which is about what it was 6 years ago.

GATE Students 2016-2017

| Grade Level | 9 | 10 | 11 | 12 |
|---------------------------|------------|------------|------------|------------|
| Number of Students | 161 | 149 | 167 | 204 |

Typically, students are identified and tested for GATE during their elementary years. They are offered differentiated course offerings in honors and AP course work at CVHS. Additionally, the historical focus at CVHS on critical thinking lends itself to offering depth and complexity of work in all courses offered.

APEX

APEX is an accelerated program of credit recovery for juniors and seniors. Once enrolled in APEX students work at their own pace on a computerized curriculum to make up credits for failed or repeated classes. In the 2015-2016 school year 95 courses were completed by 39 different students.

College Prep Math

Math Thinking, and Geometry Concepts are offered to senior-level students who may have struggled in Math. These courses predominantly (although not always exclusively) consist of seniors. The students are given a practice placement in the fall and an actual placement exam in the spring by the local Glendale Community College (GCC). We have one math teacher who is the liaison between CVHS and GCC. The purpose of this collaborative is to ensure the students are placing into college level mathematics and will not need remediation at the college level. Level 4 at GCC represents college level math, and many students place into that class or above by the end of the year.

3. Language Proficiency Numbers

a. English Learners

b. Fluent English Proficient

c. Redesignated Fluent English Proficient

In 2016-2017, 4% of CVHS students were classified as English Learners and the percent of Fluent English Proficient was 38%. In the previous year 26% of English Learners were re-designated Fluent English Proficient.

| | 2014-2015 | 2015-2016 | 2016-2017 |
|---|------------------|------------------|------------------|
| English Only | 1535 | 1550 | 1566 |
| Initial Fluent English Proficient | 290 | 280 | 261 |
| English Learner | 99 | 137 | 99 |
| Reclassified Fluent English Proficient | 769 | 703 | 734 |
| Total | 2693 | 2670 | 2660 |

Over the past several years CVHS has shown over 70% of its English Learners showing progress toward proficiency.

| | 2013-2014 | 2014-2015 | 2015-2016 |
|---|------------------|------------------|------------------|
| # Scoring Advanced or Early Advanced | 69 | 62 | 61 |
| % Making Progress | 70% | 81% | 71% |

D. Data on Addressing the Eight State Priorities:

Provide information from the LCFF State Indicators Evaluation Rubric for state and local indicators. Also include any additional local indicators the district uses for any of the state priorities. Analyze the findings, including trends, irregular patterns or anomalies for the data areas from the LCFF rubrics and other local measures. Note: Data should be disaggregated to reflect the achievement of all significant student groups, including EL, high priority, foster youth, and Special Education. Three years of data, if possible, should be included.

1. LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)

a. The degree to which teachers are appropriately assigned pursuant to Education Code and fully credentialed in the subject areas and for the pupils they are teaching.

All teachers at Crescenta Valley high school are credentialed in the subject that they teach pursuant to Education Code. Also, all teachers are authorized by a CLAD, BCLAD, CTEL (or equivalent), ELD or SDAIE Training, or an in-training to teach English Language Learners.

b. Additional qualifications for staff to include:

1. Number of National Board Certified Teachers

According to district data, there is one teacher at CVHS that is National Board Certified.

2. Percent of teachers instructing outside credentialed areas and include an explanation

In 2016-2017 only three teachers were instructing outside their credential areas. Two of those teachers are English credentialed teachers who are qualified to teach Drama and Art History, respectively. The third has a multiple subject credential, and has been approved for teaching Ceramics.

3. Number of teachers with Short Term Staff Permits and Provisional Instructional Permits

In 2016-2017 there were no teachers at CVHS with Short Term Staff Permits or Provisional Instructional Permits.

4. Number of teachers enrolled and progressing successfully in an intern program

In 2016-2017 no teacher at CVHS was enrolled in an intern program.

5. Number with advanced degrees

According to data received from the district offices, 82 individuals at CVHS have an advanced degree.

6. Years of educational service within the district and total number of years in education

The average teacher at CVHS has worked at the school for over 12 years. Over 60% of the teachers have been at CVHS longer than 10 years.

7. Specialized training/intern programs

In 2016-2017 no teachers were participating in any major training or intern programs. Though, there is a concerted effort to get CTE credentialing for teachers that teach courses that are considered CTE.

8. Professional development programs/activities and numbers participating (e.g., training in content areas or in instructional approaches, departmental activities, university programs), content of staff development and numbers participating (e.g., programs, activities and numbers) [provide in chart format]

Below is a summary of some of the forms of professional development that have taken place in recent years. Along with these, several individual teachers and small groups of teachers have participated in professional development or information gathering on their own time.

| Groups Participating | Activities |
|-----------------------------|---|
| All Staff | <ul style="list-style-type: none">• District training in Universal Design for Learning (UDL)• Student Self-Regulation research seminars• Brain research seminars• Admin and teacher led presentations of CCSS and assessments.• Norming practices |
| English Department | <ul style="list-style-type: none">• PLC exploration groups• Common scoring and rubrics• Listening Strategies• Rhetorical Analysis• Close reading and annotation• Developing Performance Tasks• Constructed Response Items• Developing Course Themes and Essential Questions by grade level• Incorporating informational texts |

| Groups Participating | Activities |
|-------------------------------|---|
| Foreign Language Department | <ul style="list-style-type: none"> • Developing Performance Tasks • Developing Course Themes and Essential Questions for each language class • Norming Practices • Creating Authentic Resources • Close Creating Reading Comprehension Activities • Common Scoring Rubrics • New Textbook Training • Training for stages of communicative proficiency (ACTFL/California), standards-based language instruction (Common Core/ACTFL/California) and the integration of language, culture and content. |
| Math Department | <ul style="list-style-type: none"> • Understanding the California Standards and the Standards of Mathematical Practice. • Essential Questions • Depth of Knowledge workshops • Development of performance tasks and constructed response assessments (3-2-1 formative assessments) • Training on open source curriculum • Some math and science department members participated in the <i>Bridges Grant</i>, a partnership with UCLA to create data driven lessons in math and science classes. |
| Physical Education Department | <ul style="list-style-type: none"> • Seminars on the relationship between physical education and success in the classroom |
| Science Department | <ul style="list-style-type: none"> • Familiarization with new NGSS standards, and implications for choices going forward. • Researching at state level (and waiting for decisions yet to be made by board of education and commission on credentialing) the options we have • Common Core: reading of informational text |
| Social Science Department | <ul style="list-style-type: none"> • Familiarization with the CA FAIR Act • Familiarization with 2016 CA Framework for History-Social Studies • DOK • Development of constructed response assessments • Armenian Genocide curriculum teacher training sponsored by GUSD • New AP Euro, APSUH, AP Capstone, and AP HUG teacher training for course redesign/addition of new courses in dep |

| Groups Participating | Activities |
|------------------------------|---|
| Special Education Department | <ul style="list-style-type: none"> • Training for Woodcock Johnson IV • Training for web based Woodcock Johnson scoring • Training for SEIS IEP program • Training and certification in Nonviolent Crisis Intervention • District training in uniform IEP language • Training for the use of GoalBook • Classroom observations at Irvine and Golden Valley High School • Training on new curriculum for life skills courses • Training for instructional assistants to deal with behavior challenges |
| VAPA Department | <ul style="list-style-type: none"> • Visit Los Angeles world-class museums for professional growth • Participated Visual Thinking Strategies workshop with MOCA (Museum of Modern Art) • Yearly participated in Art + Rhyme program at the Broad Museum (training teacher to develop critical and visual thinking skills through narrative, opinion, and informational writing prompts based on the artworks in the Broad museum) • Each year, VAPA dept collaborate and create a school-wide VAPA assembly to promote CV visual and performing arts • Visit other VAPA department school sites • Arts for All professional development workshop to understand and utilize CCSS literacy standards for technical subjects curriculum • The California Arts Project Statewide Collaborative Design Institute • Courageous Creativity Conference - The California Arts Project & Disney |
| ILT | <ul style="list-style-type: none"> • PLC education and site visits |
| Career Technology | <ul style="list-style-type: none"> • SkillsUSA advisors training • CAROP conference, Rancho Mirage • Educating for Careers Conference, Sacramento • Individual department Advisory Committee meetings • Career related trade show participation • Industry certification training, Orlando, Florida • Adobe software training, Las Vegas |

9. Gender and ethnicity of staff

There are 108 certificated staff at CVHS. 61 are female and 47 are male.

There are 49 classified staff at CVHS. 36 are female and 13 are male.

Percentage of Staff by Ethnicity

| | African American | Asian | Filipino | Hispanic | White (Not Hispanic) | Unidentified |
|--------------|------------------|-------|----------|----------|----------------------|--------------|
| Certificated | 1% | 13% | 2% | 7% | 73% | 4% |
| Classified | 0% | 6% | 0% | 24% | 57% | 13% |

CVHS is very proud of maintaining consistency in staff over time. Looking at the dates of hire, over 40% of the staff has been in the district for over 16 years, and most of those individuals have spent most or all of that time at CVHS.

Years of Certificated Service

| | Less than 5 years | 5-15 years | 16-25 years | More than 26 years |
|------------|-------------------|------------|-------------|--------------------|
| % of staff | 12% | 43% | 37% | 8% |

10. Number and assignment of paraprofessionals who meet the requirements of the Every Student Succeeds Act (ESSA).

The ESSA requires that all teachers and paraprofessionals working in Title I schools meet applicable state certification and licensure requirements. CVHS is not receiving Title 1 funding and therefore is not designated as a Title I school. The paraprofessionals assigned to CVHS have been assigned through the Special Education Department specifically to assist those students in classrooms with special needs. Currently, there are three (3) Assistant to the Physically Handicapped; ten (10) Education Assistant II (Special Education); and four (4) Behavior Intervention Assistants assigned to CVHS. Although, these assistants are not considered a part of a Title I program, they have qualified for their respective position through an examination process.

c. Pupils have access to standards-aligned instructional materials. Comment on the process that your district has used to verify the use of standards aligned materials. Include the resolution that your Board of Trustees has adopted to verify the use of standards-aligned materials.

All students at CVHS have access to the standards-aligned instructional materials currently being used, both in class and at home. Since the standards for science and social studies have not been in place long, those classes are using resources based on the old standards, but are supplementing to cover the newer standards.

GUSD has a rigorous review process to adopt instructional materials in order to assure that the materials are appropriate and have been vetted by the major stakeholders involved. If a school wishes to adopt instructional material, the department involved will take the lead. Each department head is a member of the district Curriculum Study Committee (CSC) that meets regularly with other district department chairs to discuss curriculum, review suggested materials for adoption according to rubrics, and to recommend further review by parents, principals, and finally the Board of Education for final approval.

As part of any new adoption process each department from each of the schools in the district will send a representative to several district meetings. Though each department might follow a slightly different process, most follow certain steps. These groups will verify that curriculum being evaluated meet the needs required by the state and by our school district. They will fill out evaluation cards to verify that this has been done. Curriculum will be evaluated by teachers from the different sites and will be evaluated by parents. When a consensus is found, the books will be presented to principals and then to the Board of Education for final approval. At that point, sites are allowed to purchase curriculum for their students. This same process is followed for review and approval of both primary and supplementary materials.

d. School facilities are maintained in good repair — description and evidence of the safety conditions, cleanliness, and adequacy of school facilities [Priority 1]; include information regarding science facilities meeting the UC a–g course requirements for laboratory time, chemical storage, and facilities.

In 2000 CVHS underwent major construction and renovation, creating what is now the Gymnasium, 5000 building, 7000 building, and library. In 2008 many of these buildings again underwent construction to fix faulty construction. Since then a bond measure was passed to bring the district and CVHS up to date technologically. With these funds, construction took place beginning in 2015 to upgrade all science classrooms and update other infrastructure in some of the school’s oldest buildings, bring these facilities up to date to meet the UC a-g course requirements. During the 2017-2018 school year, students and teachers will begin using these updated facilities.

2. LCFF Priority 2 – Implementation of Academic Standards

The degree to which the school has implemented academic, content, and performance standards. Comment on the process the district and school has used to examine, align, and assess curriculum for the student content standards.

Common Core State Standards and Next Generation Science Standards

CVHS is dedicated to the effective implementation of the Common Core State Standards (CCSS) for Math, ELA, and Literacy and the Next Generation Science Standards (NGSS). Our teachers have been very active in the district-wide implementation of the CCSS and NGSS paradigm

shift. All departments have delved into the new standards, and in many cases have led the inclusion of the new standards throughout our district.

In the 2012-13 school year, teacher leaders volunteered to be a part of district-wide CCSS Secondary Cadres tasked with gaining an understanding of CCSS through the study of released documents, elevating the rigor and relevance in the classroom, and bringing that information back to their departments. Professional development included detailed study of the Depth of Knowledge Metrics and a modification of student activities and assessments accordingly.

In 2013-14, professional development was segregated into ELA, Math, and Literacy. CVHS teachers were selected as district Learning Leaders and created professional development for the implementation of CCSS in all classrooms. Department Site Leaders were trained and led the professional development, ensuring that implementation was consistent across the board.

With rigor and relevance still at the center of our professional development, the 2014-15 training focused on accessing complex text through close-reading strategies and creating scope and sequence documents for each course. Further PD emphasized the creation of essential questions to guide instruction, district-wide common assessments, and teacher norming activities to ensure that the expectations for meeting standards were consistent within departments and throughout the district.

In 2015, the district emphasized the theory of Universal Design for Learning as a vehicle for delivering the content standards across content areas. Also, in 2015, the district used the efforts of 2 curriculum leaders at the district and multiple teachers throughout the district (including 2 CVHS teachers) to implement district-created math curriculum to supplement our current texts. This curriculum, either found through research or created independently, was organized into units and given a pacing sheet that was distributed to all students and teachers in Algebra 1, Geometry, and Algebra 2. These “packets” were used by many teachers in the department and were meant to be a bridge to help teachers and students gain a stronger understanding of the new standards before new textbooks were adopted, something that is planning on being done in the 2018-2019 school year. These “packets” were improved and used again in 2016, and will continue to be used until the finalization of new textbooks for the transition to Integrated Math. These new textbooks should all be in place by 2019-2020.

In 2016, staff began to investigate the use of Professional Learning Communities (PLCs) as part of its professional development. The ideas were introduced in sessions throughout the year, and a team of teachers volunteered to be part of a team to read literature and study, first hand, how other schools were implementing PLCs effectively at their sites. PLCs are a major focus for the district’s superintendent, and there is interest in finding appropriate ways to implement it successfully at CVHS.

The district is currently in the phase of determining course design and flow to adapt to the Next Generation Science Standards. In preparation for this new transition, the district hired a full-time science coordinator in 2015 to communicate with schools about best practices moving forward and best practices during the transition. CVHS has worked closely with this coordinator and has been very proactive in the introduction of the Next Generation Science Standards.

Through the last six years the courses that do not currently have standards or are in transition between standards have been committed to teaching critical thinking while including ideas and practices introduced through professional development.

CA Physical Fitness Test

Each year, the freshmen students undergo the CA Physical Fitness Testing in accordance with the State Board of Education's designated FITNESSGRAM® program. The testing, composed of six fitness areas, is a comprehensive, health-related physical fitness battery designed to assist students in establishing lifetime habits of regular physical activity and assesses aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength and flexibility, and flexibility. After an initial diagnostic including a measurement of students' body mass index, students must run the mile within the given time frame and are tested on the quantity of push-ups and sit-ups completed. The trunk lift, sit and reach, and shoulder flexibility tests are used to measure flexibility. Any sophomore who does not pass five of the six categories in their freshman year is retested.

In addition to use of this data approaching instruction, the PE department has also been trained for implementation of CCSS with district release days.

3. LCFF Priority 3 – Parent Engagement

Describe efforts to seek parent involvement and input in school decision-making.

As was said earlier in this chapter CVHS maintains strong relationships with parents and parent groups. Administration and other school officials are always looking to share and to gather information from parents through official groups such as the School Site Council, Parent, Teacher, Student Association (PTSA), the Korean Parents group, the Armenian Parents group, and the multiple parents involved in CV's roughly 20 booster clubs--all of which are independent 501c3 organizations. Per District LCFF and LCAP processes, parents and community members were also encouraged to take a district wide survey in past years to rate different aspects of the schools. As part of the WASC process parents were also involved by being surveyed at these different meetings, as well as by being able to take part in surveys at public events such as Open House. A group of these parents were also involved in Focus Groups where they were able to actively and directly be a part of the writing process.

4. LCFE Priority 4 – Performance on Standardized Tests

→ Special Note: Signed into law on October 2, 2013, AB 484 establishes the California Assessment of Student Performance and Progress (CAASPP) system. The CAASPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

a. Results from the California Assessment of Student Performance and Progress (CAASPP): Include participation rates, disaggregated data by student groups, and performance categories and explanations from the use of the LCFE Rubrics.

CAASPP

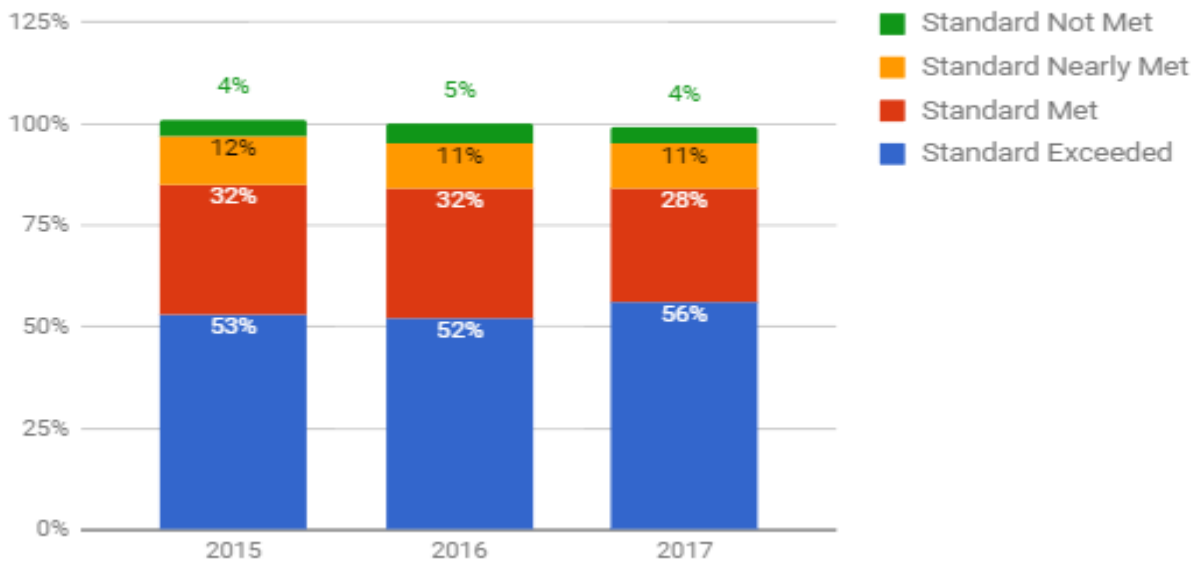
In the three years that CVHS has administered the CAASPP, there has been very high participation rates, with all three years being over 98%. There have been a lot of positive things to celebrate in the first few years of this assessment and some areas of concern. In the first two years of administration over 80% of CVHS 11th graders have either met or exceeded the ELA standards, while only 60% have done the same in Math. Though preliminary 2017 results are listed below, there has yet to be an in depth analysis of these numbers at the time of this writing.

Overall ELA Scores

In 2016 84% of 11th graders were at or above standard in their ELA scores. The Hispanic and low SES students were slightly behind the school average, meeting that mark with 73% and 68%, respectively. Students with disabilities and English learners were much lower, at only 39% and 33% meeting that mark, respectively.

| | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
|------|------------------|-------------------|--------------|---------------------|------------------|
| 2015 | 2672.3 | 53% | 32% | 12% | 4% |
| 2016 | 2671.8 | 52% | 32% | 11% | 5% |
| 2017 | 2680 | 56% | 28% | 11% | 4% |

CAASPP ELA Data

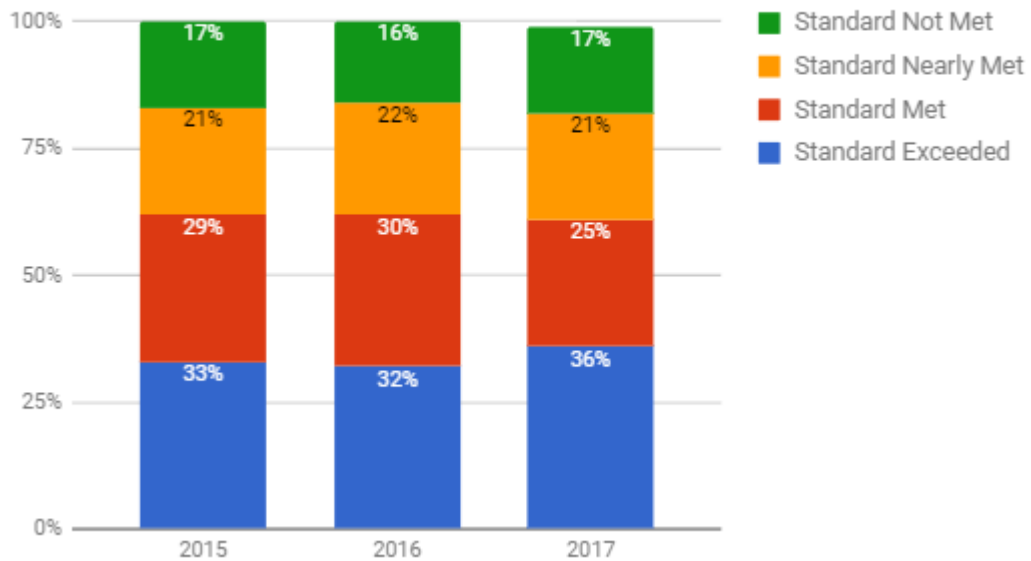


Overall Math Scores

In 2016 62% of 11th graders were at or above standard in their math scores. The English learners were slightly behind the school average with, 51% at or above standard. The low SES and Hispanic students were much lower, with only 47% and 38% meeting that mark, respectively. Our students with disabilities had the lowest scores, with only 16% being at or above standard in their math scores.

| | Mean Scale Score | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
|-------------|------------------|-------------------|--------------|---------------------|------------------|
| 2015 | 2656.3 | 33% | 29% | 21% | 17% |
| 2016 | 2659.1 | 32% | 30% | 22% | 16% |
| 2017 | 2662 | 36% | 25% | 21% | 17% |

CAASPP Math Data



b. College Scholastic Assessment Test (SAT) and/or ACT results, including numbers/percentage of students taking the exams and percentage approved for the California State University (CSU) Early Assessment Program (EAP).

