CRESCENTA VALLEY HIGH SCHOOL
SELF-STUDY REPORT

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Glendale Unified School District

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TABLE OF CONTENTS

Chapter I: School/Community Profile 3

Chapter II: School/Community Profile: Overall Summary from Analysis of Profile Data.....38

Chapter III: Progress Report 43

Chapter IV: Self-Study Findings 51

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff and Resources 52

Category B: Standards-based Student Learning: Curriculum.....61

Category C: Standards-based Student Learning: Instruction.....67

Category D: Standards-based Student Learning: Assessment and Accountability 74

Category E: School Culture and Support for Student Personal and Academic Growth 79

Chapter V: Schoolwide Action Plan 90

CHAPTER I
STUDENT/COMMUNITY PROFILE

CHAPTER I
SCHOOL/COMMUNITY PROFILE

1. Community Summary

Crescenta Valley High School (more commonly referred to as CV or CVHS) is a California Distinguished School (1999 and 2005), a National Blue Ribbon School (2000), a winner of the 2005 Los Angeles Music Center's Bravo Award, a 2011 *US News* Silver Award Winner and ranked 214 out of 1000 of America's Top High Schools according to *Newsweek* Magazine. In 2011, CVHS was ranked as one of the top 12 high schools in Los Angeles by *LA Magazine*. The focus of Crescenta Valley High School's academic and co-curricular program is that all students learn to think critically in order to master standards, act as responsible citizens, and leave high school with a solid foundation for a successful post-secondary life.

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. As the Crescenta Valley Chamber of Commerce website says, "La Crescenta is a residential community offering nighttime rest, seclusion and quiet for families who make their livings in the roar of one of America's greatest cities. It is a community combining all the advantages of urban living and metropolitan convenience."

The CVHS campus has a varied history. The campus started as an elementary school in the early part of the twentieth century, then became a junior high school in the 1930s, and in 1960, became a high school. In 1997, CVHS received a $40 million bond that intended to help rebuild and remodel the school. This bond, Measure K, helped to demolish one building in order to build two new buildings, holding 49 classrooms, a new gym and a Library Career Media Center. The bond also helped to remodel various other buildings on campus, including converting an existing gym to an Art Center, creating lab/studio classrooms for ceramics and new classes in digital photography and television production, creating a larger faculty lounge/workroom, updating the cafeteria and quad, and installing new landscaping. In 2005-2006, a new track and field area was built thanks to a community group called CVHS Can which raised $1.4 million for this purpose. In 2008-2009, CVHS again underwent construction as two of the main classroom buildings needed repairs due to faulty construction. In April 2011, another bond, Measure S, was passed to continue the modernization and upgrading of technological facilities in the school. In 2011, CVHS also received a new scoreboard at the pool thanks to the Aquatics Booster club. In October of 2011, CVHS received an anonymous gift of $50,000 to be used to complete a computer lab and to help make up the difference in funding for our Visual and Performing Arts and Career-Technology courses.

These updates and modernizations are extremely important, as CVHS acts as a center of community activity in the La Crescenta area. Various community athletic leagues for adults and children use the gym, track and softball field. The pool is open in the summer and the track, tennis courts, and outdoor basketball courts are lit in the evenings year round for public use. The auditorium is occasionally used for public forums, and on Election Day, voting takes place on

campus. Montrose Church uses the auditorium twice a year to hold meetings. More recently, the Drug Coalition has been working in partnership with CVHS and the La Crescenta community to host a monthly meeting to inform community members, parents and students about resources available to help prevent drug abuse.

As of October 2011, CVHS enrollment is at 2,933 which is an increase from the 2,863 students five years ago. Over the past two years CVHS has also received a number of students from the other two comprehensive high schools in the district as a result of their becoming Program Improvement Schools. We do not anticipate any decline in enrollment in the next several years. Although 54% of the student population is labeled White (Not Hispanic), a significant portion of these students are Armenian. 35% are Asian/Pacific/Philippine Islander, 10% are Latino and 1% is African American. Of the entire student body, 8% are Low Socio-Economic, 5.2% are English Learners, 6% are Special Education and 29% are GATE students. For the 2010-2011 school year, the average daily attendance at CVHS was 96.74%.

The faculty, administration and support staff bring great stability, consistency and experience to the educational program. CVHS is proud of the staff's investment in and unique personal connection to the school. Of the 107 teachers at this school, 25 attended and graduated from CVHS. This group returned to the school to give the next generation of students what they themselves received at this school – an excellent education in a supportive and caring environment. Among the certificated staff, nineteen have children who attended the school, are currently attending the school, or will enter the school within the next two years. More teachers have younger children who attend our feeder elementary schools. Six of our classified employees have children who attended the school or are currently attending the school. Though CVHS has been in existence as a high school since 1960, there have only been seven principals. All six of the retired principals continue to be involved in the school, and the five who live in the local community continue to be visible at school events.

A mark of our teachers' investment in all students is the tradition that all teachers work with all levels of learners to help promote critical thinking in all students. The BC Calculus teacher and the AP Computer Programming teacher also teach Introduction to Algebra and ABC Algebra (a three semester Algebra class) respectively. The Honors Sophomore English teacher and the Advanced 9th Grade English teacher also teach the Literacy for Success Program. A common norm of CVHS is to provide quality education and foster success in all of our students, both advanced and struggling. Academic content teachers are also encouraged to develop vertical teaming for Advanced Placement courses by attending College Board workshops. We have found that the strategies teachers gain at these workshops improve instruction in classes for all levels of learners. Currently, in this school year, thirty one teachers teach AP classes and several more will be attending workshops in preparation to teach AP courses within the next two years. However, our focus is not only on providing AP teachers with such strategies. Teachers who attend these workshops return to share what they have learned with the entire learning community so that every teacher can gain strategies to improve instruction.

The AP program has grown steadily in the past several years. Teachers, counselors and administrators have been working hard to facilitate entry into AP classes and make the AP program more accessible to all students. As a result, 2,073 students are enrolled in AP classes in

the 2011-2012 year. This number increases very year. Last year 1,853 students enrolled in an AP class. The number of students taking an AP test has also grown since 2006. In 2006, 682 students took an AP test and last year, in May 2011, 878 students took an AP class.

CVHS is also committed to supporting struggling students. Administrators and counselors have committed to working with groups of students who are underperforming, English learners, or behavior problems. The administrators and counselor meet with struggling students on a regular basis to offer support and encouragement. The BRIDGES program at CVHS that has been developed within the past three years helps support boys identified by the SRO (School Resource Officer) who are at risk and through an intensive year long program helps move the students in the right direction academically, socially and emotionally. This program offers tutoring, field trips and a variety of different speakers to provide these boys with opportunities for success. Our *Latinos del Futuro* club offers support to our Latino students to encourage both academic success as well as resources for post-secondary education/training. Other support programs include Individualized Education, Peer Tutoring, Senior Algebra, 3-semester Algebra I, Literacy for Success, CAHSEE Math, CAHSEE English, and the Algebra Support Program. We have also developed the Academy of Science and Medicine, which is a career pathway program offering students the opportunity to explore the various careers available in the fields of science and medicine.

The staff's commitment to students extends beyond academics. At any school function, concerts, athletics events, or drama performances, it is not uncommon to see several teachers and counselors there to support students. In addition, forty teachers coach sports, direct student performances, and/or sponsor clubs. Our teachers, counselors and administrators care about the students they teach, their education and their well-being. The students know this; the tone on the campus and in the classroom is both productive and friendly.

Those involved in the life of the school feel that our school is outstanding for many reasons. Most important is that we continually collect and examine both numeric and anecdotal data to find areas in which we can better meet the needs of our students. Collaboration and brainstorming occur regularly; new programs are introduced and pilot tested. Throughout and at the end of the pilot, the programs are evaluated: some work, some are modified, and some are abandoned. We continually strive to improve. As this report is being submitted, the school has implemented the following projects in order to better meet the needs of our students:

- The 40 Developmental Assets Program
- Rachel's Challenge/Every 15 Minutes Programs
- Helping all students meet the UC/Cal State a - g requirements
- Developing student critical thinking strategies
- Practicing departmental common formative assessments to students to determine mastery of standards and areas needing further instruction

- Focusing on the needs of our Hispanic/Latino students, Special Education and English Language Learners
- Continuing to form partnerships in the community for the Science and Medicine Academy
- Promoting Advanced Placement and Honors coursework for more students
- Developing and implementing an Anti-Harassment program

As a result of our school programs that support struggling students and push high achieving students, we have seen academic growth across the board. The school's API has increased each year from 854 in 2005 to 892 in 2011. Our CAHSEE pass rates have increased to 97% in English Language Arts and 99% in mathematics. Our students are scoring above the national average on the SAT.

The students at CVHS are generally eager to learn and hold high expectations for life after high school. Junior and senior students work as peer tutors through various programs and classes at the school. Students volunteer both in school and in the community to develop community service. Students who accumulate 100 hours of service earn a Service Learning Medallion which they get to wear at graduation. In the 2010, graduation ceremony, 292 students earned the Service Learning Medallion, and the entire class logged a total of 67,465 service hours.

