

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. David Jackson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Calabasas High School  
(As it should appear in the official records)

School Mailing Address 22855 W. Mulholland Highway

Calabasas California 91302-2047  
City State Zip Code+4 (9 digits total)

County Los Angeles State School Code Number 19-64683-1931781

Telephone ( 818 ) 222-7177 Fax ( 818 ) 223-8477

Website/URL www.calabasashigh.com E-mail djackson@lvusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date February 1, 2006

Name of Superintendent\* Dr. Sandra Smyser  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Las Virgenes Unified School District Tel. (818 ) 880-4000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date February 1, 2006

Name of School Board  
President/Chairperson Mrs. Cindy Iser  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date February 1, 2006

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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**DISTRICT** (Questions 1-2 not applicable to private schools)

1. **Number of schools in the district:**
- 8   Elementary schools
  - 3   Middle schools
  - Junior high schools
  - 2   High schools
  - 1   Other
- 14   TOTAL

2. **District Per Pupil Expenditure:**  \$6,654

Average State Per Pupil Expenditure:  \$6,919 

**SCHOOL** (To be completed by all schools)

3. **Category that best describes the area where the school is located:**

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4.   1   **Number of years the principal has been in her/his position at this school.**

  5   If fewer than three years, how long was the previous principal at this school?

5. **Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:**

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	282	256	538
2				10	242	235	477
3				11	201	239	440
4				12	234	231	465
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>1920</b>

6. **Racial/ethnic composition of the students in the school:**
- 84 % White
  - 2 % Black or African American
  - 4 % Hispanic or Latino
  - 9 % Asian/Pacific Islander/Filipino
  - 1 % American Indian/Alaskan Native
  - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. **Student turnover, or mobility rate, during the past year:** 9 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	152
(3)	Total of all transferred students [sum of rows (1) and (2)]	176
(4)	Total number of students in the school as of October 1	1920
(5)	Total transferred students in row (3) divided by total students in row (4)	1
(6)	Amount in row (5) multiplied by 100	9

8. **Limited English Proficient students in the school:** 1 %  
23 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages:

English	Korean
Hebrew	Farsi (Persian)
Russian	Punjabi
Spanish	Mandarin (Putonghua)
Arabic	Pashito
All Non-English Languages	

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 46

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

113 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>2</u> Deafness	<u>30</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>51</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>69</u>	<u>17</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>23</u>	<u>34</u>
Total number	<u>102</u>	<u>51</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 26:1

**13. Show the attendance patterns of teachers and students as a percentage.**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	96 %	96 %	96 %	96 %
Daily teacher attendance	94 %	94 %	97 %	95 %	95 %
Teacher turnover rate	10 %	0 %	8 %	23 %	23 %
Student dropout rate (middle/high)	0.0 %	0.1 %	0.0 %	0.0 %	0.8 %
Student drop-off rate (high school)	+2 %	+1 %	+2 %	+2 %	+2 %

**Teacher turnover rate** is due to the increased number of teachers retiring from teaching between 2000 and 2005.

**Student drop-off rate** data indicates an increase in percentage in the same cohort between the number of students entering the school year and the number exiting. For each of the years indicated, Calabasas High School has ended the school year with more students than originally enrolled.

**14. Show what the students who graduated in Spring 2004 are doing as of September 2004.**

Graduating class size	<u>422</u>
Enrolled in a 4-year college or university	<u>62</u> %
Enrolled in a community college	<u>32</u> %
Enrolled in vocational training	<u>2</u> %
Found employment	<u>3</u> %
Military service	<u>.7</u> %
Other (travel, staying home, etc.)	<u>.2</u> %
Unknown	<u>.1</u> %
<b>Total</b>	100 %

## **PART III - SUMMARY**

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Calabasas High School is located in the southern section of the city of Calabasas and is one of two comprehensive high schools in the Las Virgenes Unified School District (LVUSD) serving students in grades nine through twelve. The school community maintains exceedingly high expectations for student achievement. Education experiences at the school serve to maximize the academic, social, emotional, and athletic potential of each student. All community stakeholders were involved in a collaborative self-study leading to the Calabasas High School Expected School-wide Learning Results (ESLR), which are reflected in the Calabasas Mission Statement.