In 2016, 427 CVHS students took the SAT with an average combined score of 1724, well above the national average of 1540.

| | Average Score 2014 | Average Score 2015 | Average Score 2016 |
|-------------------------|---------------------------|---------------------------|---------------------------|
| Total # Tested | 475 | 507 | 427 |
| Critical Reading | 551 | 561 | 560 |
| Mathematics | 602 | 599 | 595 |
| Writing | 561 | 566 | 569 |

CVHS shows consistent average ACT number between 2013 and 2016. All three years showed results above the state and national averages.

| | 2013 | 2014 | 2015 | 2016 |
|-----------------------|-------------|-------------|-------------|-------------|
| Total # Tested | 230 | 232 | 234 | 230 |
| Avg. English | 25.7 | 25 | 27.3 | 27 |
| Avg. Math | 27.4 | 26.6 | 27.9 | 27.7 |
| Avg. Reading | 25.7 | 25.2 | 27.1 | 27.2 |
| Avg. Science | 25.1 | 24.4 | 26 | 26.3 |
| Avg. Composite | 22.2 | 22.3 | 22.5 | 22.6 |

In the fall of 2016, for the first time, CVHS administered the PSAT to all of its 10th and 11th graders during regular school hours free of charge. The district paid for 10th grade tests, as CAHSEE was suspended and that data point was lost. CVHS decided to pay for 11th graders to test, in order to increase participation in the associated scholarship processes. This also added another data point, providing the possibility in coming years to look closer at cohort data, and the impact of our instructional program over time with the same kids. Similarly, there was interest in exploring the utility of the AP Potential Report, to guide students in AP course selection. .

| | Mean ERW 10th Graders | Mean ERW 11th Graders | Mean Math 10th Graders | Mean Math 11th Graders |
|-------------|---|---|--|--|
| 2016 | 512 | 553 | 505 | 551 |

c. Advanced placement and International Baccalaureate test results, including the number of students enrolled in AP and IB courses, the percentages taking the exams and the percentage of students passing exams. Identify the person responsible for maintaining course approval.

CVHS continues to take great pride in its Advanced Placement program. In the early 2000s CVHS made a over effort to increase the number of students taking AP classes and was surprised to find that, even though the number were increasing, the pass rates were not necessarily decreasing. This has continued over the last six years as AP numbers continue to rise and AP classes are continually being added. In 2014, AP Human Geography was added, and in 2016 it became the first class that was advertised for incoming freshmen. In 2017, AP Capstone was added. In 2017, the associate principal was charged with making sure that all AP teachers are up to date in their course approval.

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| AP Scholar | 148 | 151 | 156 | 145 | 113 | 139 |
| AP Scholar with Honors | 56 | 75 | 77 | 73 | 68 | 74 |
| AP Scholar with Distinction | 127 | 163 | 160 | 172 | 187 | 158 |
| National Scholar | 19 | 30 | 27 | 31 | 24 | 31 |
| AP International Scholar | | | | | 1 | |
| Total | 350 | 419 | 420 | 421 | 392 | 402 |

AP Results 2012-2017

| Year | US History | | Statistics | | Biology | | Chemistry | | Comp Science A | | Human Geog | | Econ Mac | |
|------|------------|--------|------------|--------|--------------|--------|-------------|--------|----------------|--------|-------------|--------|------------|--------|
| | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass |
| 2012 | 171 | 73% | 52 | 88% | 171 | 75 | 97 | 65 | 18 | 89 | | | 135 | 93% |
| 2013 | 180 | 67% | 80 | 75% | 149 | 83 | 122 | 66 | 36 | 94 | | | 161 | 94% |
| 2014 | 194 | 83% | 96 | 70% | 121 | 82 | 97 | 70 | 40 | 95 | | | 164 | 95% |
| 2015 | 222 | 68% | 114 | 70% | 92 | 87 | 111 | 63 | 31 | 100 | 17 | 71% | 152 | 95% |
| 2016 | 203 | 73% | 124 | 73% | 96 | 81 | 75 | 75 | 47 | 98 | 13 | 100% | 166 | 98% |
| 2017 | 208 | 71% | 109 | 46% | 104 | 84 | 71 | 65 | 43 | 100 | 75 | 72% | 130 | 97% |
| | Eng. Lang | | Eng. Lit. | | French Lang. | | German Lang | | European Hist. | | Govt Pol US | | Psychology | |
| | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass |
| 2012 | 298 | 81 | 129 | 81% | 7 | 71% | 4 | 100% | 154 | 71% | 52 | 87% | 161 | 88% |
| 2013 | 257 | 74 | 134 | 81% | 16 | 88% | 4 | 100% | 180 | 76% | 96 | 74% | 212 | 84% |
| 2014 | 248 | 82 | 96 | 74% | 13 | 92% | 3 | 100% | 160 | 68% | 90 | 65% | 213 | 87% |
| 2015 | 255 | 73 | 112 | 85% | 18 | 83% | 10 | 100% | 129 | 81% | 93 | 72% | 193 | 87% |
| 2016 | 241 | 79 | 112 | 75% | 8 | 100% | 10 | 90% | 142 | 57% | 69 | 75% | 181 | 93% |
| 2017 | 277 | 74 | 90 | 82 | 12 | 75% | 9 | 100% | 144 | 67% | 113 | 70% | 186 | 91% |

| | Spanish Lang | | Spanish Lit | | Calculus AB | | Calculus BC | | Physics B/Physics 1 | | Physics C Mec | | Physics C E&M/Phys 2 | |
|------|--------------|--------|---------------|--------|-------------|--------|--------------|--------|---------------------|------------|---------------|--------|----------------------|--------|
| | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass |
| 2012 | 67 | 49% | 7 | 100% | 156 | 79% | 39 | 90 | 39 | 90% | 15 | 80% | 5 | 60% |
| 2013 | 60 | 40% | 7 | 100% | 177 | 88% | 53 | 91 | 54 | 83% | 12 | 92% | 7 | 57% |
| 2014 | 51 | 94% | 5 | 100% | 159 | 87% | 58 | 98 | 57 | 95% | 13 | 92% | | |
| 2015 | 44 | 97% | 25 | 100% | 145 | 79% | 67 | 95 | 62 | 68% | 15 | 100% | 3 | 100% |
| 2016 | 50 | 98% | 7 | 71% | 162 | 86% | 44 | 86 | 93 | 80% | | | 17 | 82% |
| 2017 | 51 | 100% | 15 | 100% | 180 | 77 % | 60 | 87 | 86 | 72% | | | 21 | 86% |
| | Art 2D | | Art Portfolio | | Art History | | Env. Science | | Total | | | | | |
| | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | # Test | % Pass | | | | |
| 2012 | | | 20 | 95% | 21 | 62% | 18 | 94% | 1834 | 79% | | | | |
| 2013 | | | 19 | 100% | 16 | 88% | 13 | 92% | 2047 | 79% | | | | |
| 2014 | | | 11 | 100% | 14 | 64% | 65 | 94% | 2003 | 82% | | | | |
| 2015 | 6 | 100% | 12 | 100% | 17 | 76% | 43 | 84% | 1980 | 80% | | | | |
| 2016 | 1 | 100% | 5 | 100% | 16 | 100% | 46 | 72% | 1931 | 81% | | | | |
| 2017 | 2 | 100% | 6 | 100% | 25 | 100 % | 81 | 81% | 2108 | 78% | | | | |

d. English Learner Proficiency, including performance on EL indicator from LCFF rubrics and other relevant data:

1. Percent of English Learners who become English and math proficient: California English Language Development Test (CELDT) assessment results, including the number and percent of students at each proficiency level.

The goal at CVHS is to move second language students through the language acquisition process commensurate with their highest abilities. Beyond the CELDT scores, CVHS tracks students' movement through the ELD levels.

As of the writing of this document, the results for 2016-2017 had not yet been published. In October of 2015, 104 students took the CELDT exam. The results are below:

| Result | Percent |
|--------------------|----------------|
| Advanced | 36% |
| Early Advanced | 37% |
| Intermediate | 10% |
| Early Intermediate | 11% |
| Beginning | 4% |

2. English learner reclassification rate: Long Term English Learners (LTELs) are included in this data.

In 2016-2017, 14% of the 99 English Learners at CVHS were classified as Long Term English Learners (LTEL)

| | 2015-2016 | 2016-2017 |
|--|------------------|------------------|
| EL (0-3 Years) | 71 | 72 |
| At Risk (4-5 Years) | 8 | 4 |
| LTEL (6+ Years) | 26 | 14 |
| EL (4+ Years Not At-Risk or LTEL) | 32 | 9 |
| RFEP | 703 | 734 |
| Total (Ever-EL) | 840 | 833 |

Below is a table displaying the D and F rates for English Learners at CVHS over the last two years.

| | Total # of EL Ds | Total # of EL Fs | % of EL students with at least one D/F |
|-------------|------------------|------------------|--|
| Fall 2015 | 35 | 23 | 25/137 = 18% |
| Spring 2016 | 36 | 23 | 25/137 = 18% |
| Fall 2016 | 40 | 15 | 26/99 = 26% |
| Spring 2017 | 45 | 17 | 31/93 = 33% |

e. Other Local Assessments

1. End of course examinations, district benchmark assessments, and writing assessments; results of the diagnostic assessments indicating number of students reading at or below the 6th grade level and performing below the 7th grade level in math; formative curriculum-embedded assessments.

Over the last few years, CVHS has sparingly used exams produced through i-Ready to determine levels of students. The testing, though, has been inconsistent, and, at times, results have not been useful. The test has been given to groups over the last couple years, including students in Algebra 1, English Learner students, students with learning disabilities, and some students in remedial courses. These results, though they do not give much group data, do give individual results that have been used for individual assessment and placement, particularly with placement of English Learners.

The year with the most complete group results was 2014-2015. It showed that of the 366 Algebra 1 students, 30% performed below the 7th grade level in math. The results were similar in 2015-2016 for the 323 students that tested that year. In 2014-2015, of the 655 9th grade students that took the test, 17% tested below the 7th grade level in reading. This data is hard to breakdown, because it is difficult to disaggregate, and the demographic of students in Algebra 1 differs greatly from the demographic of all 9th graders.

2. Other assessments/placement tests used by the school to diagnose and place students.

In recent years, some teachers in the math and english departments have used interim assessments produced by Smarter Balanced to evaluate class achievement. This data has not been analyzed to diagnose strengths and weaknesses on a large scale, nor to place individual students.

3. Report card analyses percentage of Ds and Fs for last four semesters.

Below is a list of D and F records for all CVHS students over the previous two years. The SRT and ILT are continuing to monitor this data to determine if the increase is random or if there are other underlying causes.

| | Total # of Ds | Total # of Fs | D and F Overall % |
|-------------|---------------|---------------|-------------------|
| Fall 2015 | 717 | 346 | 6.9% |
| Spring 2016 | 791 | 425 | 7.8% |
| Fall 2016 | 753 | 382 | 7.2% |
| Spring 2017 | 798 | 472 | 8.4% |

4. Other relevant local measures related to LCAP goals and priorities.

In recent years, ballot measure have been approved to update the technology in classrooms. This is most relevant at CVHS with the update of the science wing opening in 2017-2018. Just over \$6.6 million dollars was spent upgrading two full floors of classrooms as well as a smaller outer building of classrooms for a total of 15 classrooms, in addition to multiple work and storage spaces. There were also upgrades made to the exterior and surrounding areas of these floors to meet necessary issues of compliance as well as to make them more aesthetically pleasing. The district also spent an additional \$100,000 upgrading technology in these rooms as well.

5. LCFF Priority 5 – Pupil Engagement

a. Graduation rate — performance category on LCFF rubrics

According to the California School Dashboard CVHS scored at the highest level (Blue) for its graduation rate in 2016. The only subgroups that didn't meet the highest standard were Students with Disabilities (Green) and Socioeconomically Disadvantaged students (Yellow) who had graduation rates of 92% and 95%, respectively.

| School Year | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Graduation Rate | 95.3% | 95.9% | 98.3% | 96.5% | 97.5% |

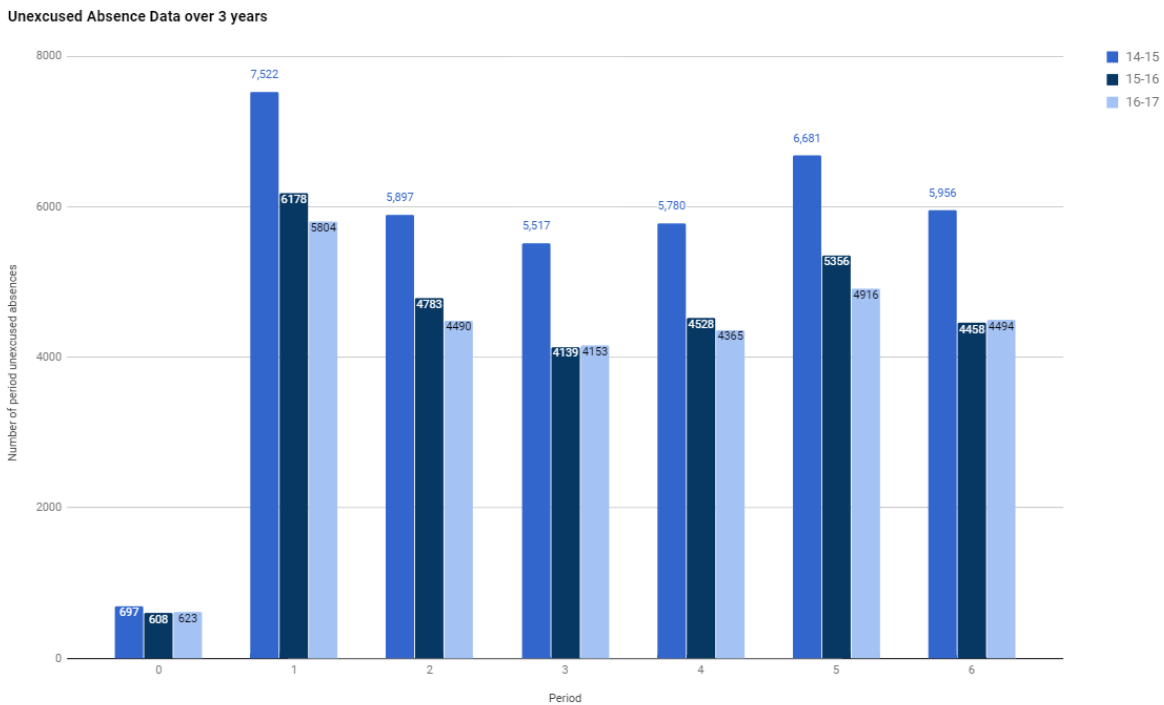
b. Chronic absenteeism — performance category on LCFF rubrics

As of the the writing of this report, the results for Chronic Absenteeism had not been released on the California School Dashboard. The data below displays absentee data collected at CVHS over the last two years. It is evident that first period and fifth period (after lunch) show a higher proportions of absences than other periods.

Total Absences by Period and Year

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|------------------|------|-------|-------|-------|-------|-------|-------|--------|
| 2014-2015 | 2314 | 22174 | 20042 | 19267 | 19563 | 21362 | 18779 | 123501 |
| 2015-2016 | 3247 | 25420 | 23191 | 22231 | 22592 | 24204 | 20782 | 141667 |
| 2016-2017 | 3139 | 23628 | 21723 | 20984 | 21370 | 22956 | 26550 | 134883 |

There was an increase in absences from 2014-2015 to the 2015-2016 school year, but there was a decrease in all periods during the following year.



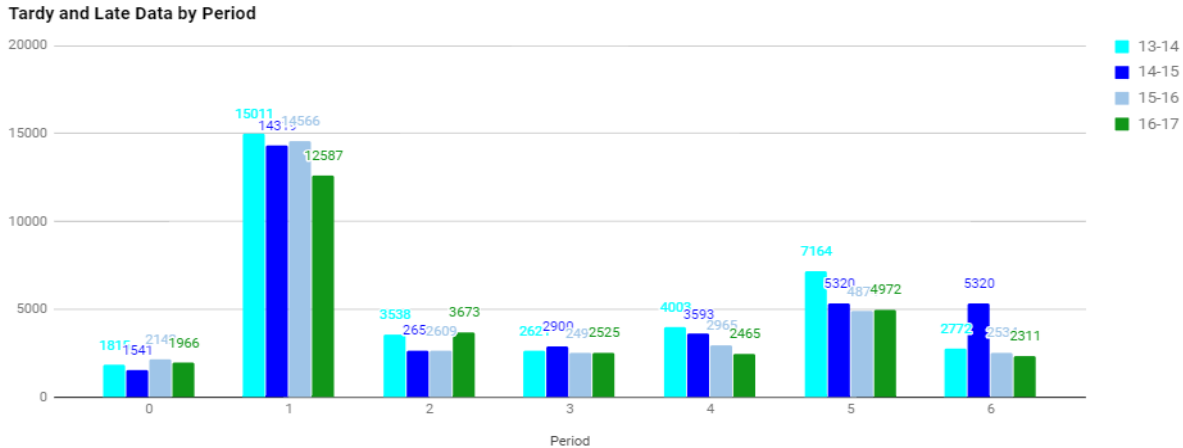
c. Dropout rate for middle and high school

CVHS has consistently shown a low dropout rate as well-over 90% of all CV students, and each subgroup, do graduate. CVHS offers remedial summer school and APEX credit recovery for students who get behind. Those who are the most behind will also transfer to the district's continuation school to make up missing credits, and many of those students to end up getting their High School Diploma.

| School Year | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| Dropout Rate | 3.2% | 2.6% | 1.7% | 2% | 1.9% |

d. Tardiness rate

As was noted in chapter 1, CVHS has been trying multiple means to reduce tardies throughout the day, and is showing growth and improvement, especially during period 5, with students returning punctually from off campus lunch in greater numbers. More measured gains have also been documented for period 1.



e. Average daily rate of attendance

The average daily attendance at CVHS has remained fairly consistent over the last few years. The data below reflects the average daily attendance through April 2017.

| Year | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---------------------------------|-----------|-----------|-----------|-----------|
| Average Daily Attendance | 96.7% | 96.6% | 96.6% | 96.9% |

f. Other local survey data.

According to the California Health kids survey, 93% of CVHS students feel safe all or most of the time at school, and 90% feel safe all or most of the time away from school.

6. LCFF Priority 6 – School Climate

a. Suspension rate — performance category on LCFF rubrics

According to the California School Dashboard released in 2017, CVHS scored at the second highest level (Green) for overall students Suspension rates. Most subgroups scored in the Green category, excepts for Students with Disabilities and English Learners, who scored one level lower (Yellow) with suspension rates of 10% and 8%, respectively. Though both groups did show significant declines (about 3%) in suspensions rates.

In order to reflect on discipline and implement the most effective ways to change negative student behavior, GUSD is taking schools through implementation of the Positive Behavior Intervention & Support (PBIS) program; CVHS is scheduled to begin PBIS in the 2018-19 school year.

| | Students Suspended | Suspension Rate |
|------------------|---------------------------|------------------------|
| 2011-2012 | 115 | 3.8% |
| 2012-2013 | 81 | 2.7% |
| 2013-2014 | 130 | 4.5% |
| 2014-2015 | 79 | 2.8% |

b. California Healthy Kids Survey

A brief summary of the 2016 CVHS Student Culture Survey results are listed below:

| Category | Percent of Students |
|--|----------------------------|
| Students feel safe all or most of the time at school | 93% |
| Students feel safe all or most of the time away from school | 90% |
| Student was not physically harassed by another student in the last 12 months | 84% |
| Student did not see any students with weapons in the last 12 months | 82% |
| Student feel academically challenged all or most of the time | 43% |
| Students feel adults on campus listen all or most of the time | 72% |
| Students feel feelings of sadness and considered hurting themselves or others all or most of the time | 11% |
| Students feel that they are treated fairly by adults on campus all or most of the time | 68% |
| Students feel that adults on campus care about them all or most of the time | 72% |
| Students feel that there is an adult on campus that they can talk to when they are in need all or most of the time | 67% |
| Students involved in activities at CVHS | 70% |
| Students have access to counselors to take about academic or personal issues all or most of the time | 46% |

c. Expulsion rate

It is very rare to have a student expelled at CVHS.

| | Students Expelled | Expulsion Rate |
|------------------|--------------------------|-----------------------|
| 2011-2012 | 0 | 0% |
| 2012-2013 | 0 | 0% |
| 2013-2014 | 0 | 0% |
| 2014-2015 | 2 | 0% |

d. Discipline referrals

In 2016-2017 CVHS had 875 recorded discipline referrals. The most common reasons for discipline were from inappropriate use of electronic devices, cheating, dress code violations, truancy, class disruption and defying school authority. The consequences ranged from student meetings with assistant principal and parent phone calls to suspension from the school day. The chart below lists the frequency of the most common infractions. This year is fairly representative of the last six years at CVHS.

Discipline Referrals 2016-2017

| Action | % of Overall Referrals |
|-------------------------------------|-------------------------------|
| Cell Phone | 18% |
| Cheating | 10% |
| Dress Code | 9% |
| Truancy | 8% |
| Class Disruption | 7% |
| Defy School Authority | 6% |
| Miscellaneous/Misconduct | 4% |
| Tardiness | 4% |
| Other (40 categories, All under 4%) | 35% |

e. Student participation in co- and extra-curricular activities

Most of CVHS students are involved in some form of a co- or extra-curricular activity. Many students are involved in sports, arts, academic teams, and clubs. There are over 100 clubs available to students on campus, and many of them are advertised during the CVHS club fair in the fall. Below are just a few of the activities that students are involved in.

| Activity | # of Students |
|--|--------------------|
| AFJROTC | More than 100 |
| Drama and Stage Arts | More than 200 |
| Academy of Science and Medicine | More than 300 |
| Instrumental Music | More than 250 |
| Vocal Music | More than 75 |
| Academic Teams (Speech and Debate, Mock Trial, Robotics, Academic Decathlon) | More than 150 |
| Athletics (Including Cheer) | Approximately 1000 |
| Service clubs (CSF, NHS, Key Club, etc.) | More than 200 |

f. Other local measures including crimes statistics, and surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

There are no other measures currently at CVHS related to the sense of safety and school connectedness.

7. Priority 7 – Access to a Broad Course of Study

a. Provide current information on students who are career and/or college ready (CCI) as reflected in the CCI indicator on LCFE rubrics

As of the writing of this report the California School Dashboard had not released its data concerning college and career readiness.

b. Number of students meeting UC a–g requirements; the number enrolled in the UC approved courses. Identify the person responsible for maintaining course approval

It has been a focus at CVHS to encourage all students to attain the UC a-g requirements. The Co-Head Counselor is in charge of submission of courses for approval, working with administration and teachers on course development. As of the writing of this document, the numbers had yet to be calculated for the 2015-2016 school year.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|------------------|------------------|------------------|------------------|
| Percent of graduation meeting a-g requirements | 62% | 66% | 64% | 69% |

8. LCFF Priority 8 – Other Pupil Outcomes

a. District policies/school financial support Expenditures per pupil. Monies from other funding sources, e.g., Title I, grants, foundations.

b. Other pupil outcomes as described in Education Code or by local districts.