Shared decision making has long contributed to a strong feeling of ownership on the part of the staff, students, parents and the community. Decisions which affect the direction of the school have direct input from groups such as ASB, Staff Senate, Instructional Leadership Team (ILT), PTSA and School Site Council. The 24-member ILT, comprised of administrators, teachers and counselors collaborates several times a month on all instructional and site-based logistical decisions. Parent and community participation in the life of the school is both valued and cultivated. The Jet Propulsion Lab in La Canada supports the robotics program with a yearly grant and volunteer engineers to help our students build a robot to enter in the FIRST competition. We are in a partnership with Pasadena Community College and Glendale Community College with an Early Start grant. The community, parents and faculty work together to provide the best possible education for our students, an education that ensures that all students learn to think critically, master standards, act as responsible citizens and leave Crescenta Valley High School with a solid foundation for a successful post-secondary life.

2. WASC Accreditation History

Crescenta Valley High School has enjoyed great success over the years. Since opening in 1960, CVHS has received six-year clear accreditations during every WASC self-study and accreditation visit. We are proud of this history of excellence.

3. School Mission/ESLRs

Instructional Focus

The instructional focus was adopted as part of the Focus on Results in Spring 2008:

The instructional focus of Crescenta Valley High School is to have students show growth in critical thinking as measured by a greater percentage of students fulfilling or exceeding the a-g requirements and earning higher scores on the STAR/CAPA and CAHSEE.

Mission Statement

The school mission was updated in March 2011:

Within a safe and caring environment, Crescenta Valley High School provides a meaningful standards-based curriculum that fosters critical thinking and guarantees all students the opportunities and resources to attain the skills, knowledge and values necessary to function as responsible and productive members of society.

Expected Schoolwide Learning Results

The Expected Schoolwide Learning Results was updated in March 2011.

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

- Student growth will be measured by a greater percentage fulfilling the a-g requirements and earning higher scores on the STAR/CAPA and CAHSEE

Responsible citizens who:

- Demonstrate an understanding of the global community and the diversity of peoples and cultures
- Demonstrate skills in resolving conflicts through positive interaction and self-control
- Contribute time and talent to improve the quality of life in the school and community
- Work collaboratively with others

Productive young adults who:

- Plan for future education and career goals
- Set priorities and achievable goals
- Think critically to make appropriate evaluations and solve problems
- Exemplify personal integrity

4. Status of the School

CVHS is not a Title I school. Despite significant gains in both English Language Arts and Math last year, the Special Education subgroup did not meet its AYP target in either area. In addition, our English Language Learners did not make the necessary gains in ELA to meet its target AYP. We are not a Program Improvement school; however, we have received 56 students over the past two years from Program Improvement schools in our district. Our API scores improved from 883 in 2010 to 892 in 2011. The school does not have any outside providers or external evaluators. Because of the students' academic success, the school has no "corrective action plans" or "joint intervention agreement."

5. Enrollment as of 11/30/2011

CVHS' population has experienced a plateau over the past years. The past two years have seen a slight decline in enrollment. Despite the decline the total student population is greater than the capped enrollment capacity of the school's facilities. Each class has enrollment of over 700 students. The breakdown of male to female is roughly equal.

Student Distribution 2011-12

Year	9th Grade	10th Grade	11th Grade	12th Grade	Female	Male
2011-12	703	717	783	709	1458	1456

CVHS' racial/ethnic breakdown indicates that the 54% of students are classified as White, not Hispanic. The White category includes our Armenian population which is 13.5% of our total student population. The second largest group is our Asian population at 32%, the largest Asian group being Korean. Our Hispanic/Latino population is at 10% and African-American population is 1%.

CVHS Racial/Ethnic Survey

Ethnicity	% of Students
African American	1%
Asian	32%
Filipino	3%
Latino	10%
White (Not Hispanic)	54%
Low Socio-Economic	8%
English Learners	5.2%
Special Education	6%

Five percent of our students (152) are classified as Limited English Proficient. Different languages are represented on the CVHS campus: Arabic, Armenian, Assyrian, Bengali, Cantonese, Cebuano (Visayan), Farsi, French, German, Gujarati, Indonesian, Italian, Japanese, Korean, Laotian, Mandarin, Polish, Portuguese, Russian, Serbo-Croation, Spanish, Tagalog, Tamil, Telugu, Thai, Turkish, Urdu, Vietnamese.

Advanced Placement

CVHS offers 23 different AP courses. The number of AP sections has increased from 53 in 2005-2006 to 65 in 2011-2012. Student enrollment in AP classes has increased from 1,465 to 2,073 over the same time period. In 2011-2012, the 65 sections of AP courses have a total enrollment of 2,073. We take 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

Name of Course	Number of Sections	Enrollment
Art – Studio	2	23
Art History	1	17
Computer Science	1	35
English	14	456
Foreign Language	5	104
Mathematics	10	319
Science	12	369
Social Science	21	750
Total	65	2,073

Special Education

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 receive 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 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 behavioral 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 classes the IEP team decides that the student can benefit from a fifth year at CVHS. The team flexibly decides which option the students will pursue. Students who graduate with a certificate of completion or certificate of achievement have the option of going on to further education through the Foothill Area Community Transition Services (F.A.C.T.S.) program offered through the Foothill Special Education Local Plan Area (SELPA).

Special Education

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
8% (235)	7% (210)	6% (184)	6% (185)	6% (186)	6.5% (183)

Disability	# of Students
Mental Retardation	4
Speech Language Impairment	10
Visual Impairment	2
Emotional Disturbance	4
Orthopedic Impairment	6
Other Health Impairment	51
Specific Learning Disability	74
Autism	32

Gifted and Talented Students

Approximately 29% (841) of the students at CVHS have been classified as GATE students. In 2011-12 the district opted not to test 10-11th graders for GATE. Due to this change our numbers show a significant decrease.

GATE Students

2009-10		2010-11		2011-12	
Grade	# of stu	Grade	# of stu	Grade	# of stu
9th	261	9th	202	9th	189
10th	243	10th	274	10th	185
11th	234	11th	241	11th	250
12th	258	12th	231	12th	217
Total	996	Total	948	Total	841

ADDITIONAL PROGRAMS

The Bridge Program

The Bridge Program is a support program that was initially designed for incoming at-risk 9th graders based on their previous grade, and CST scores. At the 9th grade level, each student is enrolled in Algebra I with peer tutors and a Literature for Success class that serves to increase writing and reading skills. The Literature for Success class also has peer tutors. Currently our Standards Resource Teachers monitor our incoming 9th graders and determine what intervention courses or resources our most struggling students need.

Tutoring

Tutoring is offered in all subjects after school. These tutoring sessions are organized by the Academy of Medicine and Science and takes place on campus. Teachers are also available to tutor students before school, at snack and lunch and after school. Each department provides a help list for students so that they know which teachers are available on specific times and days. We also provide a list of student tutors (juniors and seniors in advanced placement courses) who are available to tutor our students either for pay or to earn community service hours. In our Literacy for Success and algebra one classes peer tutors work with students on an individual basis to increase academic success. These peer tutors earn community service hours instead of a grade.

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. CVHS also uses APEX's supplemental advanced placement services for AP US History and AP Biology. Students have access to the learning activities, mini-lessons, tests, and enhancement features provided by Apex's College Board approved curriculum.

CAHSEE Preparation and Intervention Classes

Sophomores preparing to take the CAHSEE for the first time receive preparation materials in their 10th grade English class as well as in algebra and geometry classes. The English department gives a practice CAHSEE essay to all 10th graders in the fall prior to taking the exam. This essay is graded by the English department based on the CASHEE rubric. Students are given feedback on their writing in preparation for the test. Juniors and seniors who have not yet passed the CAHSEE are offered remediation classes in Math or English through Literacy for Success or CAHSEE preparation courses during summer school.

College Prep English and Math

College Prep English prepares seniors; who are still struggling with the basics of the writing process, for college level English courses. Students learn about the ethos, logos, and pathos of a piece of writing in preparation for writing a persuasive, facts-based, timed essay about the topic. In 2011, 133 of the 172 students (77%) who took the English Placement Exam in our College Prep English course placed into English 101 at the college level.

Trigonometry/Statistics, Math Thinking, and Geometry Concept are offered to students. These courses predominately 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 and one English teacher who are the liaisons 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. One-fourth of our students in Geometry Concepts and Math Thinking place into Intermediate Algebra and 86% of our Trigonometry students are placing into Level 4 and 5.

Glendale City College Placement Test Results from 2011 (Math)

Course Placement	Geometry Concepts	Math Thinking	Trigonometry/Statistics
No Placement (Re-Test)	3%	12%	1.5%
Level 1 (Arithmetic)			
Level 2 (Elementary Algebra)	11%	6%	4.7%
Level 3 (Beginning Algebra)	11%	6%	7.3%
Level 3.5 (Intermediate Algebra w/ Review)	50%	47%	
Level 4 (Intermediate Algebra)	25%	29%	22.9%
Level 5 (College Algebra)			63.5%

6. Language Proficiency

California English Language Development Test (CELDT)

English Language Learners	**5.2%**
Re-designated FEP	**30%**
Fluent English Proficient	**52.4%**

Our goal is to move our second language students through the language acquisition process commensurate with their highest abilities. Beyond the CELDT scores, we track students' movement through the ELD levels.

7. Attendance

Average Daily Rate of Attendance

Year	2006-07	2007-08	2008-09	2009-10	2010-11
Percentage	96.52	96.17	96.20	98.51	96.74

CVHS's Average Daily Rate of Attendance has remained consistent (around 96 percent) over the past five years.