The mission of Calabasas High School is to educate all students to the highest degree of their individual abilities. Every student is expected to be a critical thinker and problem-solver; able to comprehend and think through complex issues. Each student will develop the vital skills of interpreting information and communicating effectively. Our students are expected to develop academic, personal, and social skills and become contributing members of society. At Calabasas High School, student assessment data plays an integral part in driving curriculum.

The Leadership Team and Academic Council meet regularly to evaluate student assessment data from yearly standardized tests. Following the review of test data, academic departments meet to discuss the data and modify curriculum as necessary. All comprehensive education programs are standards-based and offer challenging and rigorous curricula. Students attending Calabasas High School are well prepared for post secondary education and beyond. Data from the Standardized Testing and Reporting (STAR) and California High School Exit Exam (CAHSEE) support curriculum alignment with standards.

Calabasas promotes a rigorous and challenging academic curriculum that includes seventeen Advanced Placement (AP) courses and an array of honors courses in core academic areas. Students enrolled in AP courses are encouraged to complete corresponding AP exams. During the 2005 exam phase, 556 students completed AP exams in U.S. History, Art History, Biology, Chemistry, Computer Science English Language Composition, European History, French Language, French Literature, Government and Politics, and three levels of Calculus. Of the 556 who completed exams, 80 percent passed with a three or higher.

In an effort to make learning more relevant, and to prepare students for college and careers, the Calabasas High School College and Career Center utilizes an approach to education that links parents, schools, business, and labor. In addition, the Regional Occupation Program is an integral component of the global education program at Calabasas High School and offers students a wide range of courses including Diversified Occupations, Work Experience, Fashion Retail Management, Computer Repair, Cisco Networking, Automotive Technology, Construction Technology, E-Commerce, Video Production, and Stagecraft. Through participation in these programs, students are able to receive job entry level skills to demonstrate a combination of academic and vocational proficiencies needed to be successful upon graduation from high school. Approximately 500 students enroll in these programs each year.

Calabasas High School has a strong reputation throughout the State of California for its advanced academic curriculum in all core academic areas. In addition, the school has an extraordinary assortment of extra-curricular programs and activities including but not limited to music, theater, fine arts, technology, and athletics that support the academic program. In 2005, Calabasas High School was recognized as a California Distinguished School. Students at Calabasas continue to score among the highest among California public schools, and the State Accountability data indicates Calabasas met all academic growth targets and improved its Academic Performance Index (API) score 26 points from a base of 798 in 2004 to a growth of 824. Involvement in academic and co-curricular activities by a majority of Calabasas students promotes the academic, social, and professional growth of every student to become contributing members of a global society.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Academic Assessment Results

During the spring semester students in 9, 10, and 11 enrolled in California high Schools complete the California Standards Tests (CST): standards-based and norm referenced exams in English Language Arts (ELA), mathematics, science, and social science through the Standardized Testing and Reporting (STAR) program. The exams are administered during a specified testing window in April and results are received in early August. In addition, all 10<sup>th</sup> grade students must pass the California High School Exit Exam (CAHSEE) in order to receive a high school diploma. The CAHSEE is composed of two major parts: English-language arts and mathematics. The STAR and CAHSEE are based on the California Standards which are aligned and integrated through LVUSD adopted courses of study in each core academic area.

The California State Standards and LVUSD Content Standards are merged into the courses of study and delineate what students should know and be able to do upon completing a specific course. The fusion of standards taught in classrooms ensures the use of common assessments and alignment with the STAR and CAHSEE; therefore, all students are afforded the opportunity to meet the high academic standards set forth by the State of California and Federal Legalization outlined by No Child Left Behind.