CVHS is allocated general fund monies by GUSD to cover materials and supplies, as well as a limited amount of classified overtime (used for things like custodians preparing campus for opening of school after summer school) and substitute teacher coverage for internal PD. The district purchases and replenishes board-approved primary textbook materials, based on course enrollment numbers (plus 10% overage).

CVHS supplemental monies (formerly referred to as categorical, pre-LCFF) amount to roughly \$60,000 annually. As a non-Title I school, each dollar is of high value, and use of all such funds is approached with much discretion and under the supervision and vote of the School Site Council--a group comprised of parents, teachers, students, and the principal. In years past, CV has been working to maximize audio and visual support of learners--especially in English Learner classes and intervention classes, by purchasing more projectors, document cameras, interactive whiteboards and voice amplification systems.

There is not a general school foundation, but roughly 20 501c3 booster/foundations, each targeting only very specific programs (football, cheer, instrumental music, Prom Plus, etc). The PTSA group, however, contributes \$10,000 - \$15,000 annually; this group has worked with the school to increase technology in classrooms, increase holdings of novels, and meet individual requests made by the roughly 20 teams and 150 campus clubs. For instance, assistance was provided to Mock Trial and Speech & Debate to help cover competition costs, and PTSA partnered with baseball boosters to provide needed pads and mats, etc.

LCFF Priorities 9 and 10 (County Office Schools only)

a. Describe what services are provided for Foster Youth students and students placed in programs that serve expelled students.

Not applicable.

E. Schoolwide Learner Outcomes

a. Using data generated in this profile and other sources (perception data, results of examining student work, observations, etc.), comment on the degree to which the students are achieving all the identified schoolwide learner outcomes. Note: Additional data may be added after the work of the Home and Focus Groups is completed.

In November of 2016, all CVHS staff were given a questionnaire asking them to rate our achievement of the ESLRs set out in our 2012 Self Study. They were given a brief description of the ESLRs and were asked to use any evidence they deemed relevant to rank the degree of achievement of each ESLR. Teachers rated the degree of achievement on a scale from 1 to 5 where 1 meant the goal was never met by students and 5 meant the goal was always met by students. Staff cited evidence based on grades, graduation rates, a-g rates, interactions with current and former students, observations of students in and out of class, and many others. Many individuals did comment that it was hard to give 5 as an answer, since it is difficult to have every student always do something.

Results

For ESLR 1, teachers were given the following prompt:

Through its standards-based curriculum and extensive co-curricular program, Crescenta Valley High School will prepare its graduates to be knowledgeable young adults who have mastered the California content standards and show growth in critical thinking.

The average teacher score based on the results below was a 4.2

| 5 (Always) | 4 (Commonly) | 3 (Sometimes) | 2 (Rarely) | 1 (Never) |
|-------------------|---------------------|----------------------|-------------------|------------------|
| 18 | 67 | 2 | 0 | 0 |

Administrators/Counselors had an average response of 4, while non-certificated staff had an average response of 4.6.

For ESLR 2, teachers were given the following prompt:

Through its standards-based curriculum and extensive co-curricular program, Crescenta Valley High School will prepare its graduates to be responsible citizens who (1) Demonstrate an understanding of the global community and the diversity of peoples and cultures; (2) Demonstrate skills in resolving conflicts through positive interaction and self-control; (3) Contribute time and talent to improve the quality of life in the school and community; and (4) Work collaboratively with others

The average teacher score based on the results below was a 4.0

| 5 (Always) | 4 (Commonly) | 3 (Sometimes) | 2 (Rarely) | 1 (Never) |
|-------------------|---------------------|----------------------|-------------------|------------------|
| 12 | 65 | 9 | 0 | 0 |

Administrators/Counselors had an average response of 3.8, while non-certificated staff had an average response of 4.0.

For ESLR 3, teachers were given the following prompt:

Through its standards-based curriculum and extensive co-curricular program, Crescenta Valley High School will prepare its graduates to be productive young adults who (1) Plan for future education and career goals; (2) Set priorities and achievable goals; (3) Think critically to make appropriate evaluations and solve problems; and (4) Exemplify personal integrity

The average teacher score based on the results below was a 4.0

| 5 (Always) | 4 (Commonly) | 3 (Sometimes) | 2 (Rarely) | 1 (Never) |
|-------------------|---------------------|----------------------|-------------------|------------------|
| 10 | 66 | 10 | 0 | 0 |

Administrators/Counselors had an average response of 3.9, while non-certificated staff had an average response of 4.3.

F. Perception Data

a. Results of interviews, surveys, etc. about how stakeholders view the school (students, parents, staff, community). This includes the California Healthy Kids Survey

Based on the fact that CVHS has extensive community and parent support of programs with 20 unique 501c3 programs existing with the sole purpose of supporting CV entities like the basketball team, the volleyball team, the theater arts program, etc., there is evidence to show that the community believes CVHS is a good investment, one where there is a high return on the invested resources. Additionally, the PTSA unit regularly logs high numbers of volunteer hours in support of our school. CVHS is a porous campus, with the community coming onto our campus, and our programs going out into the community. Relationships with and perceptions of CVHS stakeholders are generally very positive. As previously shared, the California Healthy Kids Survey also reflects these generally positive sentiments, as well as indicating areas where further progress can be made. CVHS is a great school and an important part of a diverse community.



Photo by student Webster Kiva

Task 3

Evaluate the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified critical student learning needs; synthesize the information, determine strengths and growth needs

Table of Contents:

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

Category B: Standards-based Student Learning: Curriculum

Category C: Standards-based Student Learning: Instruction

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

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

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

Linda Junge, Principal
Mahtab Haghpanah, Counselor
Tania Mooser, EL Specialist
Roselle Cacal, Psychologist
Sylvia Call, Foreign Language
Heather Clark, Attendance Office
Mike Flower, Visual and Performing Arts
Allen Freemon, Math and Social Science
Hudson Gossard, Math
Laurie Hanson, Administration Office
Tiffany Hirdler, Special Education
Alvin Johnson, AFJROTC
Richard Johnson, Social Science

Owen Keenan, Math
Verjineh Khachikian, Teacher Aide
Kimberly Mathias, English
Michelle Moses, Foreign Language
Cheryl Mulvoy, Administration Office
John Nelson, Physical Education
Jason Perez, Social Science
Denise Pogroszweski, Science
Marianne Rhee, Teacher Aide
Matthew Schick, Visual and Performing Arts
Paul Schilling, English
Herb Smith, Graphic Arts
Martin Smith, Special Education

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.*

CVHS has a clear Mission statement that was rewritten in the fall of 2016 in order to align with Common Core State Standards, incorporating the 4 C's: collaboration, communication, creativity and critical thinking. The original mission statement focused mainly on academic achievement and students meeting a-g graduation requirements. The staff felt that the mission statement should focus on whole-student success.

The mission statement was first reviewed by staff as a whole. In January, the faculty reviewed, discussed and revised the mission and Schoolwide Learner Outcomes. The Instructional Leadership Team then reviewed discussion notes in order to create the current mission statement. The newly proposed statement was subsequently presented to staff, parents and students for final input.

Crescenta Valley High School Mission Statement:

Within a safe and caring environment, Crescenta Valley High School provides a meaningful standards-based curriculum that fosters the critical thinking, communication, collaboration, and creativity needed to function as responsible and productive members of society.

The previous ESLRs from 2012 were edited and rewritten as Student Learner Outcomes in January 2017 to better link our new mission statement and LCAP goals.

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.*

Throughout the 2016-17 school year, WASC Coordinators and administration made visits to various groups to inform and engage them in the WASC process--PTSA, Armenian Parent Organization, Korean Parent Organization, the Montrose/Verdugo City & CV Chambers of Commerce, booster organizations, ASB class, Superintendent's Cabinet, advisory board meetings, etc. Emails were also sent by the principal and WASC Coordinators personally inviting parent booster leaders, corporate/community partners, PTSA leadership, SSC, ASB leaders and others to participate, deliberate, and write with us. CVHS takes pride in working with the community to reflect, to create, and to provide the educational and learning experiences desired by all.

In February and March of 2017, parent and student stakeholders attended focus group meetings to participate in the WASC process. Via PTSA and SSC, the new mission statement was officially presented, discussed and approved by all stakeholders. Similar process and people were involved in development of the SLO's.

Schoolwide Learning Outcomes:

Through its standards-based curriculum and extensive co-curricular program, Crescenta Valley High School will prepare its graduates to be:

- Knowledgeable young adults who demonstrate proficiency and show growth in the California content standards and in critical thinking.
- Responsible citizens who exemplify personal integrity, respect diversity, and resolve conflicts appropriately.
- Productive young adults who set priorities and achievable goals and who contribute time and talent to improve the quality of life in the school and community.

PTSA, Armenian parent association and Korean parent associations partner with the school to host and promote community and parent informational meetings. The groups help to financially support student learning needs. They provide multiple scholarships for students. PTSA reviews data that has been collected by the school and uses the data to support student programs. These groups work transparently with the school collaboratively.

The Instructional Leadership Team (ILT) is a group consisting of department chairs, administrators, and other certificated staff who choose to be a part of it. This group meets 4 days per year during release days to review data to determine the effectiveness of curriculum programs, offering suggestions about further professional development. Members of the ILT also report back to their respective departments regarding the data that is shared with them. In addition, it is the role of the ILT to lead the charge in maintaining the WASC report and the

Action Plan. General fund and supplemental monies are used to fund teacher release time for this work.

The Student Resource Teachers (SRT) meet weekly during a common prep period to make decisions and guide school direction especially concerning professional development, student interventions, and review survey data (AP scores, D/F data).

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.*

The process to develop the mission statement and SLO's generated stakeholder buy-in. Additionally, the SLOs are listed in our student handbook and on the school website. The mission statement and SLOs are also posted in each classroom to facilitate ongoing reflection and action to live up to these statements.

The faculty is committed to ensuring that students experience and meet the SLOs through their lessons. Many faculty members attend conferences to better educate themselves to meet the needs of the students as well as to obtain resources to do so. Based on needs, this year we have established a Mindfulness curriculum that is being presented to all Freshmen through Health classes. We also have Staff Development opportunities where experts in their fields present on a variety of topics such as brain development, motivation, student engagement, etc.

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.*

Various groups--GUSD Board of Education, GUSD executive administration, CVHS administration, ILT, SSC, and WASC Coordinators work together to create goals and priorities that are aligned and allow for clear decisions about resource allocation in support of these goals. The district LCAP, the CVHS SPSA, the SLOs, and the WASC Action Plan all speak with one voice, and align key stakeholder groups to tackle challenging problems together.

The district has crystallized priorities by crafting Wildly Important Goals (WIGs) as displayed below:

1. Maximize Student Achievement
 - a. Improve Academic Achievement for all students
 - b. Ensure all students are college and/or career ready upon graduation.
2. Create a Culture of Learning
 - a. Support the social, emotional, and physical needs of all students.
 - b. Recruit, train, and retain highly qualified teachers.
 - c. Provide students with safe, well-maintained facilities.
 - d. Provide students with access to technology and standards-aligned instructional materials.
3. Increase Engagement
 - a. Provide a positive environment and opportunities for students to connect with their school and community.
 - b. Engage families and community to support student learning.

The district also trains teacher specialists to work with School Site Council (SSC), which is composed of teachers, community members, administrators, parents, and students. SSC meets at least four times a year and reviews a variety of issues related to the school from budget to safety to school culture and atmosphere. They approve some budget issues and contribute to supplementary funds. The SSC has elections for all of the positions except for administration. The bylaws are updated as needed and reviewed on a regular basis. The SSC involves key stakeholders in the development of a Single Plan for Student Achievement (SPSA), and allocates resources to support SPSA goals. The SPSA is presented to the GUSD Board of Education annually for review and approval.

The ELAC has voted to combine with SSC at CVHS. So, SSC assumes ELAC responsibilities to monitor and support English Language Learners. SSC leadership participates on the district entity that exists to support English Learners as well.

GUSD Principal Meeting agendas regularly invest time discussing the district LCAP, and applying it in each of the schools contexts (GUSD has 20 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 alternative education high school, 1 magnet high school, and 1 school for students with exceptional needs).

A2.1. Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

CVHS only offers APEX, an online platform for credit recovery and course completion for juniors and seniors.

GUSD has an acceptable use policy that staff and students sign annually. Wifi is accessible campus-wide, and Google Classroom and Microsoft Teams are available to all teachers, with CVHS and GUSD providing multiple PD sessions during the last years.

While CVHS funding does not allow for 1:1 computer or Chromebook seats, there have been efforts to increase accessibility of Chromebooks and use of Google classroom and other online resources, such as Khan academy, Socrative, and other online engagement, resource and/or communication systems.

GUSD ETIS and Board are currently forming plans to replace and update staff laptops, in an effort to provide the best educational experiences for students.

Various technologies that serve as data and communication vehicles are also funded by GUSD: student information system, Illuminate data management system, district & school websites (which have been recently updated), ConnectEd mass calling/emailing/texting system. Also, the Board meetings and minutes are available on the district website.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

The GUSD Board of Education establishes strategic plans and sets priorities as a district to maintain fiscal solvency, maintain safe environments, and support continuous organizational growth in order to provide high level learning for all students. “Preparing our students for *their* future” was a phrase adopted by the GUSD Board of Education in 2011. LCAP priorities, goals and actions are communicated via hosted town hall meetings, posted on the website, and printed on posters sent to schools. Principals are briefed on the LCAP goals and actions during principal meetings, and the Superintendent spends time with parent and community groups communicating on LCAP priorities as well as the GUSD Solvency Plan. There is also a strong relationship between the Board of Education and bargaining units (GTA/CTA and CSEA).

The ILT, WASC leadership, SSC and administration spend time ensuring alignment between school and district goals and resource allocation. LCAP and SPSA goals are additionally aligned with work done by the WASC coordinators to maintain a clear coherent focus, and to allow for unified action and resource allocation.

2.3. 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.*

The School Site Council (SSC) hosts annual elections for student, parent and community leaders which are publicized in various ways. Typically SSC elections are broadcasted through the school internal bulletin, CVTV (daily broadcast and YouTube channel), and school website, as well as the digital bulletins sent home to parents. The digital bulletin goes out each Friday afternoon during the school year, has wide distribution (several thousand subscribers), and is a preferred method of information sharing with parents, students and community members. The ConnectEd calling system is also used to encourage attendance at the most important meetings. CVHS also has strong partnerships with chambers of commerce and business, and shares information via regular meetings with these groups to elicit continued support and participation on campus. Similarly, CVHS parents and staff are well-represented and participate in district ELAC and LCAP meetings throughout the year.

The CVHS Principal makes concerted efforts to maintain communication with district and community stakeholders, and has been a member of the Superintendent's Cabinet and the Montrose/Verdugo City Chamber Board, in addition to representing and advocating for CVHS at various district meetings and other community venues.

CVHS parents are involved in multiple and substantial ways. The PTSA unit, Armenian Parent Organization, Korean Parent Organization, and 20 individual 501c3 booster clubs. All these engage in individual articulation with CVHS staff, administration, coaches, etc., to support CVHS students and programs via fundraising and information-sharing. CVHS parents and community members have multiple ways of being involved, providing guidance, direction and support, and are welcomed to the table for discussion of goals and priorities.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

District administration and the Board of Education have developed clear and effective evaluation and monitoring procedures of their decisions, including the annual LCAP Assessment of District Goals and the Eight State Priorities. There is a District-wide LCAP committee that meets regularly to review and revise the plan as needed. Principals meet with District personnel at least once a month to discuss schoolwide goals, progress, and needed resources as outlined in each SPSA, which are all aligned to the LCAP priorities. The ILT also meets to review progress and plan next steps. SSC and PTSA review progress and determine if existing programs that are funded address the LCAP priorities. CSC Committees meet once a month to address instruction and curriculum needs. Every group is provided the opportunity to offer feedback in open

discussion and survey. Many results from these meetings are shared with district personnel, who in turn share with Board member in appropriate settings.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

In an effort to quickly and effectively address concerns and complaints, ongoing and open communication is encouraged. Administrators have open door policies, and are accessible to staff, students, parents, and community members. Per California EdCode and Board Policy procedures have been developed to mitigate and address conflict. Annual notifications about complaint procedures occur, with information being sent home at the beginning of the year. Official documents with information regarding how to complain is also posted in offices and classrooms.

The district employs a uniform complaint procedure which is openly accessible online at gusd.net:

http://www.gusd.net/cms/lib03/CA01000648/Centricity/Domain/57/10--11_Brochure2.pdf.

Due process steps are followed, with a complainant being referred to the person closest to the problem--i.e., the teacher, coach, or program director. When a mutually agreeable solution cannot be identified and conflict resolved in this way, a counselor or assistant principal will become involved to further mediate and problem-solve. Should conflict further continue, the associate principal, principal, corresponding district director and/or assistant superintendent, and finally superintendent and Board of Education may become involved. However, every effort is made to resolve problems quickly and efficiently. CVHS values positive supportive relationships with parents and stakeholders.

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.*

CVHS is committed to continual improvement, and uses data as evidence to celebrate achievement of goals, as well as to identify areas to target for growth. As a whole school staff, CVHS looks at data multiple points in the year. Before the start of school, AP, CAASPP and other data outcomes (suspension, attendance, etc.) are analyzed at an administrative retreat, an ILT retreat, an SRT meeting, and then as a whole school as school-wide goals for the year are reviewed, discussed and refined. Departments are given relevant data points to further discuss and explore in department meetings. Such data can be the basis of a department goal for the year. The administrative team, ILT and SRT spend extensive time in the summer reviewing, analyzing, and displaying data for school use, reflection and ongoing improvement. Midyear, grade distribution data is analyzed in great detail by administration and the ILT. Key findings are further discussed by departments and the whole staff. Data trends, goals, and actions are

shared throughout the year with PTSA and other stakeholder groups in a unified effort to support student achievement.

Various other assessments and data are evaluated throughout the year, including: interim assessments, Physical Fitness Assessment, iReady outcomes, Healthy Kids survey, District Survey data, PSAT scores, threat assessment data, and D/F rates. These evaluations are used to direct professional development for department release days, District-wide PD days, faculty meetings, collaboration time, and department meetings.

Graphic Arts, Cinematography and Science and Medicine Academy have advisory committees made up of professionals, college professors, parents, and students. These groups reflect based on data, outcomes and trends specifically related to their programs.

In an effort to support the whole student, counselors and administrators meet every other week to evaluate academic and socio-emotional needs of specific students. Individual student cases are discussed, and next steps are identified along with resources and point people to support students in need.

In the spirit of transparency, parent groups and student leaders are engaged in dialogue throughout the year to look at data, problem solve, find resources, and maximize efforts and outcomes working toward the common goal of providing the highest level of student outcomes and experiences.

The CVHS principal also hosts quarterly meetings with feeder school principals (1 middle school and 7 elementary schools) to vertically articulate and look at areas to collectively target for growth.

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, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

SPSA, LCAP, and the many associated measures and data points are all about student achievement. CVHS is dedicated to continual improvement for students. This requires clear, SMARTe goals--specific, measurable, action-oriented, realistic, timely, and touching 'every' student. Such continual improvement also requires communication and work with the district and stakeholder groups, resulting in collective effort and goals that feather together seamlessly. CVHS simultaneously reaches up to connect with district objectives, being part of this larger team, even as it (more importantly) addresses the learning and achievement of students, looking at them as whole students with multifaceted needs. Operating as a non-Title I school with limited resources, the efficiency of goal alignment and related resource allocation is of utmost importance.

As CVHS works to deepen understanding of CAASPP claims, PSAT reports/data, and iReady (all new measures since the last WASC visit), experts at GUSD, College Board, Princeton Review, and elsewhere are consulted. The CDE/LCFF Snapshot report is valued as a 6-page summary of many key data points. The Dashboard data and method for representing both achievement level and growth is also a valued resource of information. In addition, teacher-created assessments are highly valued, with departments spending time on common assessments, looking at student work together with rubrics to norm and to create a common level of expectation between classes.

Administrators, counselors, SRT, ILT, SSC, Board of Education, PTSA, ASB, and all other stakeholders play a role in the outcomes we desire to create through the SPSA and LCAP goals. The principal reaches deeper to develop students coming to CVHS in the coming years, as she hosts quarterly meetings with feeder schools (1 middle school and 7 elementary schools) to vertically articulate and look at areas to collectively target for growth. In this way, LCAP and SPSA alignment is taken to a new level.

The SPSA has been guided by our previous action plan. Over the last six years various leadership groups have taken action on the 3 parts of the action plan. The action plan and SPSA have continued to guide the path CVHS has taken. This has merged with the 7 areas of LCAP. We have implemented California State Standards in all content areas. We ensure college and/or career readiness. We address social, emotional, and physical needs of all students. We have created and continue to create intervention programs based on the needs of our students. We provide learning beyond the core curriculum. We encourage engagement of parents, teachers, staff, students, and community members. We maintain safe and secure learning environments.

All staff participated in reviewing data and formulating our critical learner needs and student learner outcomes. Over and above all, always remains the awareness that everything done is in the effort of continual improvement for maximized student outcomes--academically, athletically, artistically, and socio-emotionally.

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.*

The administration team divides up responsibilities to create 'school within a school' areas of ownership and investment. Each administrator is liaison to a different department and is point on a different assessment (CAASPP, PSAT, iReady, interims, AP) to facilitate data use, accessibility and display-- for staff to analyze, discuss and goal-set. Administrators guide and support staff in understanding EdCode and Board Policy as decisions are made, goals are set, and resources are allocated.

Standards resource teachers (SRT, a .6 FTE allocation) provide strong teacher leadership from the English, Math and Science departments to analyze data, target best practices, unpack standards, understand claims, and move the CVHS instructional program forward. The ILT is a

strong, active and engaged group of approximately 30 department chairs, teachers, counselors and administrators who meet regularly throughout the year to drive the instructional program in a unified way between departments. This information is then shared with departments either in department meetings or whole staff meetings. Information is then shared with our additional stakeholder groups as appropriate. Both of these groups play critical roles in decision making on campus.

In order to create shared vision and common goal, as well as to allow for staff input, the whole school staff, looks at data together at multiple points in the year. At the start of school, AP and CAASPP outcomes are analyzed as school-wide goals for the year are discussed and established. Departments are given relevant data points to further discuss and explore. The administrative team, ILT and SRT spend extensive time in the summer reviewing, analyzing, and displaying data for school use, reflection and ongoing improvement. Midyear, grade distribution data is analyzed in great detail by administration and the ILT. Key findings are further discussed by departments and the whole staff in order to make recommendations for changes moving forward.