Period	Excused Abs.	Unexcused Abs.	Absence Total	Tardy
0	**611**	**122**	**733**	**771**
1	**5950**	**1846**	**7796**	**4903**
2	**5328**	**1589**	**6917**	**1305**
3	**5174**	**1386**	**6560**	**1242**
4	**5224**	**1434**	**6658**	**1253**
5	**5580**	**1641**	**7221**	**2563**
6	**5092**	**1707**	**6799**	**1373**

Tardiness

As of December 1, 2011, 13,414 students have been reported tardy by teachers for the current school year. The majority of tardiness (4903) occurs during first period, which is not surprising when the difficulty of school access between 7:30 and 7:55 is taken into consideration. The student drop off process is rather chaotic and often takes 10 minutes or more; the next highest number occurs fifth period (2563). Since our campus is open during lunch students are tardy returning to campus from purchasing lunch. The remainder of the periods averages 1300 or so tardies. This is a 1.1% tardy rate for any given class period. Faculty members use a progressive form of strategies to manage tardies, including a tardy contract that begins with parental contact and ultimately could lead to a suspension.

Truancy

As of December 1, 2011, we have recorded 1707 unexcused periods. This includes In-School Suspension (438), Suspensions (1986) and Truancies (7330). On average 3 students are truant on any given day. This represents a 0.1% truancy rate.

8. Discipline

Summary of Suspensions/Expulsion Rates and Crime Statistics

Over the past few years, Crescenta Valley's suspension rates and expulsion rates have decreased. We have a no-cell phone/mp3 player policy during the school day. Enforcing this policy has led to a large percentage of the actual Detention/ATS cases on our campus. CVHS has expanded our In-School Suspension program. This may be the reason why CVHS's suspensions have trended down over the last three years. When students are referred to the office, they are asked to fill out a critical thinking form to reflect on what they have done, why they were referred, and how they can improve their behavior. Expulsions also have fallen from 16 in 2009-2010 to only 7 in 2010-2011.

Most of CVHS's crime statistics have trended down over the last three years due in part to school programs including: The 40 Developmental Assets, Every 15 Minutes, Rachel's Challenge, the Anti-Harassment Group, and the CV Drug and Alcohol Coalition. There is greater awareness on drug and alcohol issues among the student body and a greater sense of concern to do the right thing. This is gradually becoming a part of the school culture. Although there has been an increase in the crime categories of "sexual harassment" and "harassment, threats, or intimidation," our faculty has a greater awareness of what harassment is and how to address the issue. The Anti harassment committee is meeting regularly and is working to spread a message of tolerance and anti-harassment to the faculty and to students. It should be noted that although we have had weapons violations on our campus we have never have had a gun on our campus.

Violation	2006-07	2007-08	2008-09	2009-10	2010-11
A. 1. Caused/Attempted to cause physical injury	65	34	45	49	31
A. 2. Willfully used force or violence upon a person	10	13	23	10	14
B. Possession of 1. Guns 2. Knives 3. Explosives 4. Other Weapons	3	6	6	3	3
C. Possession of 1. Marijuana 2. Alcohol 3. Other Drugs	27	40	32	36	31
D. Arranged/negotiated to sell look-alike 1. Marijuana 2. Alcohol 3. Other Drugs	0	2	3	1	3
E. Robbery or extortion	0	0	0	1	1
F. Damage to school or private property	6	7	15	9	4
G. Stole school of private property	14	20	18	11	8
H. Possessed or used tobacco/nicotine products	0	8	6	5	1
I. Obscene act, profanity, vulgarity	5	8	13	9	10
J. Possessed/offered/sold drug paraphernalia	0	2	3	1	2
K. Defiance of Authority**	56	44	50	59	81
L. Received stolen property	2	1	2	3	2
M. Possessed imitation fire arm	1	0	0	0	0
N. Sexual Assault	0	0	0	0	0
O. Harassed/Threatened/intimidated witnesses	0	2	8	0	3
Q. Hazing	0	0	0	0	0
R. Aiding/Abetting	0	0	0	1	0
S. Theft of electronic files/data bases	0	0	0	0	0
ECS 48900.2 - Sexual Harassment	0	1	0	2	11
ECS 48900.3 - Hate Violence	0	0	0	3	1
ECS 48900.4 - Harassment, threats, or intimidation	2	2	1	3	5
ECS 48900.7 - Terrorist threats against school officials of school property	2	1	2	0	0
Total	193	191	227	206	211

** Defiance of Authority can be a result of continued defiance by students of school rules or procedures

9. Socioeconomic Status:

There has been an increase of 3% in the number of students who are Socio-Economically Disadvantaged. This increase coincides with recent economic issues nation wide.

Socio-Economic Status - % of students who are Socio-Economically Disadvantaged

2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
8% (247)	7% (192)	7% (217)	8% (233)	11% (319)	11.5%(338)

Parent Education Level

Education Level	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
% with Response	93%	95%	2%	90%	89%	89%
Not High School	46	44	0	44	50	52

Graduate						
High School Graduate	444	439	12	454	619	406
Some College	593	538	12	485	460	456
College Graduate	1020	1070	18	1106	1073	1072
Graduate School	686	678	7	659	650	601
Average Parent Education Level	3.67	3.69	N/A**	3.67	3.56	3.68

The median parent education level is at the college graduate level. ** In 2008-09 our district made the transition to a new data system and we believe this information was not recorded properly in the switch. Our data seems to be consistent from year to year.

10. Safety Conditions

Description of Safety Conditions

Parents and students completed a voluntary survey in December 2010: Of the 615 parents surveyed, 93.8% agreed or strongly agreed that CVHS is a safe, pleasant place to learn; 97.6% of parents ranked the school as good to excellent. Of the 2578 students surveyed, 71.9% agreed or strongly agreed that CVHS is a safe, pleasant place to learn; 91.6% of students ranked the school as good to excellent.

CVHS has a full-time school resource officer who is a Los Angeles County deputy sheriff. In addition, there are three security personnel. In the last year we have also installed security cameras throughout the campus. Every adult on campus helps to assure that the school is a safe and pleasant place to be.

In 1997, CVHS received a $40 million bond that intended to help rebuild and remodel the school. This bond, Measure K, helped to demolish one building in order to build two new buildings, holding 49 classrooms, a new gym and a Library Career Media Center. The bond also helped to remodel various other buildings on campus, including converting an existing gym to an Art Center, creating lab/studio classrooms for ceramics and new classes in digital photography and television production, creating a larger faculty lounge/workroom, updating the cafeteria and quad, and installing new landscaping. The bond enabled the school to be ADA compliant. In 2005-2006, a new track and field area was built thanks to a community group called CVHS Can which raised $1.4 million for this purpose. In 2008-2009, CVHS again underwent construction as two of the main classroom buildings were rebuilt. In April 2011, another bond, Measure S, was passed to continue the modernization and upgrading of technological facilities in the school.

CVHS has also been partnering with the CV Drug and Alcohol Coalition and the La Crescenta community to host monthly meetings to inform community members, parents and students about resources available to help prevent alcohol and drug abuse. The District partnered with the Drug & Alcohol Coalition provide a voluntary drug testing program, funded through a federal violence

prevention grant from 2009 to 2011. In 2011, the program ended, coinciding with the bankruptcy and failure of the outside company conducting the drug testing.

11. Staff

Crescenta Valley High School has a well-trained, enthusiastic, and involved staff. Of the 99 full time and 8 part time teachers, all are NCLB compliant; one holds an emergency credential (This teacher recently moved from out of state where she is fully credentialed. The teacher is working on obtaining a California credential), and none are in an intern program. Three of our full-time teachers hold Doctoral degrees and 68 hold Masters Degrees. In addition, one teacher is National Board Certified, and one, Dr. Greg Neat, holds an Eminence Credential granted by the State Board of Education. Of the five administrative and five counseling staff members, one holds a Doctoral degree and all of the others hold a Masters degree. We have 13 paraprofessionals who work as special education aides.

Staff	Full-Time	Part-Time
Administrators	5	--
Counselors	5	--
Classroom Teachers	100	8
Resource Teacher/Teacher Specialists	--	--
Paraprofessionals	13	
Clerical	13	
Supervision	3	
Custodians	12	
Engineers	1	0

Teacher Education Level 2011-12

Degree	%
Doctorate	3.7% (4)
Master's Degree	74.1% (80)
Bachelor's Degree	22.2% (24)
CLAD Credentials	97.2% (104)
National Board Certified	0.93% (1)
EL Authorized	100% (107)

Employment Status

2011-12	Permanent	P-2	P-1	Emergency	Temporary
Total #	89	6	11	1	0

Percentage	83.18%	5.61%	10.28%	0.93%	0.00%

All teachers are fully credentialed in the subjects they teach. All teachers are EL authorized with 97.2% holding CLAD credentials. The other three teachers are currently working on the credential. 9.3% of our teachers are currently completing BTSA training. All other teachers who have joined the district since BTSA has been required have completed the training.

Teacher Credential Status

	2009	**2010**	**2011**
Fully Credentialed	114	106	107
Emergency Credentials	0	0	1
Interns	2	1	0
Waivers			0
Total Teacher	116	107	108
Average Teaching Years			12.5
Average Years in District			10.2

In January 2011, teachers and staff completed a voluntary survey on the school. Over 96% of the faculty and staff believe is a safe, pleasant place to learn. In addition, 92% of the 101 respondents stated that co-workers at the site work effectively as a team; and 91% believe that staff members value and support each other. Based on these survey results, there is a general sense of pride and contentment working at CVHS.

Our teachers are happy at Crescenta Valley High school. Approximately 25% of our teachers are CVHS alumni, and many have children who have, are, or will attend CVHS (see Community Summary). Teacher retention is high. In fact, seven of our teachers who left to work at other schools have come back to rejoin the CVHS family. Although our staff is relatively young, they bring a wealth of teaching experience.