The CSTs are criterion-referenced, multiple-choice tests on which scores are compared to State-established performance criteria and results are reported as one of five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Data received for the 2005 ELA CST indicates positive growth in the proficient and advanced levels for the past three years. Data identifies a decrease in the percentage of students in the basic and below levels. Between 2003 and 2005, data reflects a four percent increase in the proficient and advanced levels, and a seven percent increase in the proficient and advanced levels between 2004 and 2005. There is a four percent decrease in the basic and below levels between 2003 and 2005, and a five percent decrease in the same levels between 2004 and 2005. In summary, academic gains are seen in the proficient and advanced levels, while a decrease in the basic and below levels exists. This trend reflects gains in academic achievement with growth coming from the basic and below bands to the proficient and advanced bands.

On a yearly basis, the CDE reports Adequate Yearly Progress (AYP) that is based on schools meeting ten AYP criteria that includes but is not limited to school-wide and subgroup participation rate in statewide assessments, meeting Annual Measurable Objectives (AMOs), and growth in the Academic Performance Index (API). In 2005, Calabasas High School met ten of its ten AYP criteria. Calabasas students have performed exceptionally well on the CAHSEE with ninety-eight percent of its students passing the ELA on the first attempt compared to sixty-nine percent for the state average scoring thirty-nine points higher than the state Mean Scaled Score. On the math portion of the exam, ninety-five percent of the students taking the exam passed on the first attempt compared to the sixty-nine percent state average with Calabasas students scoring forty points higher than the state Mean Scaled Score.

Regarding the AMO – Percent Proficient, state data indicates that in 2005, eighty-six percent of all students, and eighty-six percent of the school's single subgroup – White (not of Hispanic origin) taking the ELA portion fall into the proficient category. On the math portion of the exam, eighty-six percent of all students, and eighty-five percent of the school's single subgroup – White (not of Hispanic origin) fall into the proficient category.

Between 2003 and 2005, an average of eighty-six percent of the students attending Calabasas High School was proficient in the ELA portion of the exam compared to thirty-eight percent of the state. In addition, an average of eighty-six percent of the White subgroup was proficient compared to fifty-seven percent of the state White subgroup. In the math portion of the exam between 2003 and 2005, data shows indicates an average of eighty-one percent of the students attending Calabasas were proficient compared to forty-six percent of the state. In addition, an average of eighty-two percent of the White subgroup was proficient compared to fifty-five percent of the state White subgroup.

STAR, CST, and CAHSEE data can be found at Data Quest at <http://data1.cde.ca.gov/dataquest/>.



## **2. Using Assessment Results**

During the fall semester the Calabasas Leadership Team and Curriculum Council meet to review assessment data for the STAR and CAHSEE. Using the Longitudinal Assessment Reporting System (LARS), the LVUSD data management disaggregates assessment data by student gender, program, ethnicity, language, and sub-groups to identify strengths, and areas of concern. In addition, the two groups establish school wide goals for continued improvement in all core academic areas that reflect WASC Accreditation and Single Site Plan recommendations. The data is disseminated through department chairs for review and analysis by instructors. Modifications take place to ensure curriculum and instructional strategies and methodologies align more closely with state performance standards. Individual student data is available that provides instructional staff an opportunity to work closely with low performing students in specific content areas and focus on remediation and assistance in meeting targeted goals.

Assessment data is used to target specific annual goals through the Single Site Plan for Student Improvement (SSP) and the WASC goals identified through self-assessment. Following review and analysis of the assessment data previous goals are reviewed and new annual goals are established by the School Site Council and Leadership Team. The goals are consistent with the WASC action items and designed to target higher achievement on the CST and CAHSEE and target specific sub-groups in need of remediation or assistance in meeting proficiency levels. Department Chairs meet with staff in all core content areas including English Language Arts, mathematics, social science, and science to discuss, develop, and implement all curriculum and instruction modifications necessary to improve student performance. The collaborative effort has resulted in a curriculum process that is more fluid and aligned with State and LVUSD standards. Instructional staff provides immediate feedback for student work, continually addresses instructional strategies and assessment practices, and promotes modification of curriculum to addresses areas of student needs.