Graphic Arts, Cinematography and Science and Medicine Academy have advisory committees made up of professionals, college professors, parents, and students. These groups review data, outcomes and trends specifically related to their programs. Teachers serve as experts in their areas, and have wide latitude in the decisions made to develop their programs.

In an effort to support the whole student, counselors and administrators meet every other week to evaluate academic and socio-emotional needs of specific students. Individual student cases are discussed, and next steps are identified along with resources and point people to support students in need.

Staff have multiple opportunities for decision-making, taking responsibility, and formulating what steps we will use moving forward. Some of opportunities to meet include faculty meetings, banking days, staff development days, department release days, department meetings, and off site visitation to other schools.

Banking Day (staff has voted to set aside time for meetings and collaboration during the contract day--every other Tuesday morning) meetings rotate between collaborative groups, department and whole staff, including time to look at student performance and use of best instructional practices. Over a year ago, ILT and staff surveys indicated a desire to have choice in PD sessions, so multiple sessions have been offered since then on banking mornings, allowing teachers to select a session to attend. Sessions were offered in three areas each time: academics, technology, and whole-student. Google Classroom, educational apps, mindfulness, yoga and sessions with experts like Dr. Tina Givrad (expert in adolescent neuroscience) and Dr. Myron Dembo (expert in motivation and learning strategies) are examples of offerings. Staff development days similarly offer the faculty an opportunity to look at data and strategies, having a voice and a vote on ways to improve as a school. Surveys typically follow each banking morning or PD day to solicit input and plan for next steps. SRT, ILT and administration review results together.

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

There are numerous effective methods for communicating, planning and resolving differences among the staff or administration, including an open-door policy with administrators being accessible for walk-ins, phone calls, email and text outreach--whatever is easiest, or preferred. The principal sends a 'weekly reminders' email to faculty and staff with news announcements and information for the coming days. The mass calling system can be used to share important information with staff occasionally, and the remind app is used during emergencies, as well as the in-house internal speaker/announcement system, as it was found speakers were not effective in all areas of campus. Remind.com can also be used by staff and administrators to send group notices via text.

Administration meets regularly as a team, and with various groups to engage in open dialogue. Weekly cabinet meetings include administration, counseling, ASB and athletic directors to plan together and to calendar events. Every other week counselors meet with administrators to discuss enrollment trends, individual student needs, and other open forum items. The Principal has participated on the Superintendent's cabinet approximately twice a month, keeping both CVHS and the district on the same page. SSC also meets at least quarterly, bringing teachers, administrators, parents and students to problem solve, progress monitor, allocate resources and dialogue together.

Teacher Leadership is also strong with multiple opportunities to touch base with colleagues and administration. SRT teachers have common prep periods to work together and with administration, to analyze data, to confer and to play key roles on the ILT. Past practice has been for SRT to meet weekly with administration. Both of these groups play critical roles in communicating important information through formal meeting and informal conversations.

Department and whole staff meetings occur throughout the school year, engaging the entire staff. After all whole staff meetings, staff is given an opportunity to share anonymous thoughts and suggestions with digital Survey Monkey surveys.

Additionally, the principal holds "Coffee with the Principal" several times a year in conjunction with PTSA to be available to the community and to answer parent questions. District wide e-mail is used frequently to communicate with staff members, and the mass call/email/text system can push messages out to the entire community, as can the digital eBulletin and CVTV.

For resolving differences or conflicts: The district employs a uniform complaint procedure. It can be found at gusd.net https://www.gusd.net/cms/lib03/CA01000648/Centricity/Domain/57/10--11_Brochure2.pdf.

At the site level, staff can always speak to one of the 8 GTA representatives on campus or they can speak to an administrator at any time. Administration meets regularly with union leaders throughout the year in an effort to anticipate and to address needs.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

GUSD and CVHS are highly selective and typically have extensive pools of applicants to consider for any one opening. Procedures are in place to paper screen--which would typically eliminate any candidate who does not hold the appropriate credential, and then engage in multiple rounds of interviews for each hire. Department chairs are directly involved, working with their administrative liaison, and the principal for final selection.

CVHS teachers and staff are highly qualified, credentialed, and bring deep expertise to their assignments. Through ongoing PD, staff members continue to grow and develop in their respective fields. All teachers hold valid credentials in the subject matters they are assigned to teach, as well as CLAD and/or BCLAD credentials.

District Human Resources department works with site administration on the hiring and continued development/support of credentialed candidates.

Professional development is offered within the district, and within CVHS during banking time--for example, adolescent neural development specialist Dr Tina Givrad, and motivation and learning strategies expert Dr Myron Dembo have delivered multiple sessions this year. Staff may request funds from the administration to pay for registration fees for professional development outside of the district, with requests being weighed out in light of schoolwide goals and granted as budgets allow.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Annually, teachers request the courses they would like to teach. Teachers list their credentials and preferences on a form that is returned in the spring and consulted as the master schedule is built. The administration, counselors, and department chair then work to coordinate a master schedule meant to meet the needs of all students.

CVHS staff are required to attend/view mandatory training such as mandated reporter, bloodborne pathogens, hazardous materials, CPR, etc., according to their assignment.

New staff members receive a binder, and returning staff members receive updates to this binder, at the beginning of each year containing all pertinent information about CVHS, including policies and procedures, classroom management recommendations and requirements, and mandatory posters for their classrooms.

Newly hired teachers received 2 days of in-person training via GUSD Human Resources. Administrators, department chairs, and key staff members take extra time with new teachers on

the first days back and throughout the year--to make sure they are adequately supported and prepared to be successful. New teachers also participate in a two-year BTSA (Beginning Teacher Support and Assessment) program. Teachers identified needing support become part of PAR (Peer Assistance Review), which provides mentorship and consultations to struggling teachers. All teachers are required to be CLAD certified and the administration and human resources monitor to ensure teachers meet this requirement. If a teacher does not meet this requirement they have to go back to school to become CLAD certified. Teachers new to CVHS are given a tour and connected with key members of the faculty and staff for support: department chair, tech lead, head secretary, ASB advisor, counselors, administrators, etc. Department chairs serve as mentors, especially throughout the first year. Teachers new to the district are additionally trained by the district on the student information system, technology, and other key areas. Similarly, new administrators attend an 'administrators academy' with multiple meetings covering many topics throughout the year.

Also, digital banks for resources are set up in Google Doc and One Note by GUSD for administration and teachers to be informed, to have access, to share ideas, and to support other staff throughout the year.

A4.3. 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.*

Annually, the staff receives a list of administrative duties and which administrator is responsible for those duties. An open door policy exists for discussing matters with administrators. Administration sends quick surveys following faculty meetings and professional development. Surveys are reviewed by administration as well as SRT and ILT. Through department meetings, department chairs and designated administrative liaisons provide guidance in regards to pacing. Administration communicates with Instructional Leadership Team on setting an instructional plan which is then disseminated to the staff through department meetings. During monthly faculty meetings, administration communicates updates to school operations and provides additional training to staff.

New staff members receive a handbook/binder, and returning staff members receive updates to this handbook/binder, at the beginning of each year containing all pertinent information about CVHS policies and procedures, classroom management, and mandatory posters for their classrooms.

Annually, the district shares department contact lists with titles as well as phone numbers, etc. These lists reflect district structure, responsibilities and hierarchy.

Additionally, important district and school initiatives--such as GUSD LCAP and CV mission and SLO's are visually displayed on posters, which are posted in classrooms and throughout the school for ongoing reference.

A4.4. 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.*

Over the past 10 years, CVHS has focused a great deal of time, attention and resources developing teachers skill around critical thinking in all classrooms, considering DOK level, raising students to the highest level of critical thought, and performance via engaged student participation and classroom dialogue. This historical focus positioned CV well for the transition to Common Core State Standards. CVHS believes that these PD efforts have resulted in the consistently high level student outcomes, especially the a-g completion rates. During this time, CVHS teachers have voted to allow collaborative and professional development time with a late start every other Tuesday morning. There are additionally 3 full days calendared during the year for professional development. Two department release days are also provided by the provided each year, with additional time granted by the principal to teams with specific proposals and agendas

Over the past 4 years, with district efforts to ensure effective transition to common core, some professional learning was scripted and pushed into schools. For instance, time was spent on literacy standards, Universal Design for Learning, academic language development, as well as content-specific training on things like NGSS. Throughout these scripted modules of learning pushed in by the district, CVHS sought to both engage as well as to address individual school needs. This was a challenge. During the last year, there has been less scripted PD content pushed-in from the district, and CVHS is beginning again to set a PD agenda more tightly focused on school needs. During the last year, for instance, experts in adolescent neuropsychology, learning strategies and motivation have been brought in to provide professional development based on identified needs. These are becoming more and more important as stakeholders believe that there is a need to increase the attention brought to the “whole student.”

As per the SPSA, the data show an increase in percentage of graduates who met the UC a-g requirements. In 2014, 65.6% met the a-g requirements, in 2015, 64.0% met the a-g requirements and in 2016, 68.9% met the a-g requirements. Strong student achievement on the CAASPP exam was also achieved in 2015 and 2016 and demonstrated consistent progress among English Learners. The number of D and F grades has steadily been decreasing (9% midyear 2014-15, 8% midyear 2015-16, 7.5% mid year 2016-17, and 7.4% end of year 2016-17). Similarly, consistently high outcomes are displayed in AP results.

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|------------------------------------|------|------|------|------|------|
| AP Scholar | 148 | 151 | 156 | 145 | 113 |
| AP Scholar with Honors | 56 | 75 | 77 | 73 | 68 |
| AP Scholar with Distinction | 127 | 163 | 160 | 172 | 187 |
| National Scholar | 19 | 30 | 27 | 31 | 24 |
| AP International Scholar | | | | | 1 |
| Total | 350 | 419 | 420 | 421 | 392 |

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

CVHS has one teacher who facilitates the APEX program for our students needing credit recovery. This teacher collaborates with other APEX teachers in the district.

CVHS offers training and workshops to assist teachers in the use of technology in the classroom, for example Google Classroom, Edmodo, Remind.com and interactive whiteboard use. Multiple professional development sessions have provided differentiated support in the area of technology and online resources.

A4.5. Prompt: *How effective are the school’s supervision and evaluation procedures?*

CVHS and GUSD staff are committed to ongoing professional development. The evaluation procedures reflect this commitment. The evaluation process is contractually negotiated, and one that temporary teachers engage in annually. Permanent teachers complete formal evaluation every other school year, until 10 years of successful teaching are completed, at which time a teacher can request the 5-year plan. Portfolio and partner options are also available to successful tenured teachers. The process begins with a Plan for Professional Growth (PPG), wherein a teacher sets a personal goal, and then reports on progress in the spring. At least two formal classroom observations occur, multiple conferences and debriefs occur throughout the year, and the process culminates with a Final Summative Evaluation document. The teacher and the administrator meet to discuss findings and to review strengths as well as areas for growth.

When noted areas for growth are significant, the teacher can be put on an Improvement Plan, and if continued investment of time and/or professional development is required, Peer Assistance and Review (PAR) is also an option.

Department Plan for Professional Growth (PPG) goals are annual plans for professional growth written and agreed on by each department.

In an effort to stay in touch with what is happening in classrooms, and thus be able to support teaching and learning, administrators have a goal of being in at least 10 classrooms per week. They keep track of these “pop-in” visits via a Google form. They review this data every month together.

School wide Staff Walkthroughs are common NON-EVALUATIVE ways for teachers to learn from each other. Staff is given time to observe colleagues delivering lessons during the school day. Walkthroughs have been used to identify school-wide strengths, individuals who can share strategies, and ways the staff wants to develop professionally. Teachers typically participate in one classroom observation/year. These observations are planned by ILT. The results are shared staff wide at a faculty meeting.

A4.5. Additional Online Instruction Prompt: *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

The same evaluative procedures apply to the teacher in charge of the APEX program since that is only 1 period of his full-time schedule.

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 learner 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?*

Administration, community members, and staff are involved through the SSC, which is responsible for allocating the part of the site budget that involves discretionary spending. These monies are used to meet the needs set out through the LCAP, SPSA, mission statement, and SLOs.

Note: CVHS has very limited funds because we are not eligible to receive Title I funds.

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.)*

Handling of all funds is done with the utmost respect, transparency, and care, working to engender trust when dealing with public funds. Budgets are developed annually for all the various types of monies that feed into CVHS: general fund, supplementary, ASB, and boosters. Oversight exists for all accounts to ensure appropriate use, and alignment with student needs and school priorities.

CVHS receives both general funds and supplementary monies annually. Supplementary monies are handled and allocated under the direction of the SSC. Spending for both supplementary and general funds are reviewed and require final approval of the Board of Education, after first being reviewed and signed-off on by multiple staff members, including the principal, assistant superintendent of secondary education, and chief business officer. Regular audits occur of district accounts, practices, policies and procedures, with recommendations being offered to refine practices.

Additionally, ASB is very active, with monies being raised by and allocated to roughly 170 clubs, service organizations, and sports teams. Groups that have independent 501c3 booster club/foundations also maintain ASB accounts, as district policies set parameters stipulating how money is to be handled when a fundraising venture is considered an official school (ASB account) activity and when it can be considered independent (booster account). Processes are in place to review and audit both ASB and booster accounts and practices. Each allocation is approved by student council, after first being reviewed and signed-off on by the ASB adviser and two administrators.

The trust of the community is essential to fundraising success, and is a vital component in school/stakeholder relationships. Allegations of misappropriation, misuse, or mishandling of school funds are taken seriously, and fully investigated by school administration, district business office, and independent auditors.

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.*

CVHS is an 18 acre campus overseen by administration and facilities personnel, working closely together. Work orders are submitted via the SchoolDude system in a timely way when needs are identified in an effort to maximize efficacy and to ensure safety for students and staff. The school works to monitor completion of work orders, with the same assistant principal overseeing facilities over the last 3 years.

Health and Safety

The school has a full time health clerk and a district nurse who is here once/week.

The school has a swimming pool and recently new turfed football field (summer of 2015).

The school has a full time SRO and 3 full time security guards.

Custodial maintains the campus safely and cleanly. They work with an administrator.

Technology

The school has 10 Chrome book carts, 4 computer labs/classrooms, 40 computers in the library (purchased in 2016). The science building has been updated and has some of the must up-to-date technology to ensure high level thinking for students.

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.*

Each department has a district wide Curriculum Study Committee or CSC. This committee meets monthly to discuss curriculum and textbooks. If a staff member wants to offer a new course or purchase a new book, they need to get it approved through the CSC, the principals, and the school board. There is a district wide plan for purchasing new textbook that includes review by teachers, administrator, district personnel, and parents.

Each department is allocated funds from the site discretionary budget to purchase instructional materials. These monies can be used for anything, including technology, that the department desires. Special education teachers have an annual budget to purchase instructional materials as well.

CVHS has a tech team which is led by a certificated teacher and comprised of students. The students on this team work and act as an IT team for the school. They install updates on computers, help to install new computers, replace bulbs in projectors, etc. Currently, district ETIS staff is proposing a plan to the Board of Education to replace teacher/staff laptops every 5 years.

Supplies can be found in the library with our textbook clerk. Teachers can request the supplies they need and our textbook clerk is available to provide them.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

As a non-Title I school, CVHS is highly judicious about use of funds, as well as strategic about building partnerships and common vision to supplement limited funding via stakeholder and

district. Professional development is a priority to the health, achievement and success of the organization. Historically, CVHS has relied heavily on a ‘trainer of trainers’ type model, sending teachers to conferences and professional learning with the mandate of bringing back and presenting PD to their colleagues, department and entire faculty.

In the spirit of growing and applying expertise, department and interdepartmental release time is highly prized and utilized, with each department receiving 2 release days annually, and others being provided by the principal when requested. Common prep time is used to allow Humanities Block teachers to plan and develop their lessons and expertise together.

Monies are also spent to bring in PD when experts of the highest quality are identified, and when their expertise is aligned with school needs and goals to increase outcomes. For example, Dr Tina Givrad (adolescent neuropsychologist) and Dr Myron Dembo (motivation and learning strategies) have worked with staff over the past 3 semesters, offering multiple sessions. When school budgets are not able to shoulder the entirety of such cost, PTSA and GUSD supplementary funds have been able to supplement, per principal request and advocacy.

Advanced Placement course training provided by the College Board is regularly attended by AP teachers, especially as test format and content changes. With about ¼ of CV courses being AP and honors coursework, this training is highly valued. The assistant principal over AP monitors the need to retrain teachers, and the principal, associate principal, and department chairs also invite teachers to attend such training when they are invited to teach AP classes.

New teachers participate in a 2-year BTSA program and induction training offered by the district, in addition to being taken under the wing of department colleagues.

A5.6. Prompt: *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 critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes. Evaluate the effectiveness of these processes.*

The district determines its LCAP goals; principals are asked to use funds to support these goals and they justify their budget with alignment to the LCAP goals and more specifically the WIGs. The district LCAP and WIGs are sufficiently broad to allow the simultaneous addressing of individual school needs and identified achievement gaps.

As the SPSA is developed, WASC, SLO’s, and LCAP are discussed and school data and needs are consulted. The SSC uses all of this to help allocate available monies to meet the goals set out by the district and school, as well as meet the needs of CVHS students.

Summary (including comments about the critical learner needs)

Crescenta Valley High School's decision making body is effectively set up to include the voices of all stakeholders in order to maximize serving our student population. Alignment and communication between the district, feeder schools, administration, teachers, staff, parents and students ensure the resources needed to maximize student achievement. Additionally, multiple procedures are set in place for all stakeholders to reflect upon current practices, review data, and make changes to further serve our students as needed, especially the needs of the critical learners identified by the school.

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

- Pertinent student community profile has been taken into consideration to develop the mission statement.
- LCAP, SSC, and CVHS Mission statement are aligned so that we have a unified vision.
- Strong external communication with community stakeholders and families: SSC, Dr. Junge participates in the Chamber of Commerce, advisory councils in CTE, Sciences, Music, Drama, Sports
- Strong internal communication: bi-weekly Admin-counselors meeting, Admins meet weekly, SRT's meet weekly, ILT meets monthly, monthly faculty meetings, release days for departments, banking time to improve communication and collaboration
- Very strong parent involvement.
- Strong online communication: website, e-bulletin, new GUSD app, parent portal
- CV (Google) Event Calendar
- Administration has Open Door policy
- Opportunities for teachers to attend conferences and trainings

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

- Continue to develop relationships with community businesses to support school programs.
- Balance the focus on academic rigor with more student exposure to the entirety of our Mission Statement and SLOs.
- Continue to support best practices by arranging for teachers to walk through colleagues' classrooms and debrief.
- Continue to improve and promote online communication (website, calendar, and apps) for both internal and external communications.

Category B: Standards-based Student Learning: Curriculum

Bill Gallimore, Assistant Principal

Karen Bomar, Counselor

Medik Avanesian, Attendance Office

Alice Azarraga, Teacher Aide

Sandra DerMesropian, Foreign Language

Dawn Franck, Science

Kiran Gill, Science

Gavin Hall, Social Science

Deborah Huang, Math

Peter Kim, Physical Education

Celeste Lau, Foreign Language

Jen Ku Lee, Math

Rohila Malik, Teacher Aide

Sharon Mark, Textbook Office

Kevin Markor, Special Education

Robert Miller, Special Education

Jennifer Mucic, English

Amber Napiwocki, English

Ricky Ngai, Visual and Performing Arts

Darren Orchid, English

Rita Rocher, Teacher Aide

Jan Sakonju, Social Science

Dorothy Sano, Special Education

Anne Spink, Science

EditTanahan, Math

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.*

CVHS uses educational research to provide meaningful instructional programs for students with an emphasis on critical thinking and developing the whole student.

Critical thinking was chosen as a focus by the staff several years ago when they participated in Focus on Results professional development. Teachers are encouraged to modify their curriculum to increase high level of thinking skills through all four levels of depth of knowledge (DOK). As a staff, we participated in a series of trainings from the Foundation for Critical Thinking. This turned out to be excellent preparation for the advent of the Common Core Standards, which followed directly.

CVHS adopted the common core standards quickly as they were/are released, embracing the higher level of critical thinking and the literacy standards across the curriculum.

Now, as we continue to adjust curriculum to meet new standards being released, we are also beginning to explore the possibility of implementing Professional Learning Communities (PLC) at our site. In addition to readings and research about PLCs, several teachers have attended PLC informational conferences and in the Spring of 2017, a group of teachers, counselors, and administrators visited a nearby PLC school.

Rising cases of students experiencing elevated levels of anxiety and depression led to a need to focus on the whole student in various ways throughout the campus during the school day. As such, the staff has participated on PD that focuses on the whole student including:

- Brain Research PD on how teenagers learn
- Mindfulness (which was integrated into freshman health classes in 2015-2016)
- Strategies for addressing the ADHD student
- Motivational and Study Strategies
- Strategies for addressing student anxiety

Additional professional development to serve student needs has included:

- Open Source curriculum for math courses
- Inquiry based assessment for science -POGIL
- Science supplemental manual created by CVHS teachers
- Cooperative learning strategies for EL students
- Cross-curricular collaboration for Humanities blocks and Math/Science grant participation
- Department release days for reviewing student work and vertical alignment
- Formative assessments
- Technology in the classroom including Google Classroom, Microsoft 365,

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.)*

All classes at CVHS have defined academic standards. Raising the level of students who graduate meeting the a-g requirements has been a focus of our school for many years. To this end, courses were looked at critically to ensure they met the UC a-g requirements. Some courses were rewritten and some eliminated in this process. Annually, counselors ensure that courses meet the UC requirements. This focus on a-g has paid off with a strong rate of graduates meeting the requirements.

Additionally, CVHS offers 25 different AP courses in diverse areas ranging from AP Computer Programming to AP Art History. Teachers, counselors, and administrators have been working hard to facilitate entry into AP classes and make the AP program more accessible to all students. The program has steadily grown each year. In May, 2016, 870 students took at least one AP exam. In the fall of 2017, CVHS will begin to offer the AP Capstone program. This two-year course includes an AP Seminar and AP Research class. It is designed to cultivate research, collaboration, and argumentative writing while building on discipline study in other AP classes. An administrator is in charge of making sure all AP teachers have met the qualifications required by the College Board.

There are also a variety of honors courses available to students. These include Physiology, English 10, Algebra 2, and Math Analysis. Two years ago, a linear algebra class was also added for some of the school's top math students. Although it is not an AP course, it is a rigorous course meant to challenge students at the college level.