Years of Experience – Teacher/Administrators/Counselors

Experience	**At Crescenta Valley**	**Total Teaching**
1-5 years	38	24
6-10 years	35	24
Over 11 years	35	60

The composition of the 46 men and 61 women on our teaching staff is moving towards being more reflective of the ethnic balance of our student body. While the student body is approximately 32% Asian (mainly Korean), 10% Latino, 15% Armenian, and 3% Filipino, our teaching staff is now 14% Asian, 8% Hispanic, 6% Armenian, and 2% Filipino. The administrative staff of five includes one Asian and one Armenian, and the counseling staff of five includes two Armenian counselors and one Hispanic counselor.

Ethnicity of Teachers/Administrators/Counselors

Ethnicity 2011-12	Percentage	Total #
American Indian	0.9%	1
Asian	14.0%	15
Filipino	1.9%	2
Hispanic	8.4%	9
African-American	0%	0
Caucasian	74.8%	80

Although District records show an increase in absences reported for teachers, in the last two years, our principal has been committed to providing release days for teachers to collaborate. Academic departments and special committees such as the Anti-Harassment Committee, Focus on Results, WASC collaboration, special education standards alignment, and common core state standards alignment have been given release days. On average, we have 95% of our staff on campus daily.

12. Professional Development Programs and
13. Content of staff development and numbers participating

Three days are set aside each year for professional development and all teachers on staff attend. Renowned experts are frequently brought in to supplement the excellent training we receive from our colleagues. During the past three years, we have heard from Clay Roberts on the 40 Developmental Assets, and Linda Elder and Enoch Hale on Critical thinking. CVHS staff members have presented professional training on technology, critical thinking, Anti-Harassment, Marzano's Strategies for Classroom Instruction, David Sousa's brain research, and various researched teaching strategies. Departments have collaborated on common formative assessments, consistency of standards, and pacing of course work to assure all students are receiving a comprehensive, high quality education across the curriculum. Twenty-four members of our staff are on the Instructional Leadership Team and participate in the Focus on Results (FOR) professional development program sponsored by the district.

The following are Professional Development Programs in which our faculty has participated:

- 40 Developmental Assets: The entire staff attended a Clay Roberts training in August 2010.
- Linda Elder: Presented an overview of Critical thinking in April 2011.
- Enoch Hale: Presented strategies of Critical thinking for the classroom and met with individual departments in August 2011. Dr. Hale will return for a full staff workshop in April 2012.
- Doug Reeves Leadership and Learning Center: Our staff has received training in performance assessments and common formative assessments. 4 staff members attended a conference in August of 2011 on Implementing the Common Core State Standards.
- Anti-Harassment: The anti-harassment committee presented to the staff in August 2011.
    a) January 2011 a break out session in which ¼ of the staff attended a fish bowl discussion presented by the Gay-Straight Alliance.

b) August 2011 the anti-harassment committee gave a 2 hour presentation to the entire CVHS faculty.
c) October 2011 one member of the committee received 3 days of CTA training.
d) October 2011 the entire staff received a two-hour training from the Office of Civil Rights.
e) November 2011 three members of the committee received 1 day training from the LA County Department of Education.
f) Anti-harassment committee plans to give professional development at all staff meetings throughout the year. They are also scheduled to present for 2 hours during the April 2012 professional development day.
g) In January 2012 students will be presenting an original play for the faculty. This play will also be performed for the Student Body in February or March.

- Advanced Placement Workshops: Teachers new to an AP course are encouraged to attend a five-day seminar on the subject area they will be teaching. Continuing AP teachers are encouraged to attend a one-day workshop every few years. Teacher attendance at these workshops has translated into success on AP exams for more students in more subjects every year.
- Counseling Workshops: Every year all counselors attend the Cal State/UC and Independent College workshop. This enables our counselors to know the changes in the admission policies so they can appropriately advise our students.
- Technology Training: Teachers who need assistance in setting up and using the electronic grade book and school website attend training on campus during our school's professional development time. Our technology liaison/math teacher runs the training for the staff members.
- Focus on Results: CVHS has 24 members on its Instructional Leadership Team (ILT) who attend 4-6 meetings per year at the district for the Focus on Results (FOR) professional development program.
- School-Wide Walk-Throughs: As a result of FOR, our teaching staff at CVHS participates in 3 school-wide walk-throughs to observe other teachers on our campus. The instructional leadership team has also participated in several walk-throughs district-wide.

14. Student Participation in Co-curricular/Extra-Curricular Activities

Our commitment to academic excellence is coupled with a strong desire to provide a dynamic and meaningful extracurricular and co-curricular program for our students. Over 900 students participate in Crescenta Valley High School's 52 sports teams each year. Of the 76 clubs and organizations on campus, 40 are designed to serve others or increase awareness of world issues. 18 clubs support students' widespread interests such as Dumbledore's Army, movie club, magic club and the burrito club. 16 clubs support academic interests. In addition, we have clubs supporting culture, spirit and religious awareness. The Gay-Straight Alliance club has played a major role in spearheading the anti-harassment campaign at our school. In total, these clubs have a combined membership of over 850 students, as of Fall 2011.

Crescenta Valley has a vibrant and innovative performing arts program, as well, with a combined enrollment of 1231 and serves as an important link to our community. The Junior Air Force ROTC Program a program of 118 students (a 78% increase from 2010-11), is frequently called upon to perform various ceremonies in the greater Glendale/La Crescenta areas. The Science and Medicine Academy introduces over 300 students to the medical field, provides opportunities for them to volunteer in local hospitals and receive EMT training. Cinematography, Digital Photography, Graphic Arts, Foods (Bistro), and Stage Arts and our award winning Robotics programs also expose our students to exciting career opportunities.

15. District Policies/School Financial Support

The GUSD governing board establishes and communicates its vision, mission, goals and priorities to all school sites. GUSD realizes that in order to achieve its goals and meet needs and priorities, appropriate responsibility and support must be given to school sites. The district has a clear strategic plan to guide the schools. The school district and CVHS missions and goals are in alignment as they both encourage students to be engaged, responsible and critical thinkers. The district also has set board regulations and district polices that guide the entire district in the scope of legal requirements, academic and social/emotional student needs. The District has maintained a financial reserve which has allowed them to support certain programs, including remedial summer school and advancement classes funded by tuition through the Glendale Educational Foundation. The district monitors each school site through the school wide action plan, single plan for student achievement and through the local educational agency plan. The district is actively engaged in the WASC process. All school site plans are reviewed each year and new goals are set.

Student Performance Data

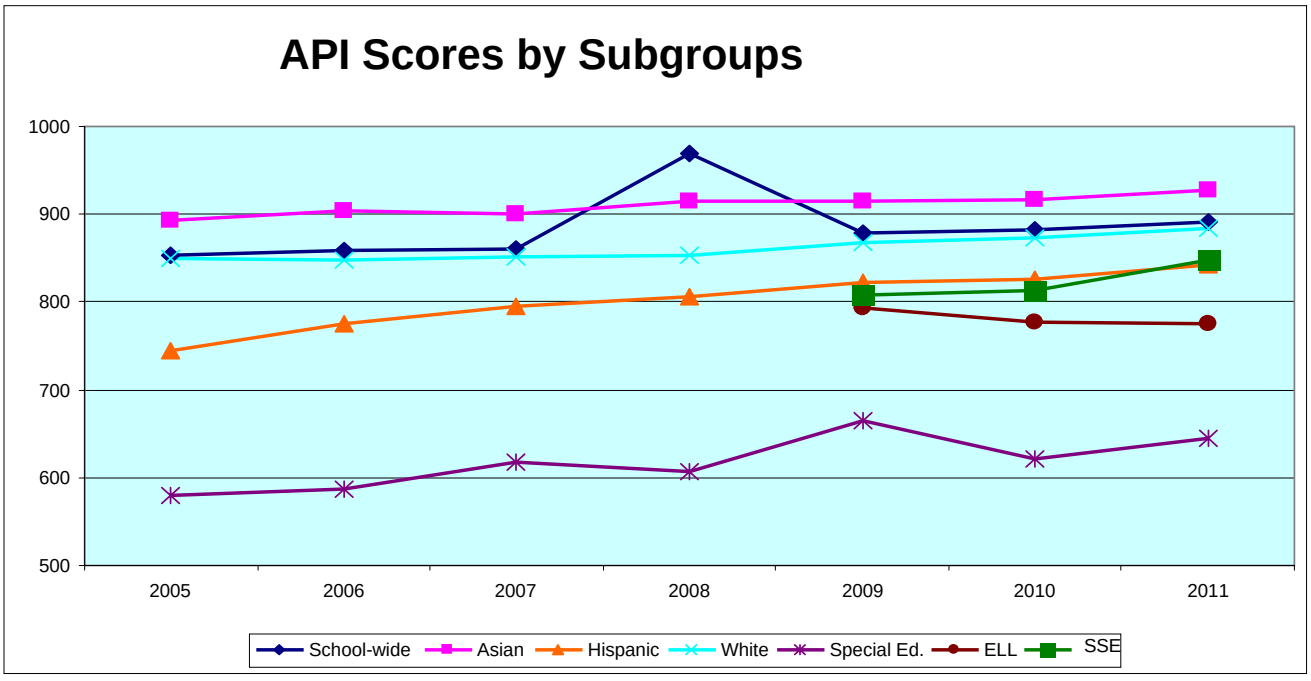
1. Academic Performance Index

The school's performance data is distributed to the entire staff each year as part of our opening faculty meeting. This data is also disaggregated for each department and becomes part of academic discussions throughout the school year. Staff discussions continue to lead to developing courses that will enhance academic performance. In the past five years, we have added a Trigonometry/Intro to Statistics course, Intro to Engineering course and Speech and Debate. The staff has implemented Common Formative Assessments in every department and provided opportunity for teacher collaboration and data review to improve classroom instruction. The data continues to direct the focus of the school's instructional programs. The school's API scores have continued to grow from 854 in 2005 to 892 in 2011. Our Asian, Hispanic, and White subgroups have all shown substantial growth. In 2005, we identified an achievement gap for our Hispanic/Latino sub-group. We began working with these students through a Focal Group which later led to the formation of our Latinos Del Futuro group which meets regularly at lunch. We have seen a steady increase in our Hispanic/Latino API scores from 745 in 2005 to 842 in 2011 (97 point increase). While the school-wide API has increased 4% in the past six years the Hispanic/Latino subgroup has grown by 13%.