## **3. Communicating Assessment Results**

Students and parents or guardians receive detailed reports of the STAR and CAHSEE scores from the California Department of Education (CDE). Included in each report is an explanation of student achievement on each test by content cluster. The reports are delivered to the LVUSD Office from the CDE and are mailed to each household by the LVUSD Assistant Superintendent of Curriculum and Instruction. Reports outlining individual and school-wide performance on the STAR and CAHSEE are provided by the CDE and make up part of the data that is analyzed by the Leadership Team, Curriculum Council, and School Site Council when developing annual goals for school wide academic improvement. Additionally, testing data and school wide information is also reported by local newspapers including the Ventura County Star and the Los Angeles Times.

The Las Virgenes Unified School District in conjunction with Calabasas High School produces an annual School Accountability Report Card (SARC) that is accessible on the Calabasas web site and distributed throughout the community. The annual SARC includes school-wide testing data from the STAR, CAHSEE, and AP exams. Finally, other student assessment data is generated through the District student data management system and is used by instructors, counselors, program coordinators, and administrators in working with sub-groups that include underperforming students, students with disabilities, and special education.

Student grades are reported four times a year with quarterly and semester report cards sent home. In an effort to identify students who need additional support, academic progress reports are mailed home at weeks five and fifteen and are focused on students receiving a grade of "C" or below. The school utilizes a student management system, Aeries, that allows parents to view the current academic progress and standardized assessments of their child in each class via the Internet. Academic performance is discussed in regular scheduled meetings between the counselor and student; counselor, student, and parent; and counselor and teacher. School and district websites provide assessment information to parents, Parent Faculty Clubs (PFC), and has been instrumental in promoting Calabasas High School to constituents new to the community.

#### **4. Sharing Success**

Instructional and administrative staff at Calabasas High School participates in numerous local, state, and national level workshops and conferences where information regarding curriculum and instruction best practices is shared. Members of the math department attend the Southern and Northern California Math Council, T<sup>3</sup> (Teachers Teaching with Technology), LVUSD Subject Area Meetings, and are involved in reading and grading AP Computer Science Exams.

Members of the science department meet with science instructors from others schools and participate in the Ventura County Science Fair and the Science Bowl at Jet Propulsion Laboratories. They also participate in AP workshops and AP online chat rooms via AP Central, College Board. Chemistry instructors participate in the UCLA Readiness Program to assist inner city students and teachers, and one staff member will address the 2006 GLATSA Conference and discuss The Science of Nature. Instructors also present and publish for American Chemical Society and for the California Science Teacher Association. Biology instructors participate in AMGEN sponsored programs and workshops including Genetics and Evolution.

Members of the English department dialogue with other professionals as committee members for Conference of the Living Tree. They also offer Staff Development presentations for local area schools and attend WASC accreditations where information on best instructional practices is shared. And ELA department members continue to work as BTSA support providers, sponsor a local film festival, and are active within the local education community in the area of curriculum design.

Calabasas is a member of a consortium of high performing schools that involves regularly scheduled meetings between site principals. In addition, counselors and instructors are able to dialogue and share ideas on curriculum and instruction issues and student assessment, as they relate to programs, policies, curricula, instructional methods and strategies. The group also addresses professional growth opportunities available to encourage additional learning opportunities for all students. Calabasas students attend local leadership conferences with area schools to share ideas, leadership policy, and activities, and instructional staff attend workshops offered through the Ventura County Superintendent of Schools Office where they are able to share curriculum and instruction ideas with other professionals through dialogue for the improvement of schools.