CVHS is working on expanding and developing college and career pathways and partnerships--specifically in STEAM/Science, Technology, Engineering, Arts, and Mathematics. Specifically, CVHS has developed a number of Industry Approved Certification Programs to assist students in getting jobs, internships, and college acceptance. These certifications are tested and approved by the industries themselves. CVHS is committed to pathways that articulate from middle school through high school.

Right now, CVHS has active collaborations with Glendale Community College and California State University Northridge in several technology areas (Digital manufacturing, Entrepreneurship, Web Design, Animation and Graphic Design). CVHS is also working on dual enrollment with GCC and other methods of providing opportunities for dual credit coursework options. For example, the Academy of Science and Medicine now offers classes with dual enrollment with GCC. We have a GCC professor who teaches CVHS and students are awarded a certificate as a Medical Office Assistant after three courses. In addition, the Biotech class is articulated with Pasadena City College's Bio 101 course.

Finally, all science classrooms have recently been renovated (completion in Spring 2017) to meet the needs for all science lab courses including "wet labs."

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

There is only one online course available to students. APEX is a credit recovery course, and is meant to help students meet graduation requirements.

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.*

The advent of the common core standards, which focuses on higher level critical thinking and connections across disciplines, clearly connects to our school's focus of critical thinking. Our Schoolwide Learner Outcomes are as follows:

Through its standards-based curriculum and extensive co-curricular program, Crescenta Valley High School will prepare its graduates to be:

- Knowledgeable young adults who demonstrate proficiency and show growth in the California content standards and in critical thinking.
- Responsible citizens who exemplify personal integrity, respect diversity, and resolve conflicts appropriately.
- Productive young adults who set priorities and achievable goals and who contribute time and talent to improve the quality of life in the school and community.

The daily academic program at CVHS connects the standards and the SLOs in order to best prepare our students for the college and careers of their future. Specific day to day examples of this include:

- Schoolwide focus on higher level critical thinking in all disciplines.
- A large number of students enrolled in courses that meet a-g requirements
- A large variety of AP courses available for students to enroll in, available to any student that is interested.
- A 16 week mindfulness program where mindfulness activities are taught once a week in all 9th grade health classes. In addition, some teachers implement mindfulness exercises in other classes apart from 9th grade health.
- A variety of clubs and community service opportunities for students to engage in schoolwide learner outcomes such as developing personal integrity, respecting diversity and resolving conflicts.
- Some departments have written formative and summative assessments which are used by the teachers and results are shared.
- Career tech courses offered, engineering, journalism, photography, graphic arts, biotechnology, robotics, Student Tech team, speech and debate,
- The mathematics department utilizes standards based workbooks to teach math courses ranging from Algebra 1 through Algebra 2
- PSAT offered free for all 10th and 11th grade students

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.*

Some English and Social Studies faculty integrate both curriculums to teach 10-12th grade humanities blocks. In some cases two different teachers are assigned classes with the same students, where they can bridge the two content areas. This collaboration requires a large amount of curriculum creation to marry the disciplines.

In 2016-2017 some math and science teachers participated in the CaMSP (Math and Science partnership) Grant to integrate math and science curriculums by developing and sharing 4

lessons throughout the school year in the summer and through pull out days throughout the school year.

The science department utilizes POGIL activities in many science classes. These are inquiry based tasks that introduce students to a new scientific concept.

Teachers use a variety of assessments: textbook provided, teacher-created, AP prompts/released materials in order to maintain the integrity of assessments.

In the English department, teachers have created performance tasks by grade level based upon the course essential questions and theme.

The mathematics department utilizes standards based workbooks to teach math courses ranging from Algebra 1 through Algebra 2

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.

CVHS focuses on the articulation of curricular programs and expectations for all students entering and exiting high school. In collaboration with our main feeder, Rosemont Middle School, we receive math and English placement recommendations from teachers, discuss the needs of socially and academically at-risk students, and review course selection and high school graduation requirements for all students. Additionally, the principal hosts quarterly meetings with the 8 feeder school principals--7 elementary and 1 middle school. Data is reviewed, and student needs are discussed, as well as methods for working with stakeholders throughout the community to progress and move forward with goals.

Students entering from out of the country are assessed at the GUSD Welcome Center and foreign transcripts, if available, and test results are used for the most appropriate curricular placement. When students enroll in CVHS from a non-GUSD school, course selections are matched as much as possible to keep students on track for graduation and for university “a-g” eligibility.

Articulation with the local Glendale Community College, California State University schools, University of California schools, and private schools like the University of Southern California include annual data reports about college readiness of CVHS students. The GCC placement exam results for English and mathematics are tracked to show the effectiveness of the high school programs and the student readiness for college level work. AP exam results are used for college level credits across all curricular areas. Annual reports indicate the number of CSU and UC applications, admit offers, and enrollment.

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.*

Students have a very clear idea of what classes they will need to take to meet their course requirements for high school and college. Counselors provide very thorough instructions for all students during group and individual meetings where they build their schedules for the following year. The a-g requirements are very clear, and, along with that, CVHS offers a wide array of options that provide students with self-exploration options in many different career types. Additionally, graduation requirements ensure students explore classes in a variety of areas including Career Prep, Visual and Performing Arts, and all curricular disciplines.

Critical to student understanding is counselor communication to students. To this end, counselors have shifted their presentations from once in the fall and once in the spring for all grade levels to a fall and spring “series” of presentations delivered in English classes. This way, counselors are visiting students at least 3 times each semester in an intimate classroom setting. The focus for 9th grade students includes graduation and a-g requirements and the wealth of opportunities at CVHS. The student planning sheet is now not only a 4 year planner--but works from middle school through high school. It also includes approximate number of practice or homework hours outside class so students can realistically build a daily schedule. In 10th grade, the counselor focus is on Career Exploration. Students research careers, participate in a career fair, and connect how courses at CVHS will help a student progress toward a certain field. The 11th grade presentations begin to prepare students for life beyond high school, including searching for post-graduation colleges, community colleges, or technical schools. The 12th grade presentations prepare students for finalizing their plans after high school.

Additionally, counselors offer parent success nights for each grade level to further communication about all opportunities available at CV and beyond.

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?*

A strong effort is made to provide students with access to rigorous, relevant, and coherent curriculum across all programs and including real world applications. CVHS provides many instructional practices that facilitate access and success for students. There is literally something for everyone. All students have open access to classes of all rigor levels. They need only to sign a waiver if they do not meet the prerequisites.

Students are all placed into standard core classes in the 9th grade. These classes are specifically designed to help them meet their a-g requirements, and the typical course pathway that students are encouraged to follow ensures that they will meet their a-g requirements.

With a focus on critical thinking, teachers work to help students analyze content and put it in context. This moves content beyond memorization and recitation, allowing access and applicability to all students. Along with that, the large number of extracurricular activities and electives allow students to find subjects for which they have a passion, which leads to a stronger connection to the school, which leads to success.

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.*

CVHS parents, students, and staff collaborate to develop and monitor students' personal learning plan, college/career goals or other educational goals. All parents have the opportunity to attend a 9th and 10th grade student success night. At these events, many school and college requirements are laid out for parents, with the many options available to meet those requirements. Active parent involvement is established through several parent led organizations (PTSA, Armenian Parents Association and Korean Parents Association, School Site Council, and parent-run booster clubs) and open communication with teachers via parent portal and student connect for students. Teachers actively engage parents throughout the year in parent teacher conferences, phone calls, through email, and at many of the school events throughout the year.

Teachers and counselors communicate with students to help them revise their learning plan and educational goals in the following ways:

- Pathway plans: Graphic Arts, Cinematography, Medical Tech (Academy of Science and Medicine)
- a-g and GUSD Requirement list
- Career research assignments and college research assignments in English and Social Sciences
- Individual Middle/High School College and Career Planning Guide
- Course list including amount of out of class time requirements
- Health Career Night
- IEP, 504, SST collaboration
- E-Bulletin
- Parent Resource page on Counselor site
- Informational meeting on student related issues for parents including: student anxiety, student motivation, student depression, college and career opportunities
- Kaplan presentation giving explanation for understanding SAT scores
- Parent and community volunteers who help VAPA, Medical Academy, and Robotics

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

The most prominent way that CVHS facilitates the transition to postsecondary life is by offering a wide variety of rigorous classes that integrate academic knowledge with technical/occupational knowledge to provide students a path to postsecondary education and careers. These include course options in many different content areas and the possibility of choosing AP courses in

most of those content areas. The level of these AP courses helps facilitate the transition into college level curriculum.

Along with the offering of rigorous core courses, there are many other strategies and programs used to facilitate transitions. A few are listed here:

- Glendale Unified College and Career Fair
- MOVE event (volunteer, employment information event)
- Health Career Night
- ROP Classes: CVTV, Cinematography, Robotics, Photography, Computer Programming, Speech and Debate, Journalism
- Graphic Arts classes
- PSAT testing on campus
- Variety of AP Classes
- EMR and Kinesiology-Sports Medicine Classes
- Biotech Class
- AFROTC
- SKILLS USA-graphic arts competition
- Workability grant funded program for students with IEP or 504s
- Environmental Careers and Practices course
- English teachers help seniors write their personal statements for college admission
- EAP exam within CAASPP
- FACTS program
- CareerCruising.com in Special Education department
- CVHS Tech Team
- VAPA
- GCC placement exam (practice and real exam); Math department
- Intro to teaching
- Yearbook, Journalism, Speech and Debate

Summary (including comments about the critical learner needs)

Crescenta Valley High School offers all students a rigorous curriculum to effectively prepare graduates to be both college and career ready. Curriculum is aligned with the Common Core Standards and is steeped in higher level thinking. Its diverse programs offer students a wealth of opportunities, and staff communicate these opportunities effectively to the student body as well as to parents and guardians. Additionally, parents, staff and students collaborate effectively to develop and monitor student learning plans and facilitate the transition to life beyond high school.

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

- College readiness of students
- The implementation of the Common Core standards
- The wide variety of courses for career and college readiness
- The Extensive VAPA courses at CV
- Vertical alignment in various subjects from elementary to high school

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

- The need to create pathways for CTE courses, while achieving a-g approval at the same time.
- The need for more career related courses and electives as one semester classes

Category C: Standards-based Student Learning: Instruction

Christine Benitez, Associate Principal
Anet Hairapetian, Counselor
Amy Besoli, Math
Maya Debel, Math
Annick Downhower, Attendance Office
Christina Engen, Science
Cassandra Fishback, Science
Karissa Fite, English
Arin Gregorian, Math
Hammer, Teacher Aide
Omar Hart, Social Science
Sebastian Hernandez, Special Education
Whitney Katzer, Math
Sam Levering, Social Science

Amanda Lyons, English
Christina Manukyan, Social Science
Kathryn Markarian, Foreign Language
Annie Mazur, English
Kristen Milano, English
Greg Neat, Computer Science
Lynn Parker, Special Education
Tyraysha Peterson, Visual and Performing Arts
David Platt, Science
Tina Song, Foreign Language
Sonia Tchakian, Teacher Aide
Mary Torossian, Assistant Principal's Office
Phil Torres, Physical Education

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Crescenta Valley High School has a proud history of providing challenging and relevant coursework. Teachers create assignments that align with the state standards and meet SLOs. Curriculum is differentiated so that students with different interests and levels can engage with the assignments in and out of the classroom.

For many years, CVHS has focused on raising the percentage of students who meet the a-g requirements and the numbers of students who take AP classes and AP exams. CVHS takes great pride in the growth of the AP program in courses offered, students participating, and the continued strength of student performance on the AP exams. There is increased access, greater student interest and support among faculty and parents for students to attempt college-level coursework.

Teachers collaborate by actively reviewing student work both within and outside of their departments to challenge students to synthesize knowledge and think critically. Additionally, teachers desire that all students are engaged in the learning environment and that the learning

environment allows for a focus on the whole student. To this end, faculty incorporate the Schoolwide Learner Outcomes within assignments. Regularly, students in history and English work on projects that connect their learning with the outside world and, in tenth grade, often culminate with a researched, service-based project.

Since 2011, the school's focus has been on increasing critical thinking. To that end, each discipline from our diverse VAPA program, to our athletics program, to our CTE offerings, to our core curriculum has increased the rigor of thinking within the content. CVHS students can expect to research, plan, design, and construct in basically every course they take on campus. Whether it be designing a training program to meet an athletic goal, or a robot that can shoot basketballs, students find themselves in the role of both the thinker and the doer.

Given the size of the school population, CVHS has a large number of students classified with IEPs and 504s and a smaller population of ELL students. These students with diverse learning abilities and emotional needs are given additional support. Teachers have been trained in a variety of strategies to instruct learners with different needs including Academic Language Development (ALD) and Universal Design for Learning (UDL) to help them achieve at high levels.

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

APEX is offered for credit recovery, and is the only online course available.

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

CVHS students understand the standards and performance expectations in their various courses. Though different teachers will use different strategies, teachers play an active role in communicating this to students through various means including:

- Course syllabi
- Daily agendas set the objective of the day's lesson
- Standards rubrics are used to guide and grade student work
- Study guides
- Sample student work is used to guide student work
- Essential questions in content areas guide student learning
- Formative assessments and quizzes
- CAASPP Assembly presented to all eleventh grade students prior to taking a practice CAASPP performance task (and prior to the exam).
- Practice Performance Task given to all eleventh grade students. This essay is then collaboratively graded by the English department and representatives from other departments.
- Vertical alignment allows teachers to actively prepare students for the following course
- Teacher Websites make expectations clear.

- CVHS SLO's are tied to academic expectations.

Additionally, counselors actively make sure students understand the bigger picture between performance levels in their courses and graduation requirements through multiple presentations each year and a student 4 year plan. Counselors also meet with students individually at least once a year to talk about their current schedules, and plan for the upcoming year.

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.*

CVHS teachers differentiate instruction to make sure the needs of students are met. Some strategies used include: use of visual aids, lecturing, reading, pre-teaching vocabulary, project based learning, and multiple strategies of note taking (to reach different types of learners). All CVHS teachers have been trained on the use of formative assessment to help inform their instruction.

Additionally, the following technology is often integrated by different teachers to address student needs:

- Computers and projectors in all classes
- Voice amplification
- ELMO in all classes
- Teachers laptops hooked to projectors
- Chromebooks
- Google Classroom
- Trainings on use of Microsoft Office 365
- Most teachers use Zangle (Q Connection)
- Schmoop in AP classes
- Some teachers use Khan Academy
- Use of video snippets to teach social studies
- Some math teachers utilize Discovery Math Online curriculum
- iReady for remediation

Students can expect their day to include a diversity of experiences, including hands on learning, technology based projects, active listening, reading and writing and physical activity. The diversity of instruction styles works to keep students engaged and thinking critically throughout the day.

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.*

CVHS teachers attend professional development on current research making teachers current in their course content and research-based instructional methodology. Teacher's professional development includes, but is not limited to PLC Conferences, National Science Teacher's

Conference, California Science Teacher's Conference, ROP Conferences, Courageous Creativity, UC & CalState Conferences for Counselors, College Board Conferences for Counselors, ACTFUL (Foreign language conference, where a teacher attended the national conference and shared the latest research-based teaching methodology), etc.

As an outcome of their various trainings, teachers have embraced the Common Core curriculum, conducting performance tasks, utilizing group work, and focusing on the process with “how,” “why,” and “explain your reasoning” type questions. Teachers use a variety of inquiry based learning and student centered learning strategies (group work, POGIL in science, etc.). Teachers use more conversational teaching strategies versus grammar-based strategies (natural acquisition method), as well as group skits/oral presentations either live in class or done on video out of class.

CVHS teachers use a wide variety of other tools and activities to help learning. The newer textbooks have multimedia applications that the students use (French and German this year; Spanish books are pending) as well. Other examples of learning techniques include Think-Pair-Share, wait time, five steps to writing, student samples, coaching, modeling, questioning, learning logs/reflections, pre-teach vocabulary at beginning of chapters, TED talks, exit tickets, webquest (science, student research), annotations, etc.

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.

Teachers work as coaches with the students through modeling, consistent practice, and repetition of necessary skills; and by creating a positive and safe learning environment to encourage creativity. Additionally, teachers use Universal Design for Learning (UDL) strategies and Academic Language.

To facilitate learning for all students, teachers use a variety of strategies including:

- gradual release (I do, you do, we do)--this is demonstrated in most classrooms
- POGIL (project oriented guided inquiry learning) in Biology, Earth Space and some Chemistry classes
- Equitable questioning strategies, such as random questioning via popsicle sticks
- Kahoot
- student whiteboards where classes can be easily polled
- google classroom for essay writing or for end of class exit tickets
- Surveys that students can answer on their phones
- Interactive notebooks in many social studies classes and English classes
- Cornell notes
- Allowing for student choice to direct research projects in English

Community-based learning (CBL) in the self-contained special education classrooms help students learn life skills within their community.

Students in math courses learn through guided and independent practice. There has been a shift district-wide from an environment of drill and memorization to critical thinking and reasoning with mathematics.

Physical Education has students actively engaged in physically healthy activities that students can learn and apply for the rest of their lives. The instructors are competent in strategies needed to perform a variety of activities and are inclusive of all ability levels. Non-varsity level sports programs are also offered, specifically targeting freshmen and sophomores so that more students can be involved in athletics outside of traditional physical education classes. Instructors have students demonstrate their understanding of offense and defensive strategies in a team sport and reteach students as necessary. Students are encouraged to set fitness goals and to use technology like Arc trainers, treadmills, stationary bikes, elliptical trainers and video workouts to achieve these goals.

The Visual and Performing Arts classes and Career Prep classes contain elements that are almost entirely student directed with the teacher serving as coach. For example, in the upper level performing arts classes, students direct and produce their own plays. In Speech and Debate classes, students design their entire course of study and focus during second semester. Yearbook, Journalism, Robotics, and our student Tech team are highly independent as they craft their final products. Students are also engaged in peer critique as well as individual student-teacher critique. Teachers regularly walk the room and give formative feedback one-on-one to facilitate learning for all students.

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.*

In the past, faculty participated in an in-depth study of Marzano strategies. Readings were distributed to all teachers, followed by discussions at department and all-school faculty meetings, signs in classrooms, and follow-up talks about implementation. Literacy is taught across the curriculum, in every department: when Common Core was new, we focused on the reading and writing standards and focused deeply on the use of informational text. In 2011, CVHS even hosted a conference: *Common Core, Why We Can't Wait*. Also in 2011, CVHS officially adopted the school focus: Critical Thinking. Effectively. This choice set the stage to shift curriculum to higher level thinking and inquiry based assignments.

Teachers ensure students have the academic tools needed to gather and create knowledge. Students are exposed to a variety of note taking methods: UDL, T-chart, double bubble, Cornell Notes. Interactive Notebooks are used by teachers in the Social Sciences and English Departments. Science professional development included a module 2 years ago on videos as

informational text, leading to the creation of several handouts and worksheets for watching videos critically.

Additionally, in 2016-17, the principal delivered weekly lessons on executive functioning skills with 9th grade students in their Contemporary World Affairs classes. The entire staff was also trained on how to promote effective study skills and motivational techniques in a three part series delivered by Dr. Myron Dembo of USC.

Examples of student based inquiry, research and communication by students in various departments include:

Science: Students work in small, collaborative groups to do POGIL (project oriented guided inquiry learning) activities. In these activities, students read informational text and answer highly scaffolded questions leading them to understanding of a variety of scientific concepts. Students first access the knowledge, then organize it, and finally apply it.

Science teachers worked to align curriculum to include both Common Core informational text and the new NGSS standards and 3-dimensional learning. On a variety of science topics, students read multiple articles and create responses. For example, in the Earth science class, students compose an essay on fracking, both the process and its effects.

Students in the Academy of Science and Medicine participate in research and report their findings in a variety of contexts, from in-class presentations to lunchtime seminars speaking to teachers, to off-campus poster presentations and science fairs.

English: There is progressive vertical alignment of the research component in English classes with the skills taught in 9th grade informing the work done in 10th, etc. Each year students participate in a number of research assignments (both small and large). Some are independent, self-directed inquiries, and some are with a small group. Final products might include a research paper or a presentation to the class.

Social Science: Students in Economics design their own business plan and formally pitch their idea and supporting resources to their class.

Students in Government craft and participate in simulated elections including platform creation and speeches to promote their campaign.

In the humanities blocks, students make connections between English and history with a combined research project.

Visual and Performing Arts: During the annual VAPA assembly, students demonstrate their creations through theater, dance, vocal and instrumental music, painting, drawing, ceramics, photography, and video production. This hourlong assembly has a unifying theme each year. The creations of hundreds of students are shared, and it is a highlight of the year for students and adults on campus alike.

Career Prep Electives: Students communicate with the entire community through CVTV (our student-produced daily television production), the school newspaper, and the yearbook.

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

CVHS only offers APEX, a credit recovery program.

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.*

Since it was adopted in 2011, the CVHS school focus has been critical thinking. Higher order thinking questions are a part of teacher routine. Students learn in all courses the value of thinking, reasoning, and problem solving. To ensure that students are engaged in rigorous thinking, teachers have created their own resources. A few examples include:

- Open Source math materials
- Science manuals
- Thematic common essential questions in English by grade level
- Non-fiction resources to supplement novels in English

CVHS students demonstrate critical thinking reasoning and problem solving across the curriculum. For example, students write essays in Earth Space Science, create podcasts in Physics, write synthesis essays in English, and create presidential campaigns in Government.

Students in all classes work both individually and collaboratively on assignments and projects. Student work examples that clearly demonstrates students are able to think, reason, and problem solve in group and individual activities include:

- DESMOS in math
- CV Tech Team--student run IT for campus
- Speech and Debate Team
- Internships Music Festivals and Competitions
- Spring Musical
- VAPA Assembly
- Stage Arts
- AP Art Show
- Art Portfolios/Body of Work
- Synthesis Performance Tasks in multiple disciplines
- Science Labs (use of POGIL)
- Computer Science
- Engineering (designing and creating skateboards)

- Locker Sign-Up App designed by students
- Budget, Stock & Economy projects for Economics

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

CVHS students use technology to gain better understanding of concepts and career paths.

Students use chromebooks/computer labs, Python in Linear Algebra, Online Government and Economics, APEX for credit recovering, CAASPP interim assessments, Google Classroom, teacher websites, Remind.com, Shmoop, Khan Academy, Microsoft Office 365, Quizlet, Desmos, TOPS (Teachers + Occidental = Partnership in Science), Adobe Suite in the arts, iMovie, and various technological applications in Bioscience (such as Polymerase Chain Reaction and Gel Electrophoresis).

Many teachers require students to use some of these mediums as part of their curriculum. Whether students are required to do an assignment through Google Classroom, or spend a few days on Chromebooks to create a report, all students are being exposed to technology in the academic setting in some shape or form.

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.*

CVHS teachers incorporate a variety of materials and resources into the classroom beyond the traditional textbook.

Biology and earth/science teachers put together science manuals that include a variety of supplemental resources like current articles and POGIL activities.