Although we are proud of the improvements we in our API, SAT and AP scores, we realize there is work to be done. In the past three years, the school has also added our Special Education subgroup and our English Language Learner subgroup as an area of needed growth. Special Education teachers are being given release time to work with content area teachers to re-align content to the standards with appropriate modifications for special education. English Language Learners are now being provided with resources to use within their regular classrooms. ELD courses have also been added to lower class size. Students are not moved ahead at the semester or during the summer unless they are truly exceptional. The number of teachers who are now CLAD certified has increased to 97%.

API Trend Data

Year	2005	2006	2007	2008	2009	2010	2011
School-wide	854	858	861	870	879	883	892
Asian	893	904	901	914	915	917	928
Hispanic	745	776	795	806	822	826	842
White	850	848	851	854	868	874	884
Special Ed.	579	587	618	606	664	652	645
ELL					794	777	776
SSE					808	813	847



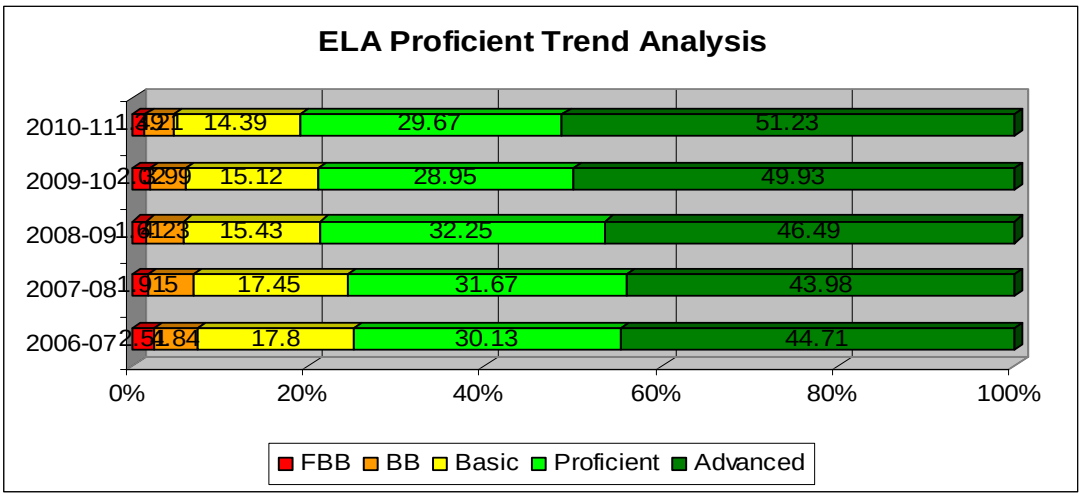
2. California Standards Tests

Student achievement on the California Standards Test has increased in all subjects over the past 5 years. English and mathematics have seen proficiency rates increase by 6%, science has increased by 8% and Social Science has increased by 14%.

CST Percent Proficient Trend Data – 5 Years

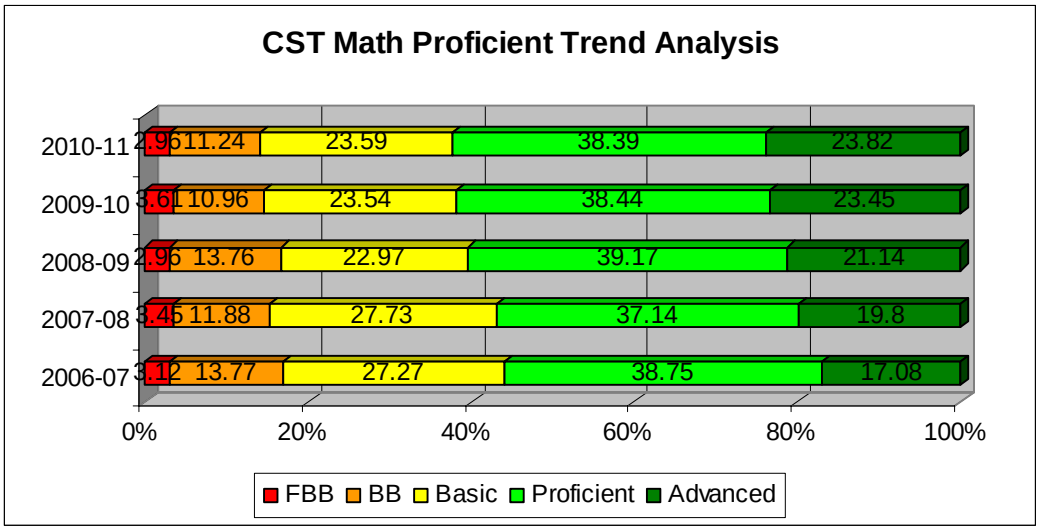
CST Percent Proficient Trend Analysis - English

Year	2006-07	2007-08	2008-09	2009-10	2010-11
FBB	2.51	1.91	1.61	2.02	1.49
BB	4.84	5	4.23	3.99	3.21
Basic	17.8	17.45	15.43	15.12	14.39
Proficient	30.13	31.67	32.25	28.95	29.67
Advanced	44.71	43.98	46.49	49.93	51.23
% Prof or Adv	74.84	75.65	78.74	78.88	80.9
Total St.	2230	2201	2177	2183	2147



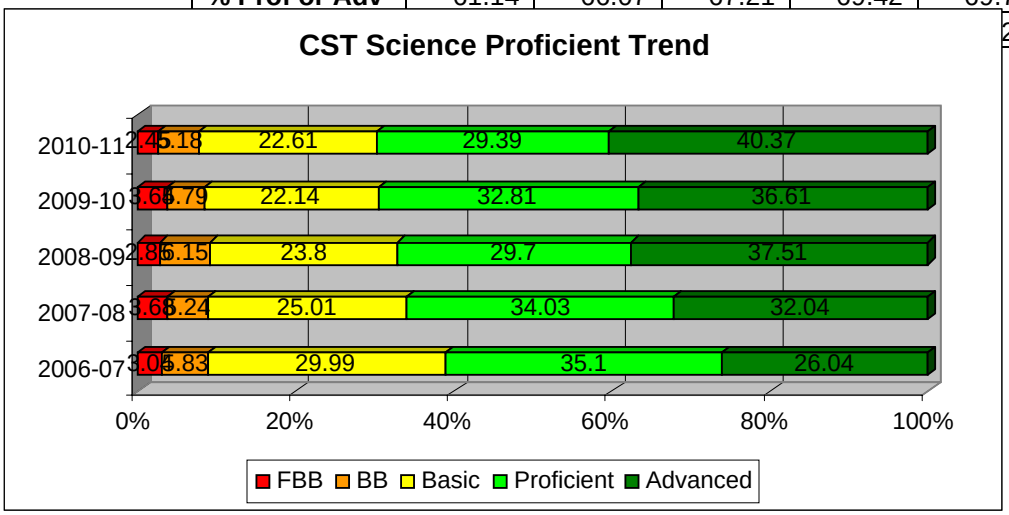
CST Percent Proficient Trend Analysis - Math

Year	2006-07	2007-08	2008-09	2009-10	2010-11
FBB	3.12	3.45	2.96	3.61	2.96
BB	13.77	11.88	13.76	10.96	11.24
Basic	27.27	27.73	22.97	23.54	23.59
Proficient	38.75	37.14	39.17	38.44	38.39
Advanced	17.08	19.8	21.14	23.45	23.82
% Prof or Adv	55.83	56.94	60.31	61.89	65.21
Total St.	2178	2146	2129	2165	2165



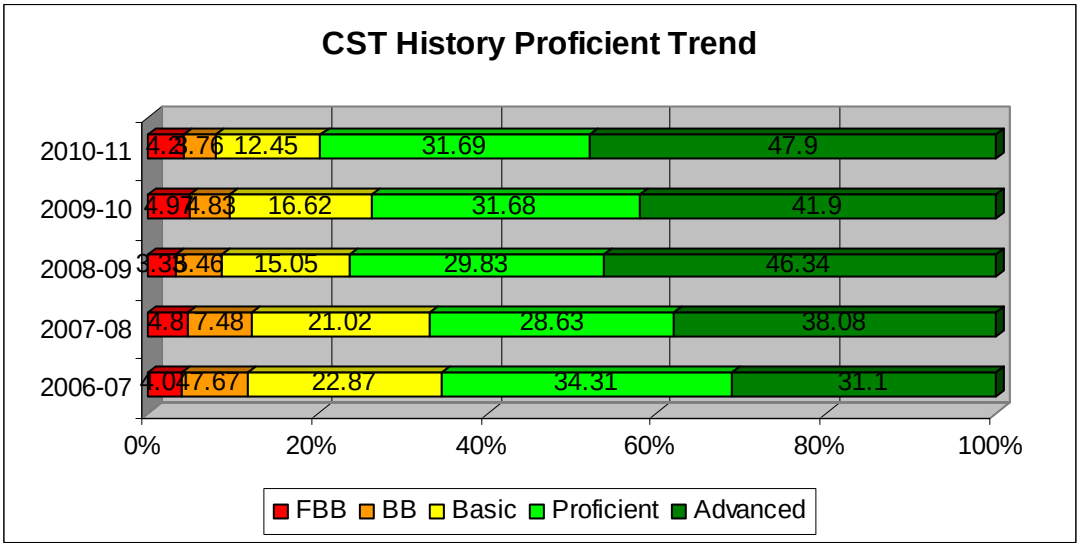
CST Percent Proficient Trend Analysis - Science