Calabasas High School hosts an annual Senior Awards Night giving special recognition to senior students receiving college awards and scholarships, distinguished senior awards, AP awards, and local scholarships provided by business leaders. Acknowledgment is also given to classified and certificated staff and our special parents who have dedicated years of service to the school.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Curriculum

Calabasas provides every student the opportunity to access a college preparatory course of study that is aligned to the California State Standards and meets the college entrance requirements for the California State University and the University of California systems. Students are prepared for all standardized testing programs including the STAR, CAHSEE, SAT I/II, and the ACT. Typically 96% of the students attend college immediately after graduation.

Students are required to successfully complete a total of 230 credits to graduate including four years of English/Language Arts, two years of math including geometry, three and one-half years of social science, two years of science (life science and physical science), two years of fine or performing arts or foreign language, and two years of physical education where the focus is on “life-long fitness.”

**English/Language Arts** courses emphasize writing development through expository paragraph and essay forms. Honors courses are offered all four years and AP English in grade 12. An English Language Development course is offered for English Language Learners and students needing additional support are able to meet with their English instructor during student support for an additional ninety minutes each week.

**Foreign language** courses include French and Spanish. Courses focus on reading, verbal communication, writing, and listening. The majority of our students are enrolled in at least three years of foreign language.

The **math** requirement for Calabasas High School exceeds the State of California requirements and all courses are aligned with state standards. Students in the Honors program complete geometry, Algebra II, AP Calculus, and AP Statistics. During the 2005 AP assessments, 107 students completed AP exams in the area of calculus, and 102 students, or 95%, passed the exam with a score of three or above. Forty-six percent of the senior class was enrolled upper level math classes during the school year 2004-05. Finite math is offered for seniors and covers a variety of topics necessary for post secondary education including economics, psychology, and social science.

**Visual and Performing arts** courses insure that students meet the University of California Visual and Performing Arts requirements. New courses of study include AP Art History, Studio Art, and college preparatory courses in ceramics, contemporary media, design in glass, and vocal and instrumental music. The theater, dance, and music department offer students the opportunity to perform for large audiences on many occasions. Also offered are animation, journalism, yearbook, creative foods, and fashion merchandizing and design.

Required courses in **Social Studies** include a semester course in cultural geography, one year each of modern world history and American history, a semester of American government, and a semester of economics. Curriculum is mapped to prepare students for standardized assessments formatted to support our goal of assisting students meet reading and writing requirements of the STAR and CAHSEE. Students may also complete courses in Honors European history, psychology, philosophy, current America, and AP courses in U.S. History and American government.

The **Science** curriculum is based on state and national standards and has as its focus on effective teaching through the use of process oriented laboratory experimentation and inquiry. Three years of science are recommended and four years preferred for entrance into the University of California. For these students, a sequence of courses is recommended that aligns with their math program and includes Honors biology, AP chemistry, Honors physiology, and AP physics. Students may also complete courses in integrated physical science, biology, chemistry, physiology, and physics. To promote the field of science and meet the need of a wide range of abilities, students may take additional courses in planetary science, Biology A, and marine science. The science focus is on deductive inquiry to actively engage students in testing generalizations, gathering information, and applying it to specific examples. Information seeking assists students to establish facts, determine relevant questions, develop ways to pursue their questions and build explanations.

## **2. English Language Arts**

English Language Arts instruction consists of the study of American, British, and world literature and the writing of a research paper in grade 11. English I is an intensive course that covers the study of form in the short story, the drama, the novel, and the poem. Students learn to identify compare, contrast, and analyze the characteristics of the various genres. Writing is emphasized through mastering of various paragraph forms: narrative, descriptive, and expository. English II is an intensive course that covers the study of theme in the short story, the drama, the novel, and the poem. Writing is emphasized through the refinement of techniques and structure in the expository paragraph and essay forms. English III covers a chronological study of American literature, including essays, short stories, poetry, and novels. Composition and critical analysis of the literature are included. The students write a major research paper which must include note taking and follow the Modern Language Association (MLA) format. English IV covers a thematic study of world literature using analytical thinking, composition, and research. Literacy selections may include Greek tragedy, mythology, and British, South American, Continental, Asian, and African classics. General instruction is provided in the area of grammar, spelling, and vocabulary. Each member of the department utilizes a standard writing format that is widely accepted by post secondary education.