In various content areas, students utilize various technological resources such as Desmos (math), Khan Academy, computer lab, online websites, Microsoft Office 365, Google classroom, Chromebooks carts, Schmoop, Quizlet, Kahoot, etc.

CVHS has a variety of classes that extend beyond a textbook, such as Computer Science class, Graphic Design, Digital Photography, Yearbook, Cinematography, Speech and Debate and Robotics. In addition to these course offerings, there is also has a variety of extracurricular programs and activities such as Band, ROTC, Robotics, Math AMC Test, National French Test, National German Test, Scholastic Bowl, Science Bowl, etc.

The Robotics/Engineering classes maintain partnerships with JPL and build a robot to compete in a robotics competition every year. This CVHS group has also built partnerships with exchange students from Switzerland in the past. Along with these partnerships, there are internships offered in Theater, Robotics, Computer Science, Science and Medicine Academy, and Intro to Teaching. There are also partnerships with the local community college for cinematography and graphic arts classes.

Various courses invite guest speakers, and the Science & Medicine Academy brings in speakers regularly for student lunch presentations and Health Career Night. The Science and Medicine Academy also helps to fund a variety of field trips. These include trips to the LA Zoo Botanical Gardens, Bolsa Chica Beach Clean-up, and Hyperion Wastewater Treatment Plant.

In the foreign language department, the Korean teacher takes classes to Korea Town, which is funded by the Korean Education Center. Additionally, German students attend “German Day” at UC Irvine.

Finally, ceramics classes participate in Empty Bowls, a fundraiser to help raise money for the hungry.

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.

As was stated in the previous prompt, there are many programs on campus that allow student access to different opportunities. The Engineering program, Cinematography, Graphic Arts, and the Academy of Science and Medicine have been shown to be strong in this area.

As was stated before, students may earn college credits while also earning high school credit for college classes taken such as Medical Administrative Assistant and Medical Coding Assistant, Speech 101, and EMT 139. There is also collaboration between Cinematography and Graphics Arts to attain and maintain dual enrollment as well.

In the Special Education department, students can be part of the workability program, where students are offered jobs in the community. Additionally community college support is offered through field trips, and career support, such as guest speakers and job skills, are also available to many of the CVHS students with disabilities.

There are also different opportunities for a few other subgroups of the population. The CVHS Latino population is offered a field trip funded by the school district to go to the Adelante Latinos Youth Conference where students hear speakers, explore academic and career pathways. Additionally, the Committee for Armenian Students in Public Schools (CASPS)

offers a leadership workshop for achieving Juniors of GUSD. They share their experiences and provide opportunities for community involvement.

In general, the CTE courses offer skills and pathways to employment. These are fully described in detail in chapter two and include: Academy of Science and Medicine, Cinematography, Graphic Arts, Computer Programming, Principles of Engineering, Applied Technology (Student Tech Team), Air Force Junior Reserve Officer Training Corps, Intro to Teaching, Stage Arts Drama Production, Environmental Careers and Practices, Sports Medicine, and Sports Therapy.

In addition to CTE courses, CVHS also offers other elective courses to help prepare students for life after high school. These include Journalism, Yearbook, Speech and Debate, and Student Government.

In addition to the specific examples above CVHS students have multiple opportunities to develop career exploration, awareness, and training including: Military visits at lunch, college Reps visit at lunch, Health Career Night (medical professionals come to discuss their career and career path to hundreds of students), PTSA sponsored career fair (MOVE), College Info Night (Planning for Future), FAFSA Night, GCC College Fair on campus, GCC Field Trip, Jump Start Program at GCC, and PSAT offered to sophomores and juniors free of charge.

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

APEX is offered to recover credits to help students graduate on time.

Summary (including comments about the critical learner needs)

Crescenta Valley High School provides challenging and relevant coursework for students. Further development of college career ready courses and pathways offer an opportunity to develop their interests. Students have a clear understanding of learning expectations and teachers create active learning environments that foster critical thinking. CVHS students are expected to think deeply within each content area, and courses go well beyond the traditional textbook experience. Teachers work to provide real world experiences through projects, field trips, and guest speakers. Continuing efforts should be made to help bolster the achievement of our underperforming students, with a focus on students who are not part of any subgroup.

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

- Wide variety of courses, adding courses to meet student needs
- Efforts to incorporate new technology
- Percentage of students taking and passing AP exams
- The growth of CTE Pathways
- Use of materials beyond the textbooks to supplement and diversify instruction
- Department release time to focus on instruction
- Embedded supports for our students with disabilities, 504s, and English Learners (Lit for success, Algebra Support, Geometry Support, Resource Lab, Assessment center)
- The development of the Tech Team--student IT department

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

- Development of more ways for students to access their education through technology
- Increase collaboration time (professional development and common scoring)
- Concern with meeting needs of all students with inclusion model
- Continued reflection/revision of intervention courses for struggling general education students
- Develop and expand CTE Pathways

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

John Eldred, Assistant Principal
Lois Sheridan, Counselor
Hermine Avanesian, Counseling Office
Laura Beers, Social Science
Vahe Bozoyan, Math
Tiffany Briscoe, Special Education
Joyce Choi, English
Ondina Dominguez, Visual and Performing Arts
Bill Drew, Math
Rob Evans, English
Derrel Furutani, English
Pia Hugo, Social Science

Sheena Ishikawa, English
Mina Jamali, Teacher Aide
Amber McLeod, Social Science
David Mendoza, Physical Education
Hasmik Nazari, Teacher Aide
Julie Patton, Science
Marine Sanosyan, Counseling Office
David Seiler, Special Education
Saul Sheridan, Math
Eric Son, Visual and Performing Arts
Zarui Telimyan, Teacher Aide
Orenda Tuason, Science

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. 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.*

CVHS relies on data to drive its decision making process regarding how to best serve students. The following whole-school data is collected and reviewed by the Standards Resource Team and the Instructional Leadership Team:

- a-g Percentages
- D and F Data
- CAASPP ELA and Math Data
- IReady Assessment Results for At-Risk Students
- AP Exam Data
- PSAT Data
- Attendance Data

Data is broken down by ethnic group, socioeconomic status, and for students with disabilities. Based upon this data, the SRT and the ILT set a focus for instructional goals and professional development to meet the school's current needs. Then, data and the SRT/ILT analysis is presented to the whole staff either at a full staff meeting or in departments. Staff discuss, contribute to the analysis, and collaborate and share strategies in light of the data.

Additionally, many departments use data to assess how well students are meeting academic expectations and schoolwide learner outcomes.

- Tri-annual IEP meetings use assessment data to monitor academic progress and achievement of IEP goals for Special Ed students at all levels.
- English Learners Student Performance Data is used to determine appropriate placement and to monitor progress for ELL students.
- I-Ready Assessment Results assist in monitoring progress for our At-Risk Students
- PSAT Data can be utilized by counselors and students to help identify AP curriculum readiness.
- AP Data
- Questionnaires and staff surveys regarding student performance, reflections on data, and school-wide learner outcomes are collected from stakeholders to assess whether or not our students are meeting the academic expectations and schoolwide learner outcomes.

Finally, several departments, including ELD, World Languages, English, and Science, use common assessments and collaborative grading days to gather data about student progress.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

CVHS uses effective communication tools to inform stakeholders about student achievement. First, teachers issue 5 week progress reports and 10 week quarter grades with comments to update parents and students on class grades. Additionally parents and students may access the grade portal to keep up to date on daily or weekly student progress when teachers post their grades online. The community is informed of school assessment results through local and national media, school site council, and District board meetings. Additional information, via the school's website and the district's link to the new Dashboard school assessment resource, is also available to stakeholders.

For CVHS students' grades, their growth and performance levels are all determined by measurement against the California Common Core State Standards in English and in Math, and in Literacy standards across the curriculum. Faculty and staff use this information to strengthen achievement of all students. Student proficiency is measured through formal and informal assessments. This includes department-specific Common Formative Assessments (CFAs) and curriculum-based exams. Departments regularly meet to modify these assessments in response to student outcomes and content standards. Results of student performance are used to shape goals, adjust curriculum and facilitate professional development.

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

CVHS uses the Zangle online grading system which students and parents can access for information. This grading system contains assignments and grades, showing growth and progress over time.

All teachers review and assign a syllabus at the beginning of each course. These syllabi are then sent home for parents/guardians to review, sign and return. This ensures that all parties involved know the course expectations.

Students are evaluated using a variety of assessments. Like all schools in California, eleventh grade students take the CAASPP test and results are analyzed by the staff and leadership teams. Additionally, at-risk and English Learner students take the iReady assessment which addresses English Language Arts and Mathematics proficiency. Using this data, faculty and leadership teams meet to create next steps for the students.

Teachers use various and appropriate assessment strategies to measure student progress toward acquiring the specific body of knowledge or skills as expressed by the California State Standards, such as essays, portfolios, individual and/or group projects, tests, etc. Additionally, department CFAs, curriculum-based exams and informal assessments are administered throughout the school year to estimate student learning. Departments evaluate student performance and determine the degree to which assessments are accurately measuring student knowledge and skill levels. These, collectively, provide a picture of student knowledge that teachers and staff use as evidence to share with our shareholders. Furthermore, this information is used to modify instruction in order to move more students to proficiency.

Students also meet at least once a year with their counselor to make sure that they are on track to graduate, and, for many students, to verify that they are on track to meet the a-g requirements. If students are struggling during the school year, they will often times meet with counselors, and, if it is deemed appropriate, can have their schedule changed to meet individual needs.

A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the Schoolwide Learner Outcomes. These are designed to engage students in higher level thinking: analysis, evaluation, interpretation, etc. Furthermore, homework and classwork in the form of warm-ups, practice logs, notes, projects, essays, and portfolios, provide additional evidence of student learning. The community of shareholders values the process of assessment in its variety of forms to present a picture of the whole student.

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

CVHS offers online credit recovery via APEX. APEX courses are monitored by a teacher who ensures mastery by opening quizzes and tests as students have mastered the content. APEX courses are now available on computers that are “locked” to only the APEX application (ensuring students complete their own work). In addition, the APEX program allows for the teacher to communicate effectively with parents and counselors about student progress through emailed progress reports upon request.

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.*

CVHS teachers use a variety of assessments to address academic goals. In addition to formative and summative assessments, teachers will individually utilize multiple means of assessments including the following:

- Whole class discussion
- Socratic Questioning
- Laboratory experiments and lab analyses which determine comprehension and understanding
- Instant survey responses using smartphones and online educational apps
- Project Based Learning or research projects (groups and/or individual)
- Common formative assessments, including practice CAASPP performance task in English and science, with common scoring
- Portfolios
- Exit slips
- Word wall vocabulary quizzes

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional 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.*

Collaboration occurs regularly on campus throughout the year. In regards to assessment, staff meet as a whole staff, in departments, and in leadership teams to analyze data and plan for next steps. Certain banking day meetings are specifically designed for department meetings, and most departments have 1-2 release days per year where they meet, analyze data, adjust pacing, and discuss common issues. Every department approaches this in different ways.

Eleventh grade CAASP English Language Arts performance task assessment results are analyzed by several departments (collaboratively), including the English, math, social science, and science departments, to determine how to address cross-content prompts administered on the CAASPP.

Different departments use CFAs in different ways. In the past, the math department administered department wide formative assessments. The information was used to adjust curricular and instructional approaches within the department. More recently Interim assessments produced by Smarter Balanced have been administered, though there has not been deep analysis of these results. Some Foreign Language teachers use common formative assessments and analyze the data in small groups. Some English and History teachers have formed Humanities Blocks where teachers share the same students and collaborate to make instruction more meaningful. For example, an English teacher might teach a novel from a particular time period at the same time the History teacher is learning about historical events in the same time period. Additionally, these Humanities Blocks plan common assessments, projects, discussions and field trips.

Finally, the English Department has been using common assessments for a long time, and generally will use department release days to grade common assessments and analyze data.

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 student feedback.*

There are many instances in which the expected level of performance at CVHS is made clear to its students, especially by the counseling department. The counselors meet regularly with students by grade level and individually throughout all four years of high school. In the fall, counselors meet with ninth and eleventh graders for three separate presentations in their English classes. These presentations help students understand the graduation requirements, various types of colleges and career options upon graduation, and the a-g requirements. Additionally in the fall, the counselors give presentations to Seniors in their English classes. At this time, seniors are given information regarding the college application process and/or career, technical or military requirements.

These visits continue into the second semester as well. For tenth grade students, the counselors organize a Career Fair in the Spring where students can explore various career options and dialogue with professionals in the field. At the beginning of the Spring semester, counselors visit English classes of ninth through eleventh grade students and give a presentation on how to register for classes for the following academic school year. Students are encouraged to consider the time commitments for classes, clubs, athletics and other activities when registering for classes. Students are required to fill out a time-tracker form to help them plan for the following year. Counselors answer student questions during these sessions, alleviating some of the anxiety students face as they make these decisions. In the Spring, counselors also hold a meeting at our

feeder middle school for the incoming ninth graders. They review course offerings and explain how students can register online for classes. Lastly, our counselors meet individually at least once a year with all of our students to go over individual four year plans, college admission requirements and to address any student concerns.

The counselors and administration hold parent information nights for both ninth and tenth grade students and parents. These help parents stay informed of school and college expectations. In preparation for these presentations, the counselors gather information from all AP teachers regarding the average number of homework hours for prospective students.

There are also different ways that postsecondary options are shared with students. At various points in the year, college representatives visit the campus and students are informed of these visits via our website and daily bulletin. The Academy of Science and Medicine hosts a Health Career Night for their members to learn about the various career options in the field. And, of course, many teachers regularly engage in dialogue with students about future plans and prospects.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Stakeholders receive information in many different ways. The state informs parents of the CAASPP results through a mailing and CVHS staff is informed by the administration. Teachers are given time to break down CASSP data provided to them. Student performance is posted on the individual student's portal and overall scores are published in the local paper to inform the community. Progress/quarter/semester report cards are mailed home every five weeks, and most teachers post current grades on the parent/student portal. AP Test results are posted online by the College Board for students to log on and obtain, and school wide results are shared with the staff in order to assess the effectiveness and openness of our AP program.

Students with an IEP and their parents meet with their case carrier, parents, counselor, and teachers at least once a year to discuss their progress. In addition, twice a year progress reports are sent home based on IEP goals as measured by teacher observations and student work. IEP students take iReady math and English twice a year. Results are then given to case carriers and discussed in the student's annual IEP.

Several school, community, parent associations such as CSC/PTSA/Armenian Parent and Korean parent associations also take part in monitoring student achievement. Data is often times shared with parents and community members at these meetings. CVHS also uses Website/robo calls to communicate with parents about assessment schedules and how to obtain results.

PSAT was offered on campus this year within the instructional day. All 10th and 11th graders were offered the test for free. Results were shared both in paper form by the school and online at

the College Board website. A PSAT Parent information session was offered during open house to explain what the meaning of the results.

Parent information sessions are offered at other times as well throughout the year for 9-12th grade parents where data and information are shared and feedback is received from parents. Parents are very involved in monitoring daily progress through the portal. Parents and teachers communicate regularly about student progress through email.

When the new dashboard debuted, the district participated with data communication through a callout and email from the superintendent. He shared with the community that they could look up test results on the website.

The principal is also a member of the city Chamber of Commerce where she shares school information and data.

D3.2. Prompt: Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

In the beginning of the year during the teacher in-service day, school data, including CAASPP and AP scores, are shared in various forms: by school, by demographic, by SES, by comparative years. This data includes a-g percentages, Career Tech offerings, Tardies, Suspensions, and D/F Data.

The data is collected by either state testing results, AP testing results, or by administration. It is then, analyzed and organized by different groups on campus before it is shared with stakeholders. Those responsible may include administration, members of the SRT, members of the ILT, or others. Department chairs may also revisit these results to focus on department level relevance. Departments discuss and brainstorm instructional strategies, and the implementation of assessments/common assessments. The test data is used to help support and improve learning in the classroom.

This process also takes place within the special education department, where these teachers may analyze the data even closer. This often times leads to meetings with individual students and their IEP team to reevaluate progress, D/F rates, and the best means to move forward.

CAASPP breakout grading/rubric calibration days are used specifically in the English department to review and discuss writing samples and rubric implementation. In 2016-2017, a science teacher, history teacher and math teacher were involved in this grading and discussion

day. The English department also has grade level release days to discuss next steps and writing strengths and weaknesses, where these data results are often taken into account.

All English Learners take the CELDT annually--but redesignation is based upon multiple measures. These students are also assessed in reading two or more times per year using the i-Ready computer adaptive assessment program. The i-Ready data is used to monitor language acquisition progress, inform instruction, and is used for reclassification purposes (from ELL to FEP). The i-Ready program provides personalized online intervention lessons that addresses the reading development needs of the student. Recently, these students and their families have been invited to participate in a district wide Rosetta Stone program. This intervention program provides students and their families an opportunity to accelerate English language acquisition as well as promote their transition into the school system. The program is offered 24 hours a day, 7 days a week, in the classroom, and at home.

A teacher specialist at CVHS monitors English Learners and newly reclassified FEPs regarding their academic progress, advising them on after-school tutoring programs, and/or improvement strategies. For English Learners who are struggling to meet English proficiency, the teacher specialist administers an informal language assessment and writes a Catch Up Plan. A copy of the plan is sent to the students' teachers, counselors, and administrators containing diagnostic assessment results, students' needs, classroom instructional focus, and instructional intervention for extended learning. This teacher specialist also is responsible for a large amount of the data gathering and organizing for official district reports and reports presented to staff.

The multiple intervention classes, including study/life skills for incoming 9th graders, study/life skills for 10th and 11th graders, Literacy for Success, Integrated Math Support, and Geometry support classes are filled by careful analysis of student data using multiple measures. This analysis is done by administration, the SRT, counselors, and individual teachers. The criteria and results are then shared with teachers within the respective departments.

The SRT and ILT are the main conduits for assessment dissemination. Members of these teams will often times present information at faculty and department meetings. Pointed and specific discussions about demographic groups are discussed, because of their analysis. They also play prominent roles in analyzing strategies for student achievement used by other high schools. An example of this would be a visit to La Serna High School in the spring of 2017.

D3.3. 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.*

CVHS actively uses data to drive changes in instructional practices and course offerings. Some examples of this practice include:

- Upon reviewing the CAASPP ELA performance data strands, the English department discovered that the weakest area was listening. This discovery led the SRT to design lessons at each grade level to actively address this weakness. Additionally, the English department used release time to integrate these lessons into their curriculum at all grade levels.
- In analysis of the released questions for the CAASPP ELA section, members of the SRT discovered the number of content questions relating to science and history exceeded those relating to English. This discovery was shared both in ILT meetings and in full staff meetings to reinforce that all teachers are teachers of literacy, and that the CAASPP is relevant to them. To this end, teachers in the Science department offered to give Interim CAASPP assessments to their biology students. And, the science, history and math departments all have crafted performance tasks as well as sent representatives to the English department collaborative performance task grading day.
- Data has been used to vertically align content. The math and English departments actively review the content that eleventh grade students need to understand and then discuss the steps needed to get to this point in 9th and 10th grade.
- Detailed analysis of struggling students (as well as a teacher visit to La Serna HS, where faculty learned about successful intervention strategies) led to a program change for our struggling students. Instead of only offering courses for those who struggle in English and Math, two classes began in the 2017-2018 year for students who are non-promotees from the feeder school and for 10th and 11th graders who have struggled in multiple subjects. These year long class will offer both study and life skills as well as peer mentors to motivate students to succeed.
- Analysis of D/F data led to the discovery that students most often begin to fail in their 9th grade year in courses like foreign language and Biology that rely on study skills. This discovery led to a 3 part professional development series by Dr. Myron Dembo of USC on motivation and study skills. Additionally, Dr. Junge gave a weekly 10 week series of study skills lessons to 9th grade students in their Current World Affairs classes.
- Analysis of the number of students suffering from anxiety and depression led to professional development about the developing teenage brain by a neuroscientist and strategies for serving students with ADHD by a local practicing physician.

D3.4. 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.

At CVHS curriculum and instruction review and evaluation happens at various levels. Administration, the SRT, the ILT, counselors, and teachers regularly reflect on program offerings and processes to evaluate effectiveness in meeting student needs and promoting student success. Teachers collaborate in departments to review classroom practices such as homework and grading policies, as well as curriculum development and alignment. Student assignments are designed (homework & grading policies) and varied to maximize student proficiency. Teachers contact parents and counselors to support struggling students. For instance, our EL department, a

Language Assessment Team meets to monitor student progress to determine correct placement or reclassification.

Counselors regularly screen student course selection, credits, and GPA, and meet with students at least twice each year to discuss student progress toward graduation as well as post high school goals, college & CTE career readiness. They also contact students and parents on an individual basis as needed.

Monitoring of D/F grades (periodic - 5wk progress reports) has informed intervention efforts. Intervention and support classes have been offered to students struggling in Math, English, and ELD. iReady offers computer adaptive remediation lessons for ninth grade students as well as reclassification data for ELD students. In addition, free tutoring is offered after school several days a week, and the APEX program allows for credit recovery.

CVHS is also in the beginning stages of implementing PLCs to collaborate on curriculum development, alignment, evaluate assessments, and support teachers as they work to meet student needs.

D3.5. Prompt: Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

CVHS values and protects test integrity and provides the following security measures:

- All proctors receive training in test security and sign nondisclosure forms
- Head proctors comprise certificated teachers, counselors, or retired counselors/teachers
- Materials and tests are secured away from students in locked, restricted areas
- Proctors monitor actively, especially for talking and electronic devices, etc., during standardized testing as well as classroom assessments
- Teachers may utilize multiple versions of exams within testing sessions or between sections
- Alternative assessments are available as appropriate
- Retired teachers and clerical staff will work full time during busy testing seasons to help maintain the integrity of all exams.

Summary (including comments about the critical learner needs)

Crescenta Valley High School actively uses student performance results to drive decision making regarding curriculum, instruction, and professional development. Teachers assess their students in a number of ways to demonstrate student learning and critical thinking. Additionally, student results are clearly communicated through a variety of means to all stakeholders.