Year	2006-07	2007-08	2008-09	2009-10	2010-11
FBB	3.04	3.68	2.85	3.65	2.45
BB	5.83	5.24	6.15	4.79	5.18
Basic	29.99	25.01	23.8	22.14	22.61
Proficient	35.1	34.03	29.7	32.81	29.39
Advanced	26.04	32.04	37.51	36.61	40.37
% Prof or Adv	61.14	66.07	67.21	69.42	69.76
					23



CST Percent Proficient Trend Analysis - History

Year	2006-07	2007-08	2008-09	2009-10	2010-11
FBB	4.04	4.8	3.33	4.97	4.2
BB	7.67	7.48	5.46	4.83	3.76
Basic	22.87	21.02	15.05	16.65	12.45
Proficient	34.31	28.63	29.83	31.68	31.69
Advanced	31.1	38.08	46.34	41.9	47.9
% Prof or Adv	65.41	66.71	76.17	73.58	79.59
Total St.	717	709	751	704	691



3. California High School Exit Exam – CAHSEE

From the onset our staff has been committed to preparing our students for the California High School Exit Exam (CAHSEE). Students are provided with preparation in all 10th grade English classes as well as in algebra one and Geometry classes. Using both the 9th grade benchmark essay and the 10th grade practice CAHSEE essay, the English department provides feedback for all our 10th graders on how well they are prepared for the census exam in March. We have maintained high pass rates and are now working on increasing the number of students who are proficient. Subgroup data shows that our Special Education and English Language Learners continue to struggle with proficiency.

CAHSEE Pass Rates by Year

Year	Participation Rate	% Passed ELA	% Passed Math	% AYP Proficient ELA	% AYP Proficient Math
2007	99%	96%	97%	78.9%	86.2%
2008	99%	95%	98%	86.2%	87.9%
2009	99%	96%	98%	85.5%	88.6%
2010	99%	97%	99%	85%	88%
2011	99%	97.1%	99%	89%	87%

Census Data for CAHSEE (Grade 10 Only)

CAHSEE Sub-Group Data for English Language Arts

Subgroup	2006-07		2007-08		2008-09		2009-10		2010-11	
	% Pass	% Prof	% Pass	% Prof	%Pass	% Prof	% Pass	% Prof	% Pass	%Prof
Male	95		95		96		96		95	85%
Female	98		96		96		97		99	92%
American Indian	--	--	--	--	--	--	--	--	--	--
Asian	94	78.7	96	88.2	95	83.3	95	86.5	97%	87%
Pacific Islander	--	--	--	--	--	--	--	--	--	--

Filipino	100	90	100	90.9	100	86.7	90	85.7	95%	86%
Hispanic	92	70	90	80	93	83.3	95	85.3	98%	89%
African American	--	--	--	--	--	--	--	--	--	--
White	98	80.1	95	85.5	97	87.3	98	86.1	97%	90%
Two or More Races	98		98		98		--	--	--	--
English Only	10		100		99		98		99%	93%
IFEP	95		95		98		100		99%	94%
RFEP	82	49.3	68	63.2	67	68.1	97		99%	93%
English Learners	79	37.8	60	35.6	91	55.3	78	53.3	76%	47%
Special Education	91	72.7	85	72.7	92	70.4	73	48.6	93%	64%
Econ Disadvantaged							89	77		

CAHSEE Sub-Group Data for Mathematics

Subgroup	**2006-07**		**2007-08**		**2008-09**		**2009-10**		**2010-11**	
	% Pass	% Prof	% Pass	% Prof	%Pass	% Prof	% Pass	% Prof	% Pass	%Prof
Male	95		98		98		98		98	85%
Female	98		98		98		99		99	90%
American Indian	--		--	--	--		--		--	--
Asian	94	94.9	100	98.8	100	98.6	100	95.2	100%	95%
Pacific Islander	--		--	--	--		--		--	--
Filipino	100	85	100	81.8	100	100	100	90.5	100%	91%
Hispanic	92	76.7	95	72.2	89	74.5	96	71.2	98%	75%
African American	--		--	--	--		--		--	--
White	98	83.6	98	83.6	98	85.3	99	87.2	98%	86%
Two or More Races	98		98		99		--		--	--
English Only	100		100		97		99		99%	88%
IFEP	95		98		98		100		100%	91%
RFEP	82	76.4	98	81	94	73.7	98		99%	90%
English Learners	79	44.4	77	29.8	82	51.1	98	76.1	91%	66%
Special Education	94	72.2	95	81.8	94	73.7	82	46.9	92%	56%
Econ Disadvantaged							97	79.4		

4. Adequate Yearly Progress

Crescenta Valley High School has maintained high graduation rates. The Participation rates for Math and English average 99%. The areas of concern continue to be the proficiency rates of our sub-groups in Special Education and English Learners.

AMO Data

	2006-2007	2007-2008	2008-2009	2009-2010	2010-11
ELA Participation	99	99	99	98	98
Math Participation	99	99	99	100	99
ELA AMO % Proficient	78.9	86.2	85.5	86.1	90
Math AMO % Proficient	86.2	87.9	88.6	87.3	86.4
Graduation Rate	100	99.6	99.6	98.4	96.9

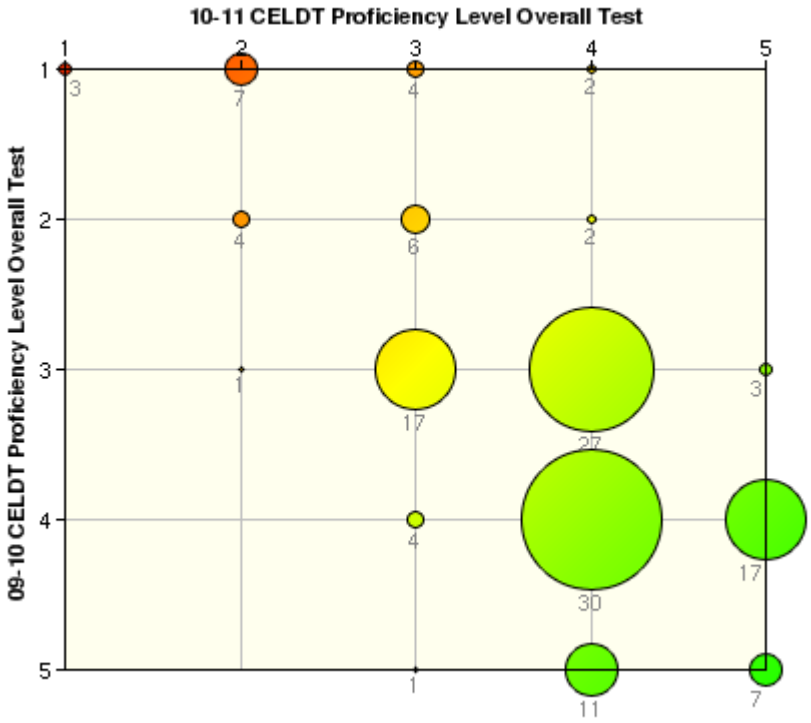
Various CST Proficiency Rates

Grade	CST Test	2011 Proficiency Rate
9th grade	ELA	89%
9th grade	Intro to Algebra	53%
9th grade	Algebra 1	67.8%
10th grade	Algebra 1	27%
11th grade	Algebra 1	4%
Grades 9-11	Algebra 1	55%

5. CELDT – California English Language Development Test

Because the ELD student population is continually changing, tracking individual student progress is important. Of the 146 students taking the test in October of 2009 and again October 2010, 68 of them improved by one level or more (46.6%), 61 students stayed the same (41.8%), and 17 students went down (11.6%).

Year	06-07	07-08	08-09	09-10	10-11
Advanced	18%	16%	21%	26%	19%
Early Advanced	46%	50%	40%	39%	45%
Intermediate	28%	20%	23%	28%	21%
Early Intermediate	6%	10%	13%	5%	8%
Beginning	2%	3%	2%	2%	3%
# Tested	168	135	151	179	153



6. Freshman Benchmark

District-wide, writing benchmarks are administered grades K-9. The purpose of the 9th grade Benchmark is to predict performance on the CAHSEE and provide an opportunity for remediation in grade 10 for those who do not pass. The prompt alternates between Response to Literature and Persuasive topics, as both of these types are possible prompts on the CAHSEE. From 2004-2011, we have seen an overall increase in the percentage of students passing both types. Response to Literature is a more challenging writing task, and as a result those scores are consistently weaker than the Persuasive scores. Last year we saw a dramatic increase in the number of students meeting or exceeding grade level standards in Persuasive writing.