Students read and understand grade-level-appropriate material, both fiction and non-fiction. They analyze the organization patterns, arguments, and position given. The LVUSD list of core literature novels illustrates the quality and complexity of the materials to be read by the students. Each department member stresses the importance of reading by implementing an outside reading program in his or her classroom. Additional reading support is provided to all students reading below grade level through reading activities assigned outside the school day, and through enrichment reading opportunities offered during student support period.

## **3. Mathematics**

The mathematics requirements for Calabasas High School are aligned with the State and LVUSD standards and exceed the State of California requirements. Math instructors use a variety of instructional strategies, methodologies, and formative and summative standards-based assessments including lecture, question and answer, student projects and presentations, group work, and discovery learning. The math department offers a variety of courses to meet the needs of all students. Many students on the honors track complete Algebra I in the eighth grade, allowing them an opportunity to complete AP calculus and AP statistics.

For students needing additional support, the math department offers three semester courses in Algebra I and geometry that provide the same academic rigor as the two semester class, yet are designed to proceed at a pace more comfortable to assure student success. For students with special needs or enrolled in special education, a basic Algebra I course is offered. In addition, an intermediate algebra program which meets the Algebra II requirement was recently implemented into the department and is specifically designed to meet the needs of students planning to move toward liberal arts or other non-math majors.

For all students the math focus is inductive, learner centered, and activity oriented. Students are asked to look critically, clarify, analyze, draw useful insights, create a hypothesis, and problem solve. Students develop key concepts through exploration and connect ideas and relationships using key ideas. Active participation increases content retention, recall, and comprehension. Instructors effectively draw upon the prior knowledge to enhance learning experiences. The department offers finite math that is taken in a student's senior year that covers many math topics needed for college courses in economics, psychology, and social science. It should be noted that 95% of the students taking the AP Calculus series of exams passed with a score of 3 or above.

#### **4. Instructional Methods**

Instructional methods used by teachers provide every student with an opportunity to gain content information through the multiple experiences that enhance learning while allowing them to explore concepts in depth and demonstrate their knowledge.

**English** – Students are instructed using the MLA standards that require them to compose research papers using literary criticism, analysis, and reference citation. Direct and indirect instruction is used for lecture, question and answer, and developing and formulating concepts. Interactive instruction using groups is used to establish a positive, productive learning climate and to promote group participation skills. Students are responsible for research papers using literary criticism, analysis, and reference citation.

**Math** – Students integrate technology through the use computers, overhead-graphing calculators, and sketch pad to demonstrate their knowledge of mathematical concepts and principles. Statistics students complete two research/analysis papers, one of which is completed after the AP exam. The use of inquiry assists to develop strategies, look at problems analytically, and develop questions in search of data. Students work in small groups and cooperative learning situations that promote higher achievement and more positive interpersonal relations among students.

**Science** – Students are exposed to direct and indirect instruction with the latter focusing on concept formation offering students an opportunity to explore ideas by making connections and seeing relationships between items of information. Inquiry is used to develop questioning; the heart of inquiry learning that culminates with a laboratory exercise. Students learn to ask relevant questions and develop ways to search answers and generate explanations. Emphasis in science is placed on the process of thinking as it applies to student interaction with issues, data, topics, concepts, materials, and problems.