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

- Collaboration in various group settings: whole staff, departments, leadership teams, humanities blocks, grade levels
- Analyzation of data occurs regularly in different groups and next steps are created for all subsets of students
- Staff regularly communicates between students, parent/guardians, and teachers regarding academic progress
- Teachers use a variety of assessments in the classroom to gauge student learning
- Grades are readily available through Zangle/Portal for most classes

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

- Continue the process of collaboration and vertical alignment as additional frameworks and standards are released in content areas.
- Continue to utilize assessments to drive curriculum as assessments become available in additional content areas.
- Continue to assess whether our intervention classes are meeting student needs and adjust accordingly.
- Increase awareness and utilization by teachers and parents to make use of online opportunities (Q Portal)

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

Jordan Lessum, Assistant Principal

Janelle Evans, Counselor

Lea Howell, Psychologist

Jon Allen, Math

Janie Antista, Health Clerk

Jan Babington, Physical Education

Brent Beerman, Visual and Performing Arts

Vanessa Blackwood, Foreign Language

Diana Brown, Cinematography

Kathi Chaplar, Visual and Performing Arts

Grant Clark, Foreign Language

Patricia Deitch, English

Annie DeKruyf, Special Education

Roxanne Gay, Library

Charlotte Greenway, English

Dana Rahn, Teacher Aide

Win Saw, Math and Technology

Amy Seyfi, Student Store

Jim Smiley, Social Science

Susan Smith, Science

Martin Taix, Special Education

George Tissot, Teacher Aide

Sierra Vasquez, Math

Jennifer Waters, English

Shaun Zargarian, Science

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.*

CVHS has a long tradition of actively pursuing parental and community engagement. The school and small community are inextricably linked--with the high school being an active presence in large number of community events.

Some examples of how CVHS engages and involves local families and businesses include:

- The web page is an outstanding way for family and community members to find out about student academics, extra-curricular activities, and athletics.
- Many teachers use personal web pages to provide access to class materials, events, information and supplemental resources.
- Many teachers and coaches use Remind.com, a text message service to send quick reminders to students.
- On a routinized basis certain information is sent out via mail such as announcements, grade reports, and community events.
- CVHS sends out a weekly “eBulletin” to parents and community who subscribe with highlights of school activities and important dates.
- Q Connection-Our grading system allows parents to view grades, assignments, attendance, and communicate with teachers at any time of the day. Both parents and students are given Q Connection access codes to view information.

- Parents are invited to attend school functions such as spirit and other assemblies.
- Parent nights are held for each grade level by our counseling staff. Topics include graduation requirements, opportunities at CVHS, and career and college pathways. Additionally, CVHS holds a college information night for parents featuring a panel of speakers from local universities and Community colleges.
- Parents are invited to special lectures by guest speakers on issues important to the community. Recent lecture topics included drug prevention and awareness, anxiety, and student motivation and study skills.
- Every spring, the Drama department brings in thousands of community children from all local feeder elementary schools to see the school musical.
- Back to School Night and Open House showcase community groups in the fall and in the spring
- The ASB Cabinet sponsors two annual blood drives for the local red cross.
- The ASB Cabinet supports the Crescenta Valley Sheriff's Support Group with the winter toy and food drive.
- Local businesses advertise in the CVHS yearbook, the school newspaper and various CVHS performing arts and athletic programs.
- CVHS has three strong parent organizations with regular monthly meetings including the PTSA, the Armenian Parents Association and the Korean Parents Association.
- All Individual Educational Plan/504/SST are crafted and updated with the involvement of parents, teachers, and administrators to best support our students.
- The Special Academic Instruction students develop life skills on community walks as they make transactions with local businesses.
- Translation services are provided by the district both for in-person meetings and for translating documents to be sent home to parents.
- There are booster clubs for both the athletic and arts programs. These are parent groups who assist in fundraising for each sport and organization. They also offer financial assistance, if requested. This allow for parent involvement and communication in a variety of activities on campus.
- The theater, music, and dance productions are open the public providing arts to the community.

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.*

CVHS is blessed to live in a community of spectacular resources to further support and extend learning for students. Some examples of how staff actively take advantage of resources include:

- CV Instrumental Music is an independent organization that supports the instrumental music program helping buy instruments, send students to competitions, and create many opportunities for students to showcase their talents. The dramatic arts also have a booster club that helps supports many performances throughout the year. Most sports have an independent booster club that helps supports athletes have a positive experience in their respective sports.
- Prom Plus is an independent organization that gets student and parent involvement to plan an event every year that takes place after the prom. Formed because of a student death in the early 90s at a post prom party, this group creates a safe space for students to be after prom. Every student attending the prom gets free admittance to the “after party” that takes place at the local YMCA until the following morning.
- Small Change for a Big Change (SCBC) is an organization formed by former alumni to support teachers with classroom supplies, give scholarships to students, and recognize great teachers.
- The Academy of Science and Medicine sets up internships in local medical facilities such as USC Verdugo Hills Hospital and Glendale Adventist Hospital. It also sponsors several field trips to enhance the program.
- The robotics program has teamed up with the Jet Propulsion Laboratory (JPL) for activities. The robotics program also works with local elementary schools to teach those students the basics of robotics.
- Bank of America supports the engineering program that has students design and develop their own skateboards.

Guest Speakers

Various departments at Crescenta Valley High School incorporate visits by community members into their curriculum by inviting them to speak to their classes. For example, our economics and government teachers invite candidates and elected representatives to present information to students. Science teachers invite professionals from the science and medical fields.

Field Trips

Counselors arrange field trips to local community colleges. Also, many classes take field trips to sites that supplement curriculum covered in class. For example, the AP Human Geography students travel to the Port of Long Beach. The 10th grade humanities block travels to Little Tokyo and visits the Japanese-American history museum. The AP Environmental Science teacher takes students to the Hyperion Sewage Treatment Plant, the Los Angeles Zoo, and the Long Beach Aquarium.

Community Coaches

A variety of courses, teams, clubs, and organizations benefit from local experts. Programs that work with community coaches include, but are not limited to, theater, instrumental music, Mock Trial, Robotics, Comedy Sportz, CVTV, and ROTC.

Community Service

Students are honored at graduation for 100 plus hours of community service during their high school careers, and must complete at least 10 hours in their Health class as freshmen.

Career Guidance

- The PTSA hosts a career/volunteer fair, called the MOVE fair, held annually on campus. An additional career fair was put together this year for tenth grade students to complement their counselor presentations, which focused on career pathways.
- Counselors, via the workability program, assist in job placement in the local community.
- Special Education students are provided with individualized job placement, career planning, and guidance.

By having a school that invites parental as well as community involvement to share in the education of students, CVHS builds trust and commitment with its community. Staff understand the important benefits of an open relationship with parents and the community can have on all students and their academic, personal, and emotional growth.

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.

School Site Council And Safety Team

School site council and school safety plan includes plans and goals for a drug-free school. School safety team is comprised of administrators, custodial staff members, teachers, health clerk, and the SRO. Safety team schedules and coordinates annual safety (fire, lockdown, earthquake), evacuation, and disaster drills

Online Safety

Firewall and internet security and monitoring software are in place for social media and internet safety. In the past, students have participated in bi-annual iSafe lessons that highlight the importance of maintaining safe and secure online presence. The District has also implemented a social media monitoring service (GeoListening) that provides administration with daily reports about activities that include keywords indicating potential issues and threats.

Security Staff

CVHS has a staff of highly visible on-campus security guards, as well as a full time School Resource Officer from the CV Sheriff's Department.

Student Drug/Behavior Supports

- Random drug dog sweeps of campus and classrooms help to maintain a drug-free campus. Additionally, 9th graders are required to take a Health class that discusses the importance of making healthy decisions. TUPE (Tobacco Use Prevention Education) program meets at lunch for students who want to become or remain tobacco-free.
- ACTION Family Counseling program is available for students at lunch for youth development intervention. Students needing more support are referred with their parent(s) to the ACTION program every Monday night at Allan F. Daily High School. Several upper level courses (Junior and Senior) teach a section on performance-enhancing drugs and abuse.
- The District is in the process of implementing PBIS (Positive Behavioral Interventions and Supports). CVHS is scheduled for teacher training and roll-out during the 2018-2019 school year.
- Prom Plus is a parent and student organization that provides for a safe after-Prom event that is drug and alcohol free.
- Students involved in Extra/Co-Curricular Activities are required to sign an Extra/Co-Curricular Participation Agreement that includes information on alcohol and drug abuse, tobacco use, as well as bullying and harassment guidelines.

Anti Harassment (Bullying)

- Ally Week began during the 2015-2016 school year and has become an annual tradition. Ally Week is the creation of GLSEN (Gay Lesbian Student Education Network). The goal of the week is for students and staff to “come out” as allies to LGBTQ students. Ally Week is co-facilitated by the ASB and GSA. In the past, the school newspaper, sports teams, band, cheer, and other clubs have come together to bring awareness of what it means to be an ally and how to best honor and support these students.
- The School, PTSA, and GTA helped provide anti-bullying banners, posters, and safe space stickers and posters for classrooms and offices.
- CVHS hosted a panel discussion on gender, anxiety, ADHD and more for the staff during the 2015-2016 school year and opened this panel discussion to parents and the community in 2016-2017.
- In recent years, CVHS has participated in a variety of school-wide activities and informational assemblies including Rachel’s Challenge, Every 15 Minutes, and a student written, directed, and performed theatrical show on bullying awareness titled “22%”. All of these programs allowed students to be involved at an individual level with the actual and potential effects of bullying and drug/alcohol abuse.
- CV Alliance is a parent and community resource, coordinated with and as a part of the local YMCA Social Responsibility Subcommittee. Parents and community members are invited to monthly meetings that present information on a variety of topics ranging from time management to effective parenting strategies as well as anti-bullying and substance abuse awareness.
- District holidays for Orthodox Christmas and Armenian Genocide Remembrance Day are included in the school calendar, and students and faculty have been recognized for their involvement in increasing community awareness of Armenian Genocide.

Physical safety

- During the past two years, CVHS has seen an increase in the number of functioning and monitored surveillance cameras. A new set of locked, security monitored doors has been installed in the main hallway to control access to the campus and main office during the school day.
- All single-use restrooms will be relabeled as gender neutral facilities in the next few years, including the addition of ‘occupied’ locks for security. New renovations have included upgrading doors and ramps to be ADA compliant. Recently renovated science classrooms are ADA compliant.
- Academy of Science and Medicine offers health-career-related programs (e.g. first responder, lifeguarding, sports medicine) to provide students with hands-on experience and practical skills related to health and safety, including the dangers of substance abuse.
- Athletes in high-impact sports take a baseline (computer-based) concussion test to help identify concussion instances better (run by certified Athletic Trainer). This allows the coach(es), athlete, parent, and doctor make appropriate decisions for the concussion plan.
- CPR Training offered to keep all coaches and interested teachers up to date on First Aid and CPR.

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.*

Climber Award

Awarded to students who are nominated by teacher (or staff) who notice the student has shown improvement. Improvement can be academic or behavioral. Students and their parent(s)/guardian(s) are invited to the quarterly awards ceremony before school. Students receive a certificate from the school as well as recognition from the nominating teacher, detailing why the student was nominated.

Exemplar of Virtues Award

The Exemplar of Virtues Award is given to a student who displays at least three virtues. It is meant to recognize a student’s contributions to the school that are not based on academic performance.

Character and Ethics Award

In 2017-2018, CVHS will also be recognizing students who represent the Character and Ethics Words of the Month. Students will be nominated by teachers, and will be recognized at major school events, such as a football game or assembly.

Student Assemblies

Assemblies are scheduled that promote student welfare or highlight student achievements. An example include the annual VAPA (Visual And Performing Arts) assembly that is a showcase of student work in ceramics, drawing, photography, dance, music, choir, and more presented in the Spring. The fall and spring spirit assemblies align with the spirit week activities and promote school spirit and social activities (dance).

Emotional Well-Being

- CVHS has one full time and one part-time school psychologist to address student well being and, along with school counselors, perform threat assessments as needed.
- CVHS has implemented Mindfulness workshops for students and teachers. Additionally, school counselors have created a mindfulness curriculum that has been woven into the Health curriculum. Some teachers have implemented mindfulness strategies in their classroom to ease student anxiety and increase student focus.
- The CVHS ASB has sponsored a Kindness week, designed to highlight and improve student interactions.
- Ally week sponsored by ASB and GSA (see section E.2.1)
- In 2016-2017, CVHS implemented a new YOGA class. Staff were provided with opportunities to participate in a couple of workshops, and a small group began an after school YOGA class to promote well-being.
- Several anxiety panels have been formed to inform parents, teachers, and community members.
- In the past, CVHS has had an Invisible Mentor Program which matched students with teachers or staff members, allowing them to connect at a more personal level and providing the student with the support of a trusted adult.

Clubs

- CVHS has over one hundred student-led clubs, many of which are service-based. Students start or join clubs to nurture common interests and provide service to the community.
- Key Club provided students with the opportunity and recognition for their community service.
- Students who complete at least 100 hours of community service during their years at CVHS receive a service medallion they wear during the graduation ceremony.
- Latinos del Futuro provides opportunities for Hispanic students to visit colleges and motivates academic success.

AFJROTC

The mission of the Air Force Junior Reserve Officer Training Corps (AFJROTC) is to develop citizens of character dedicated to serving their nation and community. The program's goals are to instill values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. This group is highly visible on campus and throughout the community.

PTSA

PTSA (Parent Teacher Student Association) is highly involved on campus, providing connections and financial support to the school, students, and teachers. CVHS also has a Korean Parent Association (KPA) and an Armenian Parent Association (APA) to provide support and a bridge between teachers/staff and parents.

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.*

Student, Parent, Community Communication

Information regarding academic, personal/social, and school activities are made available to students, parents, and the community through use of the school website, announcements through CVTV, weekly bulletin e-mail blasts, principal e-mails with updates, and ConnectEd phone calls from the principal. Parent nights are held in an effort to further connect with working families and highlight topics ranging from academics, to personal/social issues, to career, to informational meetings. The school counselors present in 9th and 11th grade English classes three times in the first semester that cover topics ranging from academics, personal social, and career, and all English classes have second semester presentations regarding academic planning and registration for the following year. Administrators, school counselors, and school psychologists and teachers offer an open door policy for students who are in need of support. For any teacher who does not have an open door policy, they post the hours and/or announce during class time when they are available to the students outside of the regular class. E-mail communication is maintained between school staff with parents and students in an effort support students through a team effort approach.

Groups

Several groups have been created to further connect the parents and stakeholders to the school. The PTSA, Armenian Parent group, and Korean parent group hold scheduled meetings one time per month to discuss ways in which to support the school, any concerns that are present, and have their questions answered by a school representative. The school counselors have presented on topics ranging from academics, personal/social, and mindfulness. A School Site Council, including parents, teachers, administrators, and students provides a forum for stakeholders to make discuss concerns, make suggestions towards policy, approve the school safety plan, and make decisions on how funds are allocated.

Staff Communication

Communication is maintained among school staff through use of the school bulletin, weekly updates through the principal's e-mails, banking time for faculty and collaboration meetings, and the use of the school website. The Instructional Leadership Team and Standards Resource Teachers are groups consisting of school leaders who collaborate to create professional

development, report on department accomplishments and concerns, review and revise the school calendar, and discuss concerns and successes as a school. Staff members have an open line of communication regarding individual students, who are facing academic or emotional challenges, in an effort to provide students with supports that address the needs of the individual.

Safe Space

School staff, including administrators, school counselors, school psychologist, and teachers maintain an open door policy to students who are in need of immediate support. Safe Space Posters are posted around the school to visually communicate to students that support is available to them on an as needed basis. Through the use of a school culture survey, students are given the opportunity to share the concerns they have regarding our school campus. The data collected from this survey is then used in the develop of programs moving forward.

Trust for Students

Students in visual and performing arts often work around campus in small groups to complete projects, rehearse, or practice without direct supervision. CVHS has an open campus during lunch, which allows students to go off campus for the 30 minute lunch period. Parents give authorization, or not, to give their student permission to leave campus; however, there is no means of monitor whether or not the students are following their parent/guardian's authorization.

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.

General

There are 5 school counselors with a ratio of 1/540 students and 1.5 school psychologists on the CVHS campus. The school counselors oversee students' physical and mental health, career planning, and academic and personal counseling, while creating student plans that meet the individual needs of all students. The school psychologists oversee psychoeducational testing as pertains to students receiving special education services, as well as assist with the mental health of all students.

Physical

CVHS has one full time health clerk who addresses the day to day injuries and illnesses of the students, and a district nurse who is on campus one time per week to perform assessments for IHP (individualized health plans) and eleventh grade hearing screening. Students who are returning to school from an injury must return through the health office in order to assure the student's physical needs will be addressed at school and that all teachers are aware of the student's condition. In the event that a student has been diagnosed with a concussion, the health clerk will assure that the student's teachers receive a copy of the concussion protocol.

Mental Health

School counselors and school psychologists address the mental health needs of students on an individual basis as well as in a group setting. Students are seen by the school counselors and school psychologists either through a self referral, peer/parent referral, or administrator/teacher referral when a student is showing signs of emotional distress. School counselors and school psychologists work closely to provide crisis counseling for students, and the extent of the intervention is dependent upon the severity of the crisis. In the event that the crisis involves a risk to a person's physical safety, a crisis intervention team is assembled, which includes the school counselor, school psychologist, administrator, and school resource office, to further assess the situation and determine the appropriate course of action. In extreme cases, this may conclude with the hospitalization of a student for ongoing treatment. In the event that the situation is less severe, but additional mental health care is needed, the school counselors and school psychologist will encourage students and families to seek outside services for ongoing mental health support. As authorization is given, the school counselors and school psychologists will collaborate with the students' outside mental health providers to address the needs of the individual in an academic setting. In the event that a student does not have health insurance, the student and family will be referred to Glendale Healthy Kids and Glendale Healthy Families where they will have access to additional resources.

In an effort to educate the school staff and community on the impact mental health has on our students, a school counselor and school psychologist have assisted in the coordination and participated in informational sessions for staff and parents on student anxiety, which also involved outside mental health professionals. The school counselor led two small groups, for 9 weeks, that focused on Mindfulness and in 2016-2017 led two 18 session Mindfulness curriculum in the ninth grade Health and AP Human Geography classes to address students overall mental and physical health. The counseling department has received assistance from school counselor, school psychologist and social work interns, who met consistently with at-risk students and have run group sessions to address grief and study skills/time management.

Academic

School counselors hold three informational presentations during the fall semester in 9th/11th grade English classes that cover: HS grad requirements, community college, trade schools, a-g requirements, Private Universities, UCs/CSUs, Out of State Universities, SAT/ACT, & NCAA. Senior Year and Beyond presentations are held in 12th grade English classes and covers graduation requirement, a-g requirements, post-post secondary options, transcript reviews, financial aid information, application deadlines, etc. Individual presentations are then held between counselors and senior students to discuss their plans and answer any questions. Lunch time workshops are also held in the first semester that cover Cal State, UC, and Common Applications, resume writing and letters of recommendation.

The following evening presentations are offered to parents: 9th/10th Grade Success Night, Planning Your Future for all grades, Financial Aid Night, and Incoming 9th Grade Parent Night. Over the course of the school year, counselors also present to the PTSA, the Armenian Parent Group, and the Korean Parent Group, covering a variety of topics from academic, to personal/social, to career planning.

The PSAT is administered to all 10th and 11th grade students in October. This test serves as preparation for the SAT and provides AP potential data. In the spring semester, school counselors present in all English classes regarding registration for the following year. As part of the academic planning, the counselors also cover the importance of time management, requiring each student to complete a time management worksheet and review it with their parent. During the presentation, a four year plan is made available to all students through the counseling page on the school website and all students are encouraged to complete a plan. The presentations are followed up with individual student-counselor meetings that address students' academic progress, course registration, and post-secondary plans from an individualized perspective.

Students are placed in courses according to their requests, grades, state standardized test scores, PSAT/AP potential data, and career/college major interests. Students who are struggling to achieve success in math and/or English, are screened by the English department, math department, counselors, and administrator to determine if placement in a math, English, or study skills intervention program is appropriate. Peer tutors are provided in the intervention programs, as well as the English Language Development courses, special education resource labs, and lower level math courses.

Over the course of the year, the students' grades and credits are reviewed by the counselors to ensure that students are on track for graduation and meeting the college entrance requirements (a-gs). For students who are considered at risk, or whose parents would like to meet with the counselor to address any questions or concerns, individual meetings are held with students and parents. For those who are academically at-risk, they are provide with information on the after school tutoring that is offered by the Academy of Science and Medicine. Depending upon the severity of a student's credit deficiency, they will be recommended for the online credit recovery program offered on campus or recommended to attend the district continuation high school in their junior year. If students are able to recover enough credits, they will have the option of returning to CVHS in their senior year for graduation.

College/Career

In October, the GUSD holds an annual college and career fair for all students within Glendale Unified. This event is advertised on the school site and all students are strongly encouraged to attend. In the absence of a college and career center, the CVHS counselors have initiated a plan to provide 10th grade students with the opportunity to research career and college major options through the use of different internet sources . In the fall semester, counselors visit the 10th grade English classes and guide the students through an online career search, providing the students with the opportunity to explore different career choices. Students are asked to take note of the skills and education needed for those specific careers, and assist them in connecting the information to the courses they are taking in high school. In the spring, counselors host a mini career fair on campus in partnership with the local community colleges which the counselors are looking to expand in the future. CVHS is offering several career pathways, including Graphic Arts, Cinematography, Engineering/Computer Science, and Science/Medicine. In order to strengthen career pathways and create a link between our high school students and college, GUSD and CVHS are partnering with Glendale Community College to offer college level courses on the high school campus for which students earn college credit and high school credit

as needed. The courses currently offered as dual enrollment are: Student Development, Speech 101, Medical Occupations Administration, Media Arts, and Graphic Arts.

In addition to offering college classes on campus, students are also allowed to take courses at the community college through a program such as Jump Start at Glendale Community College. The students in the Jump Start program receive only college credit if approved by the school counselor for high school credit. Within Glendale Unified there are other CTE courses outside of the regular school day that are offered to all GUSD students. These courses include Water Safety, Cosmetology, Animation and Gaming, Computer Animation, Child Development, and Biotechnology.

Eligibility for Specialized Services

Students who are experiencing a mental or physical impairment that substantially limits a major life activity may qualify for accommodations or modifications through a 504 plan or Individualized Educational Plan (IEP). Eligibility for a 504 plan is determined by a team, coordinated by the student's counselor and consisting of an administrator, school counselor, teacher (when available), parent/guardian, and student. As appropriate, the school psychologist may also be a member of the 504 team. If a student meets eligibility for a 504 plan, the student will be provided with accommodations that meet their specific needs. 504 plans are monitored by the student's assigned counselor and are periodically revisited at the request of parent/guardian, student, teacher, administrator, or school counselor. Eligibility for an IEP is determined through a psychoeducational assessment performed by the school psychologist and reviewed by a team, consisting of the school psychologist, potential case carrier, administrator, general education teacher, parent, student, and school counselor (when available). If a student is eligible for an IEP, the student is provided with specialized academic instruction, accommodations, modifications, and related services that meet their specific needs.