Freshmen Writing Benchmark

Response to Literature	% Pass
2010	65%
2008	54%
2006	70%
2004	57%

Persuasive	% Pass
2011	88%
2009	74%
2007	50%
2005	54%

7. College SAT & ACT results/ CSU Early Assessment Program / UC Subject

Since 2007, the number of students taking the SAT in the last six years has slightly decreased; however, the number of students taking the ACT has increased dramatically (about 500 percent). This coincides with the UC system accepting both SAT and ACT scores for admission. Our students consistently perform above the state and national averages on both exams.

Student Test Data – SAT

	CVHS Mean			State Mean			Nation Mean		
Date (# Test Takers)	Verbal/ Critical Reading	Math	Writing	Verbal/ Critical Reading	Math	Writing	Verbal/ Critical Reading	Math	Writing
2005 (447)	533	593		504	522		508	520	
2006 (443)	535	593	546	495	516	496	503	518	497
2007 (483)	528	582	536	493	513	491	502	515	494
2008 (484)	549	603	555	494	513	493	502	515	494
2009 (419)	553	609	560	495	513	494	501	515	494
2010 (452)	552	600	561	501	516	492	501	516	492
2011	*	*	*	499	515	498	497	514	497

ACT Test

Year	2007		2008		2009		2010		2011	
	CVHS	Nation	CVHS	Nation	CVHS	Nation	CVHS	Nation	CVHS	Nation
English	23.8	20.7	24.3	20.6	24	20.6	*	20.6	25.4	20.5
Math	26.5	21	26.6	21	26.4	21.0	*	21.0	27	21.0
Reading	24.5	21.5	24.1	21.4	24.3	21.4	*	21.4	25	21.3
Science	23.2	21	23.2	20.8	23.1	20.9	*	20.9	24	20.9
Composite	24.6	22.2	24.7	21.1	24.6	21.1	24.98	21.1	25.7	21.0
# Tested	56		105		227		257		279	

*Data was not available – School Report was ordered and has not been received

Virtually all students in English and all eligible students in Math take the EAP as part of their junior year CSTs. Since 2006, averages of 42 percent of our juniors have been determined "ready" for college English. In Math, roughly the same percentage of Algebra II students and 97 percent of our Trig/Stats and above students are judged "ready" or "conditionally ready" by the CSU.

	Students tested in English	% of English "ready"	Students tested in Math	% of Alg 2 "Ready" or "Conditionally Ready"	% of Summative Math "Ready" or "Conditionally Ready"	% of overall Math "Ready" or "Conditionally Ready"
2011	681	42%	421	43%	97%	77%
2010	691	45%	473	39%	96%	68%
2009	753	37%	520	40%	98%	73%
2008	710	42%	458	41%	96%	74%

2007	708	42%	452	42%	98%	77%
2006	700	41%	457	55%	99%	80%

32 percent of the class of 2010 was admitted to the UC system, up six percent from 2005 (26%). The percentage of enrolled students who met the writing requirement for UC increased from 64 percent in 2005 to the current 84 percent (2010). In the past five years, we have substantially increased the number of students who do better than the average UC student in meeting this requirement, improving from two percent below the UC average in 2005 to 11 percent above the UC average in 2010.

School	Total Admitted	Total Enrolled	Enrolled Students # who met Reqm't	Enrolled Students % who met Reqm't
2010 CRESCENTA VALLEY Total	232/728 (32%)	99	84	84.8
2010 County Total	19547	8856	6104	68.9
2010 UC Total	69441	31926	23335	73.1
2009 CRESCENTA VALLEY Total	214 / 730 (29%)	91	78	85.7
2009 County Total	18443	8405	5931	70.6
2009 UC Total	63729	29440	21924	74.5
2008 CRESCENTA VALLEY Total	234 / 727 (32%)	102	85	83.3
2008 County Total	19722	9901	6709	67.8
2008 UC Total	69066	34394	24779	72
2007 CRESCENTA VALLEY Total	201 / 718 (28%)	105	81	77.1
2007 County Total	18366	9406	6438	68.4
2007 UC Total	64866	33495	23983	71.6
2006 CRESCENTA VALLEY Total	170 / 652 (26%)	94	75	79.8
2006 County Total	17436	9210	6130	66.6
2006 UC Total	65070	33520	23381	69.8
2005 CRESCENTA VALLEY Total	176 / 673 (26%)	103	66	64.1
2005 County Total	15752	8303	5302	63.9
2005 UC Total	56305	30041	20037	66.7

8. Advanced Placement Data

We take 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. CVHS now offers 23 different AP courses and the number of AP sections have increased from 53 in 2005-2006 to 65 in 2011-2012. Student enrollment in AP classes has increased from 1,465 to 2,073 over the same time period. In addition, in 2005-06, 1,366 AP tests were taken by CVHS students and the pass rate was 72%. In 2011, the number of AP exams taken at CVHS increased to 1,714 and our pass rate grew to 77%. Furthermore, the number of students designated as AP Scholars and AP Scholars with Honors has grown steadily over the past three years. In the overwhelming majority of AP courses offered at CVHS, our students pass rate exceeds the national pass rate on the exams.

AP Scholar Awards: Students who have passed three of more exams.

	2005	2006	2007	2008	2009	2010	2011
AP Scholar	71	84	103	111	132	110	146
AP Scholar with Honors	52	39	55	67	51	63	65
AP Scholar with Distinction	52	59	84	89	95	91	80
National Scholar	7	9	4	13	18	14	9
Total	175	191	246	280	296	278	300

AP Results 2000-2011

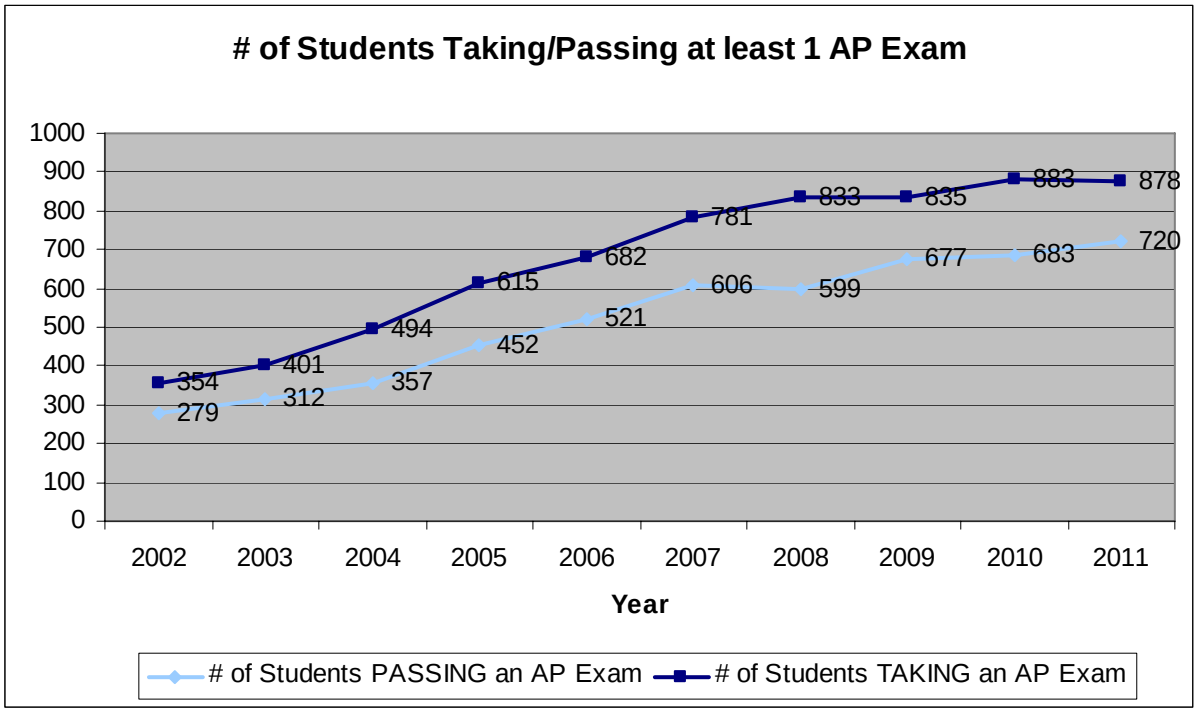
Year	**US History**		**Statistics**		**Biology**		**Chemistry**		**Comp Science A**		**Comp Science B**		**Econ Mac**	
	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass
2000	72	75	31	55	81	56	10	90	10	90	7	100	53	96
2001	95	60	30	47	74	69	38	71	7	100	9	100	65	95
2002	98	66	31	52	79	71	24	68	8	100	10	100	54	100
2003	89	69	31	66	67	76	70	64	12	83	6	83	54	91
2004	167	57	50	56	95	68	69	65	12	92	7	100	60	98
2005	170	42	78	59	117	85	53	65	11	91	5	80	117	96
2006	156	53	80	61	102	76	70	66	8	75	4	100	102	90
2007	212	61	77	63	120	76	76	63	13	92	1	100	115	96
2008	163	52	56	70	110	80	50	65	11	100			115	83
2009	166	69	71	72	127	72	56	70	18	83	3	100	114	97
2010	175	59	57	75	127	57	60	67	18	78			123	97
2011	172	70	65	85	128	72	70	66	17	88			139	90