**Social Science** – Students acquire information from reading, lectures, research demonstrations, guest speakers, journalistic media, electronic research, personal interviews, and the use and analysis of surveys. Class discussions are teacher and student directed using whole and small group interaction. Written work is aligned with ELA and assists in the writing for the STAR and CAHSEE using expository, analytic, creative, and persuasive writing styles. Student simulations include role play, historical recreations and enactments and mock trials. Presentations are common and assist in the development of the student's self-esteem and success at individual learning.

#### **5. Professional Development**

Instructional staff at Calabasas attends local, state, and national conferences focused on the current standards based educational pedagogy. Several staff attended the High School Summit in Sacramento including the research-based workshops of experts like Doug Reeves and Robert Marzano. Staff has attended several workshops aimed at the implementation of standards based instruction and assessment, and making standards work in all core curriculum areas. Using the research from experts the instructional staff at Calabasas is able to provide highly rigorous and relevant educational programs for all students. Included in the instructional component is creating a safe and positive learning environment.

Staff is knowledgeable in the use of standards-based formative and summative assessments and the use of data to drive curriculum. Department members review and modify curriculum based on assessment data and have developed and standardized grading procedures, writing assignments, and state approved rubrics. Departments propose their own staff development plans based on curricular and instructional needs aligned with the goals identified by the SSP, WASC and Curriculum Council.

Advanced Placement (AP) teachers attend College Board AP conferences; teachers attend workshops provided by the Ventura County Superintendent of Schools and various State conferences that specialize in addressing the needs of English Language Learners, Gifted and Talented Education, and students with special needs that are aimed at improving student performance through a variety of instructional strategies. As a result, for special needs students, there was a 13 percent increase in the number of students performing at or above the 50<sup>th</sup> percentile in English Language Arts, and a 16 percent increase for students performing at or above the 50<sup>th</sup> percentile in math between 2004 and 2005.

## PART VII – ASSESSMENT RESULTS

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Subject English Language Arts Grade 10 Test California High School Exit Exam

Edition/Publication Year Published Annually Publisher Educational Testing Services

<b>California High School Exit Exam English Language Arts</b>	2004- 2005	2003- 2004	2002- 2003	2004- 2005	2003- 2004	2002- 2003
	Calabasas High School			State of California		
Testing month – March						
<b>SCHOOL WIDE SCORES</b>						
Mean Scaled Score	407	410	412	367	376	370
Number of Students Tested	508	474	476	639,329	448,869	574,794
Number of Students Passed	494	458	467	415,856	335,026	337,942
Percent of Students Passed	97	97	98	42	37	37
Percent At or Above Proficient	86	86	88	42	37	37
<b>SUBGROUP SCORES</b>						
<b>1. White – Not of Hispanic Origin</b>						
Mean Scaled Score	408	410	413	377	376	381
Number of Students Tested	395	387	366	195050	162818	182944
Number At or Above Proficient	338	336	328	161854	143949	154480
Percent At or Above Proficient	86	87	90	61	56	55

Subject Math Grade 10 Test California High School Exit Exam

Edition/Publication Year Published Annually Publisher Educational Testing Services

California High School Exit Exam Math	2004- 2005	2003- 2004	2002- 2003	2004- 2005	2003- 2004	2002- 2003
	Calabasas High School			State of California		
Testing month – March						
<b>SCHOOL WIDE SCORES</b>						
Mean Scaled Score	408	414	394	367	377	350
Number of students tested	524	474	476	639,860	447,110	725,123
Number of students passed	502	458	467	402,151	329,225	314,540
Percent of total students passed	96	97	98	63	74	43
Percent At or Above Proficient	85	85	77	45	40	39
<b>SUBGROUP SCORES</b>						
<b>1. White – Not of Hispanic Origin</b>						
Mean Scaled Score	406	413	396	383	390	367
Number of Students Tested	396	386	375	4635	161699	221200
Number At or Above Proficient	336	325	293	2823	140287	139272
Percent At or Above Proficient	85	84	78	61	55	54