E3.2 Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

CVHS engages in a number of strategies to personalize learning opportunities for our variety of learners on campus, while maintaining rigorous standards based curriculum. These include:

- APEX is an independent study program that encourages students who are short in class credits to achieve their goals for graduation.
- Students participating in a Humanities Block will attend an English and History class where the two teachers collaborate and plans lessons that pertain to the same curriculum. This smaller community of students allows for more project based learning across the curriculum.
- iReady personalized lessons are available on-line for every student performing below the 9th grade level to use at their discretion or by request of teacher.

- CTE Pathways for continued participation in all levels, available in Graphic Arts, Cinematography, and Academy of Science and Medicine..
- Dual enrollment with Glendale Community College option, offered on our campus with college credit and/or high school credit as needed.
- Shmoop.com access provided by the school district for all students.
- All juniors and sophomores take the PSAT and are provided with a personalized Khan Academy access.
- Teaching staff have been provided with trainings in ALD to better serve our ELL population including Frayer Model, Think Pair Share, and Reciprocal teaching.
- For students with identified disabilities, 504 and IEP accommodation plans are crafted with a team of teachers, parents, students, administrators, counselors and Special Education teachers to assist students in accessing rigorous course content.
- The testing lab offers an alternative, quiet, space for students who need extra time testing or specific accommodations (reading aloud, etc) during tests.
- A variety of intervention courses for students who need additional help to access course content. These include:
 - **Literacy for Success**, which serves to increase writing and reading skills.
 - **Algebra and Geometry Support classes** including a content-specific teacher for Algebra or Geometry and numerous peer tutors to assist struggling students.
 - **Life and Study Skills Class for non-promotees**. This year long class will teach the study and organizational skills needed to be successful in high school. In addition, students will work with peer mentors who will offer both tutoring and encouragement to promote success.
 - **Study Skills class for 10th and 11th grade**. This class is designed for 10th and 11th grade students with multiple failing grades. This class will offer study skills and motivation needed to catch up on credits and pass current classes.
- The Academy of Science and Medicine also offers free tutoring to all students, and is available in the library every day after school.

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. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

CVHS employs multiple strategies to ensure that student learning needs are accurately identified and appropriate support and intervention is provided.

Intervention

Counselors begin the intervention process by requesting a list of non-promotee students from the feeder middle school, Rosemont. These students are strategically placed in our Study and Life Skills class for non-promotees and, if needed, another math or English Support class. These

students are also offered summer school remediation prior to entering 9th grade. In addition, math and English teachers make recommendation for students to be put into intervention based on performance in class. Counselors take this information and compare it to their overall records and test scores to determine which students are put into intervention classes.

11th and 12th grade students who are short on graduation credits can be transferred to Daily High School to catch up. Depending on their progress students can be transferred back to CVHS for graduation. 12th grade students who are short on graduation credits can also make up credits through APEX, our independent study class.

504/IEP plans

Special Education case carriers and counselors pass out 504 and IEP accommodation plans to teachers at the beginning of the year. Consult teachers are available to help teachers digest and plan for how to meet student accommodations. Special Education case carriers request multiple updates from teachers each year regarding student goals and progress. Annual meetings are held to revisit the plan and make changes as needed. 504 plans are updated as needed per student, parent, and teacher feedback. Communication between teachers, special education teachers, and students is encouraged to best serve our students.

GATE

The district plans workshops for parents of students who are identified as GATE. Students are notified of upcoming workshops. At CVHS, there are numerous opportunities for those identified as GATE through numerous AP, Arts, and CTE offerings.

English Learners

The EL specialist works with the staff each year to identify their English Learners. Additionally, she provides training in ALD strategies for the teaching staff including Frayer Model, Think Pair Share, and Reciprocal Teaching. In 16-17, the EL specialist visited the English department to train on the multiple ways students can be re-classified. As three of the English department staff also teach ELD classes, there is constant communication between the English department and the ELD department.

The ELD teacher specialist at CVHS monitors English Learners and newly reclassified FEPs regarding their academic progress, advising them on after-school tutoring programs, and/or improvement strategies. For English language learners who are struggling to meet English proficiency, the teacher specialist administers an informal language assessment and writes a Catch Up Plan. A copy of the plan is sent to the students' teachers, counselors, and administrators containing diagnostic assessment results, students' needs, classroom instructional focus, and instructional intervention for extended learning.

The CELDT is administered annually for English Language Learners (ELLs) providing information on the progress of their English language development.

E3.4. Prompt: *Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

CVHS regularly reviews school data and the master schedule to assess disproportionality in the demographics of course offerings and ensure that all students have access to core curriculum and receive appropriate academic support and intervention to help ensure school, college, and career success.

From 9th grade forward, students are informed about potential pathways to college and career and guided by the counseling staff and faculty. Parent information nights are held annually for each grade level. Faculty may refer struggling students for Student Study Team evaluations where interventions may be recommended. Intervention classes in literacy and mathematics are provided by teacher recommendation. An additional intervention class for non-promoting 9th graders is also offered.

Despite an increasing number of students with learning disabilities and personal challenges on campus, students on IEP and 504 plans are included and served in all our courses as a result of our district’s inclusion policy. As of January 2017, 38% of students with an IEP are in general education either full time, or they have 5 general education classes with one Resource Lab. Another 22% are taking only 1 SAI class or one SAI class with resource class.

English learners have access to all curriculum, with support from ELD classes and a part time ELD specialist who provides support and professional development on teaching strategies for English learners.

CVHS has implemented programs which give additional support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day):

- Resource Lab for students with disabilities (testing, etc.)
- SDC students mainstreamed into electives (art, music)
- Academy tutoring
- APEX
- Literacy for Success
- Algebra Support
- Geometry Support
- Summer school remediation
- GCC jumpstart program
- Garfield Adult School (through GCC)
- Verdugo Academy / Home Hospital

There are also several double enrollment classes with GCC to give students access to career preparation, as well as AP courses to allow students to complete rigorous college level work while in high school.

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.

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 academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

CVHS ensures that there is a high level of student involvement in curricular and co-curricular activities. According to the California Healthy Kids Survey, 70% of students identify as belonging to a school related activity. Perception data would push this number higher when counting the number of students who actively attend student theater, music concerts, sports events, and other school events. Additionally, many students in the community are actively engaged in community programs through religious organizations or Scouting organizations.

Community service is a high priority at Crescenta Valley High School and in 2017, 339/695 seniors earned a 100 hour community service medallion.

The curricular program includes a wide range of classes that address a variety of student interests, needs and abilities and prepare our student body for college and career success and long-term flourishing.

Through ASB there are a variety of over one hundred service and student-interest based campus clubs and national organizations that link to the California state academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Among the organizations that have brought students recognition are:

- Championship athletics, spirit, and drill teams
- VAPA Programs that have won several awards, among them a BRAVO award, District Congressional Arts competitions, and music festival honors
- Mock Trial club that has earned third place in LA County
- A Speech and Debate program that has hosted tournaments and sent several students to nationals, and state championships
- A Robotics program that served as a mentor team to elementary schools in the area and qualified to nationals in 2017
- Award winning graphic arts program
- Science and Medicine Academy

Summary (including comments about the critical learner needs)

Crescenta Valley High School offers students equal access to a rigorous curriculum and a rich diversity of extra-curricular enrichment on an extremely safe and well maintained campus. Additionally, CVHS offers a diverse range of opportunities for students to access the curricular and extracurricular programming. Crescenta Valley High School is itself enriched through its engaged community and takes advantage of community resources. Additionally, although our status of rigor has not diminished, in the past six years the school has embraced a “whole student” focus.

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

- Community members (parents, professionals, etc.) willing to donate time to present/volunteer for campus events.
- Lots of opportunities for student involvement in curricular and co-curricular (extra-curricular) activities
- Intervention and mentoring opportunities provided through Literacy for Success, Math Intervention, ELL, IEP, 504, and Academy students.
- Teacher access to Q program allows individual intervention for struggling students.
- Whole student (not solely academic based) experience on campus.
- Campus is very safe for students.

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

- Increase the number of students who participate in school programs to provide a meaningful connection to the school.
- Staff has limited knowledge of how to access/use district accredited translator services (parent contact, translating course documents, etc.)
- Need clear school policies (both rules and enforcement) put in place regarding: bathroom policy, tardy policy, dress code, conflicts within social media etc..
- Intervention classes are limited in availability, don't meet the needs of all students enrolled.
- Continue education and prevention efforts for students and parents regarding the abuse of drugs and alcohol.



Photo by student Jace Jensen

Task 4

Summary of Identified Critical Student Learning Needs based on Profile and Focus Group Analysis Findings

Chapter IV: Summary of Identified Critical Student Learning Needs based on Profile and Focus Group Findings

1. Improve student life skills including how to self-advocate, balance commitments, develop resilience, and prioritize health and wellness. (LCAP #3, #6, #7)

Although the CVHS staff has a heightened awareness of this need, and has made progress in multiple areas to support the development of student life skills, they still agree that this is a critical need for the entire student population. Evidence that suggests this include a rising number of initial IEPs (28 IEPs in 2015-16 and 24 in 2016-17), and total number of 504s (81 in 15-16, 116 in 16-17). Both of these groups attribute a large part of their growth to the need to accommodate mental health needs. Counselors report being extremely proactive in weekly and monthly monitoring a caseload of students who are at risk of hurting themselves. Additionally, surveys of students, parents, and teachers indicate this to be a high priority need for our community.

2. Effectively address the needs of all students (college bound and non-college bound) to explore multiple pathways toward future planning (CTE, Arts, a-g). (LCAP #2, #3, #5)

CVHS currently offers several CTE pathways. The major pathways include graphic arts, cinematography, and opportunities through the Academy of Science and Medicine. Though over 800 students participated in one of the CTE courses in the 2016-2017 school year, less than half of those students will continue beyond one year. Stakeholders also feel that CVHS needs to better address the needs of students that do not attend college, and that CVHS can use the CTE avenue to help these students pursue careers and certifications that can be used immediately upon completion and after graduation. With that, stakeholders believe that our college bound students would benefit from being exposed to different career choices, and that they would benefit as individuals from taking part in courses that are not necessarily part of the college track.

3. Create learning environments to best serve classes of diverse learners (this includes rising numbers of students with 504 plans and IEPs, as well as EL students). (LCAP #1, #3, #4)

Since 2013 CVHS has increased the number and proportion of its students with disabilities that are participating in general education classrooms. In 2016, 220 students were classified as students with learning disabilities. Of those, 38% are in a general education setting full time, or have five general education classes with one Resource Lab. Another 22% are taking at least one SAI class. These numbers are significantly higher than they were six years ago. There have been many attempts to accommodate this change, including the creation of collaborative classes, offering a Resource Lab for every period throughout the day, some professional development, and creative maneuvering of the master schedule. Stakeholders feel that there is still a great deal that can be done to be meet the needs of these students, as well as meet the needs of the other students in these classes that do not have learning disabilities.

4. Reduce the number of tardies and trancies throughout the day. (LCAP #3, #6)

As a result of the Self-Study, CVHS stakeholders determined there was a need to address attendance at the school. This was also a recommendation made by the visiting committee during the previous accreditation. Analysis of data over the past several years reveals there has been some reduction in tardies, though it has not been significant. Anecdotal analysis shows that teachers feel this has become a larger issue that needs to be addressed in a different way.



Photo by student InJun Park

Task 5

Revise the comprehensive schoolwide action plan; define schoolwide and student group growth targets; review and revise as necessary the established ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan

Chapter V: Revise the comprehensive schoolwide action plan; define schoolwide and student growth targets; review and revise as necessary the established ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.

During the WASC process, the co-chairs and the administrative team noticed the following about our current leadership structure: the Instructional Leadership Team and the Standards Resource Teacher team were extended beyond their original scope. Instead of focusing on instruction and standards, these groups were additionally responding to campus wide areas of need including student health and wellness, attendance issues, and other issues not related to instruction. Additionally, the WASC process revealed that faculty and staff enjoyed having more opportunity to voice concerns and enact change. Thus, the co-chairs and administration have crafted a tentative restructuring of our faculty leadership to guide our WASC Action plan in the next six years.

All teachers will choose to belong to one of five groups on campus: the Instructional Leadership Team, or one of the four “Action” groups designed to address our critical learner needs. These groups already met to design the Action Plan below. The Action groups will continue to meet after our WASC visit during faculty meetings and during PD days. These meetings will chart our progress in each area, set additional goals and actions as needed, and arrange for PD for the entire staff as needed in each area of focus.

Area of Improvement #1:

Improve student life skills including how to self-advocate, balance commitments, develop resilience, and prioritize health and wellness.

Rationale: Staff, student, and parent surveys indicated this to be a critical area of need for our student population. As noted in chapter 4, evidence that suggests this is a need for our student community include a rising number of initial IEPs--many to accommodate student mental health needs: (28 IEPs in 2015-16 and 24 in 2016-17) and total number of 504s--again, many to accommodate mental health needs (81 in 15-16, 116 in 16-17). Counselors report being extremely proactive in weekly and monthly monitoring a caseload of students who are at risk of hurting themselves.

Link to SLOs: Our Student Learner Outcomes include the desire to create “Productive young adults who set priorities and achievable goals and who contribute time and talent to improve the quality of life in our school and community.” In order to achieve this outcome, students must be able to advocate for themselves and balance commitments. Students must be able to take care of their own health and wellness in order to give back to their school and community effectively.

| Task | Timeline and Growth Targets | Means of Monitoring/ Evaluating Progress | Responsible Parties | Resources |
|---|---|---|---|--|
| Craft an educational resource that defines the following crucial terms for our students and parents: self-advocate, balance, resilience, health and wellness. | During the 18-19 school year, this educational resource will be developed to be delivered to all students and parents in the 19-20 school year. | Survey of students and parents by the end of the 2019-20 school year to assess familiarity with these terms. | Area 1 Action Group, Administration | Release time for Action Group task force to create the resource and to design strong implementation (assembly, period 2/CVTV lesson, parent success meetings, website/app publication) |
| In collaboration with our district, staff will begin the discussion about possibly setting a school wide policy to limit the number of AP classes students take. | During the 18-19 school year, time will be set aside for staff, administration, and counselors to discuss our AP policy and to research alike schools who have an AP limit policy in place. | Stakeholders will decide whether it will be beneficial to the CV student population to have a policy in place to limit the number of AP classes students take per year. | Area 1 Action Group, Administration, Staff, Counselors | Banking time for discussion. Release time for key parties to research alike school policies, potential benefits and drawbacks for students, and college/university views on AP limits. |
| Teachers will begin to discuss the importance of homework. Is homework being used to develop responsibility or needed knowledge? How does homework contribute to a student's inability to priorities health and wellness? | During the 18-19 school year, time will be set aside for staff, administration, and counselors to discuss research surrounding homework. | By the 19-20 school year, the ILT will vertically align homework expectations by course. | Area 1 Action Group, department chairs, ILT, Administration | Department time, banking time, ILT time. |
| Continued mindfulness education for students and staff. | During the 18-19 school year, additional mindfulness outreach will be delivered to students and staff. This outreach will grow in the 19-20 and 20-21 school years. | Survey of students and staff by the end of the 20-21 school year will demonstrate an understanding of mindfulness techniques. | Area 1 Action Group, Administration, Counselors | Additional teachers trained in delivering mindfulness practices to students. Release time. Banking time. CVTV. Period 2 extra minutes. |

| Task | Timeline and Growth Targets | Means of Monitoring/ Evaluating Progress | Responsible Parties | Resources |
|---|--|---|-------------------------------------|---|
| Professional Development for staff on executive functioning skills, balance, health and wellness, and developing resilience in order to craft mini-lessons to incorporate in the classroom to promote these skills to students. | During the 18-19 and 19-20 school year, the Area 1 Action Group will research best practices for teaching these skills to secondary students. During the 19-20 and 20-21 school year, teachers will be trained with mini-lessons in these techniques to deliver to students. | By 20-21, all staff will have the resources to deliver mini-lessons on these key life skills. | Area 1 Action Group, Administration | Release time to research and craft PD. Banking time or SB1193 days to deliver PD. |

Area of Improvement #2:

Effectively address the needs of all students to explore multiple pathways toward future planning.

Rationale: Staff, student, and parent surveys indicated this to be a critical area of need for our student population. With the competitive and stressful nature created by college admittance standards, a-g standards, and peer/community pressure, students, staff, and community feel that students need to learn skills beyond the “academic” skills required by college admissions.

Link to SLOs: Our Student Learner Outcomes include the desire to create “Knowledgeable young adults who demonstrate proficiency and show growth in the California content standards and in critical thinking.” It is the belief of the stakeholders at our school that by diversifying student pathways, students will show growth in critical thinking by approaching content that encourages outcomes different than the core “academic” courses.

| Task | Timeline and Growth Targets | Means of Monitoring/ Evaluating Progress | Responsible Parties | Resources |
|---|--|---|---|--|
| Expand the promotion of current programs that already exist at CVHS | By the 18-19 school year there will be an increase in the number of students enrolled in these programs. By the 20-21 school year there will be a bigger increase in the number of students enrolled in these programs. | Monitor the number of students enrolled in CTE and other life skill courses. These include, but are not limited to, Graphic Arts (all 3 years), Cinematography (all 3 years), Principles of Engineering, Drama Production, and the after-school courses (Water Safety, Child Development, etc.) | Area 2 Action Group, counseling Administration, individual teachers | Time for Action Group 2 to determine methods for advertising classes. Time for responsible parties to organize information on how participation in these courses does or does not affect the college admission process. |

| Task | Timeline and Growth Targets | Means of Monitoring/ Evaluating Progress | Responsible Parties | Resources |
|--|--|---|---------------------------------------|--|
| <p>Increase number of teachers and/or courses with CTE credentialing and expand current CTE pathways in district and CDE reports</p> | <p>By the 19-20 school year, CVHS will have at least one more teacher with a CTE credential or will offer at least one new CTE course for its students. By the 21-22 school year, CVHS will have at least one more teacher with a CTE credential or will offer at least one new CTE course for its students.</p> | <p>Measure the number of teachers with CTE credentials and course that are considered on a CTE pathway.</p> | <p>Administration, Action Group 2</p> | <p>Time for administration and other responsible parties to investigate possible pathways. Time for individual teachers to attain a CTE credential</p> |

Area for Improvement #3

Create learning environments to best serve classes of diverse learners (this includes rising numbers of students with 504 plans and IEPs, as well as EL students).

Rationale: As mentioned in the previous chapter, since 2013, Crescenta Valley High School has significantly increased the number of SAI students in general education classrooms. In 2016 220 students were classified as students with learning disabilities. Of those, 38% are in a general education setting full time, or have 5 general education classes with on Resource Lab. Additionally, our numbers of students with 504 plans is rising (81 in 15-16, 116 in 16-17). Stakeholders believe that more must be done to facilitate success for all students in classrooms with diverse learners.

Link to SLOs: Our Student Learner Outcomes include preparing our graduates to be “Knowledgeable young adults who demonstrate proficiency and show growth in the California content standards and in critical thinking.” This means that all students must have the opportunity to learn and that systems and skills must be put in place to help students who are under-achieving or who need additional help.

| Task | Timeline and Growth Targets | Means of Monitoring/ Evaluating Progress | Responsible Parties | Resources |
|---|--|---|--|---|
| Track post-secondary data for SPED/504/EL students. | Within the next two years, establish a practice of tracking post-secondary data for our 504/SPED/EL students to establish how they fare after high school. | By the 19-20 school year, records of post-secondary data of IEP/504/EL students will be available for analysis. Data will be used to evaluate how to better serve these students as they transition after high school. | Action Group 3 with assistance from IEP coordinators, administration, counseling staff | Release time for IEP coordinators to work with administration and the district to put procedures in place to track student data post high school. |
| Refine process of peer tutoring. | Within the next two years, establish a peer tutoring training program designed to increase the number of quality peer tutors for all students who need extra help. | By the 19-20 school year, a peer tutoring recruitment and training program will be in place at CV. Peer tutors will be trained in acceptance and understanding of learning disabilities. Students who have IEP/504 plans and who have demonstrated growth will become tutors. | Action Group 3 with assistance from administration and teachers of our at-risk student groups. | Release time to design training and recruitment procedures. |

| Task | Timeline and Growth Targets | Means of Monitoring/ Evaluating Progress | Responsible Parties | Resources |
|----------------------|---|---|--|------------------|
| Modifications for EL | During the 19-20 school year a modification plan will be crafted to assist teachers with EL students in their classrooms. | | Action Group 3 with assistance from administration and EL coordinator. | |
| 504 Coordinator | During the 18-19 school year, resources will be allocated to designate a coordinator for 504 plans on campus. | | Administration, Counseling | |

Area for Improvement #4:

Reduce the number of tardies and trancies throughout the day

Rationale: As mentioned in the previous chapter, since 2013, Crescenta Valley High School has made slight improvements in the number of tardies, but stakeholders believe that there needs to be more improvement. There are still a high number of tardies and trancies during first period and in classes after lunch. A problem that stakeholders feel needs to be addressed. This is also a priority of our district as laid out in the LCAP.

Link to SLOs: Though being present in class will help achieve all Schoolwide Learner Outcomes, this are most corresponds to being “Responsible citizens who exemplify personal integrity, respect diversity, and resolve conflicts appropriately.” Being present and punctual are part of being a responsible citizen, and should also help increase proficiency in standards.

| Task | Timeline and Growth Targets | Means of Monitoring/ Evaluating Progress | Responsible Parties | Resources |
|---|--|--|--------------------------------|---|
| Educate stakeholders on district policy | <p>By the 18-19 school year, all staff will be up to date on the school/district attendance policy.</p> <p>By the 18-19 school year, parents will be informed by letter and/or meeting time about the school/district attendance policy.</p> | <p>Allocation of faculty/department time to attendance education.</p> <p>Allocation of time with parents for attendance education.</p> | Action Group 4, Administration | Most up to date district and school policies |
| Investigate systems for taking more accurate attendance | <p>By the 19-20 school year staff will be presented with possible solutions to attendance problems.</p> <p>By the 20-21 school year at least one schoolwide intervention will be implemented to address attendance.</p> | Allocation of faculty/department time to review solutions and time to address implementation of solutions | Action Group 4, Administration | <p>Possible release days for staff to visit other schools.</p> <p>Literature on methods for addressing attendance issues.</p> |

| Task | Timeline and Growth Targets | Means of Monitoring/ Evaluating Progress | Responsible Parties | Resources |
|---|--|--|--|---|
| Create incentives for students with great attendance | By the 18-19 school year an incentive will be created for students to maintain perfect attendance, excellent attendance, or positive growth in attendance habits.. | Number of students getting positive reinforcement for attendance related issues. | Action Group 4, Administration, Attendance Personnel | Funding or donations for rewards. Time for organizing awards for students. |
| Educate teachers on uses of time to incentivize punctuality | In each school year between 18-19 and the next accreditation, at least one method will be presented to staff during the school year. | Allocation of faculty/department time for presentation. | Action Group 4, Administration | Time in faculty meeting to inform staff |