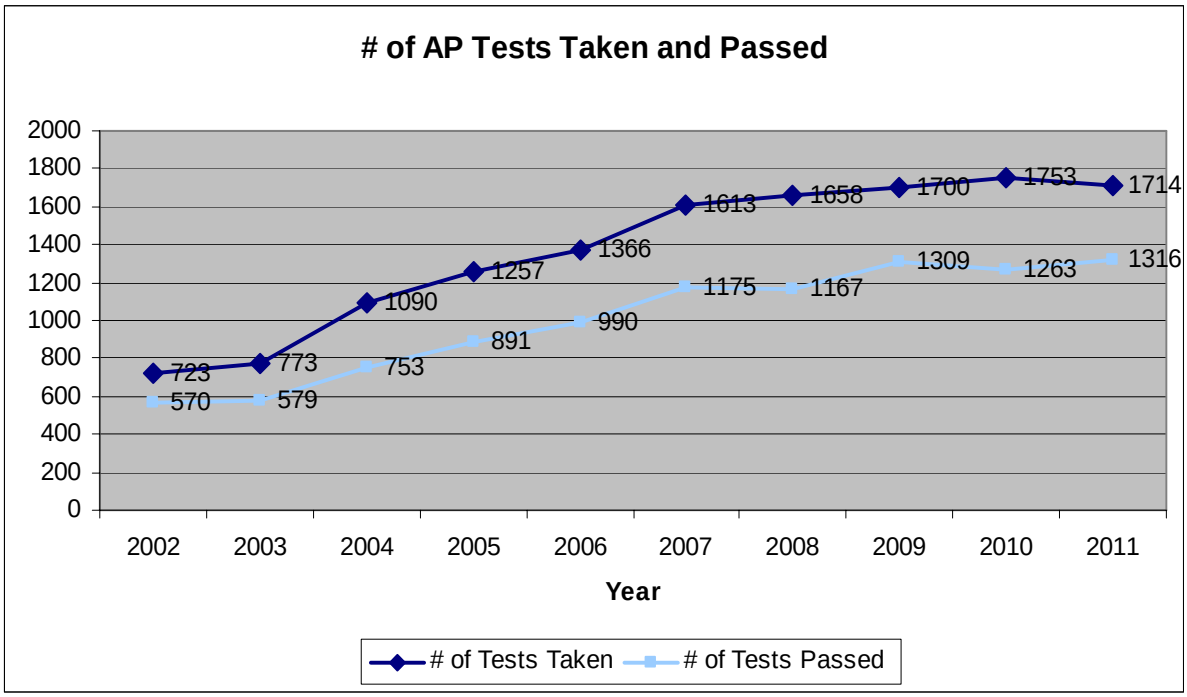
	Eng. Lang		**Eng. Lit.**		**French Lang.**		**French Lit**		**German Lang**		**Govt Pol US**		**Psychology**	
	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass
2000	93	67	73	84	2	100			2	100			26	77
2001	72	68	82	78	8	100			6	83			34	82
2002	78	82	72	83	3	100			3	33	1	100	54	91
2003	88	77	72	83	3	0			2	100	1	100	55	78
2004	100	71	116	79	13	69			2	100			90	74
2005	91	80	90	85	10	40	3	33	4	100			81	64
2006	159	65	95	89	4	100			4	100	24	75	76	67
2007	229	44	113	71	4	25	1	0	8	87	24	54	101	75
2008	222	70	153	79					7	71	44	68	125	75
2009	249	70	154	74	8	50			3	100	40	80	142	87

2010	272	68	180	76	17	47			4	100	51	65	140	81
2011	198	84	186	71	14	21			8	63	40	80	151	77

	Spanish Lang		**Spanish Lit**		**Calculus AB**		**Calculus BC**		**Physics B**		**Physics C –Mech**		**Physics C – E & M**	
	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass
2000	43	70	10	100	38	79	25	48	27	78				
2001	49	84	3	100	41	56	8	88	31	77				
2002	53	83	14	100	10	100	51	67	32	84	1	100	1	100
2003	58	88	10	80	57	72	11	82	22	73	1	100	2	100
2004	42	76	13	85	102	70	13	85	65	69	1	100	2	100
2005	50	68	13	100	91	58	31	84	48	77	4	100	3	100
2006	51	86	11	82	107	51	29	100	41	78	6	100		
2007	61	67	16	100	109	85	25	76	46	67	9	89	1	0
2008	70	64	12	86	106	64	42	86	32	72	18	83	2	100
2009	71	65	12	83	98	81	29	97	42	95	6	100	4	75
2010	54	63	15	100	135	59	29	79	44	89	13	69	9	44
2011	61	59	15	80	127	75	27	89	39	77	11	64	4	0

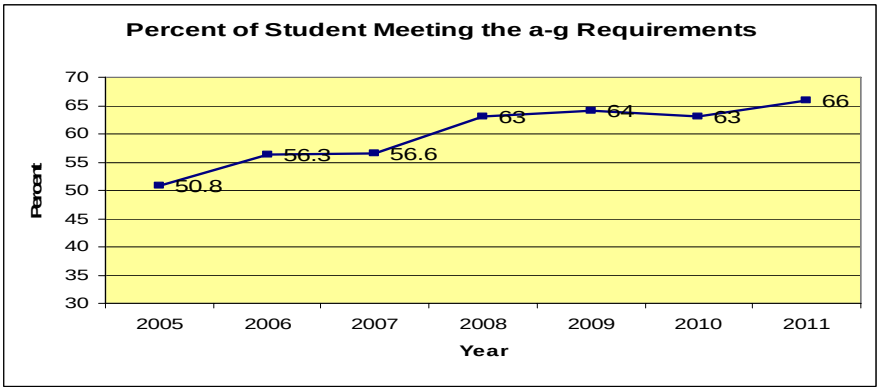
	Art Drawing		**Art Design**		**Art History**		**Env. Science**		**European Hist.**				**Total**	
	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass
2000	5	100	1	100									635	73
2001	3	67	8	88									667	73
2002	12	100	5	100	17	65	11	64					723	79
2003	15	100	2	100	9	66	35	26					773	75
2004	8	100			15	33	51	33					1090	69
2005	7	71	2	100	21	52	28	68	126	76			1257	70
2006	13	100			11	45	14	78	167	78			1335	72
2007	6	100	2	100	13	87	12	83	180	73			1575	73
2008	6	100			14	64	46	83	220	59			1657	70
2009	3	100	1	100	11	46	47	89	189	73			1664	77
2010	8	100	1	100	10	60	31	90	187	78			1760	72
2011	18	88			10	80	33	94	184	82			1714	77





9. a - g Requirements / Students Enrolled in UC-Approved Courses

90 percent of our students are currently enrolled in UC-approved coursework in Science and Math, and 99 percent of our students are enrolled in UC-approved English courses. In the fall of 2010, 143 of 600 entering seniors had already fulfilled the requirements and 26 students needed only one course to meet the UC A - G requirements. More females than males met the requirements. The main impediment for students to meet the UC requirements was a D in one or more course. Our school, however, provides opportunities for students to recover D grades during summer school, through distance learning, or through repeating the course in subsequent years.



10. Number of Students in Algebra by Grade Level

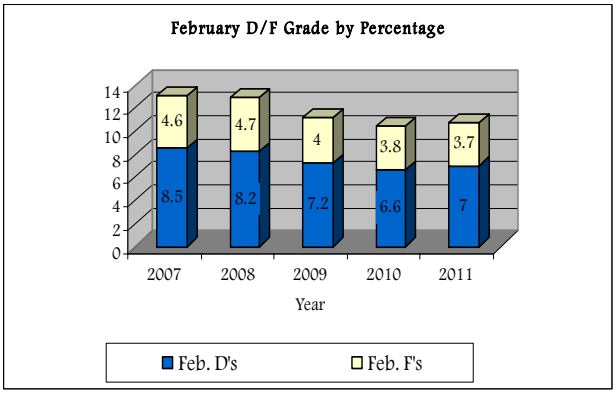
Algebra:	**Intro to Algebra:**
9th Grade: 277	9th: 94

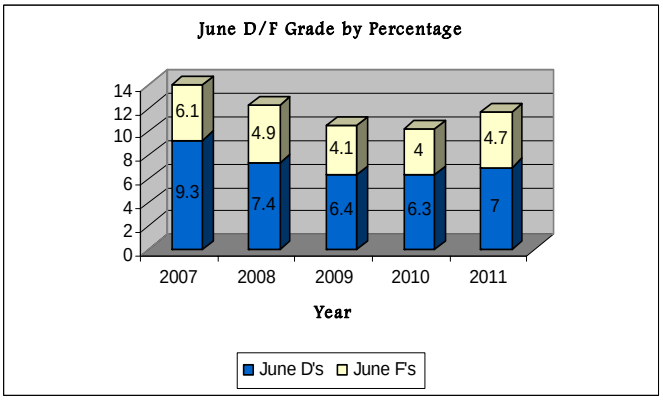
10th Grade: 115 10th: 1
11th Grade: 25
12th Grade: 4

All students in the Glendale Unified School District are required to complete both Algebra 1 and Geometry in order to graduate. To support our lowest achieving students, the math department at Crescenta Valley, along with the support of the administration, has implemented the Introduction to Algebra course in order to provide a solid foundation for Algebra. During the fall semester, the Intro course reinforces prerequisite skills and during the second semester begins the Algebra 1 coursework. In addition, CVHS offers a 3-semester Algebra 1 program. Through the study of data, we have found this strategy to be extremely helpful for our lowest achieving students. No student has failed to graduate solely due to the need to complete the district math requirement.

11. D-F grades

Because above-average performance is crucial for meeting college admission requirements, we have tracked numbers of students earning D and F grades since 2007. We happily note that the percentage of students earning these grades has steadily decreased. As a component of many of our faculty meetings, each staff member is given a list of their D and F students and asked to reflect on strategies to increase student success.



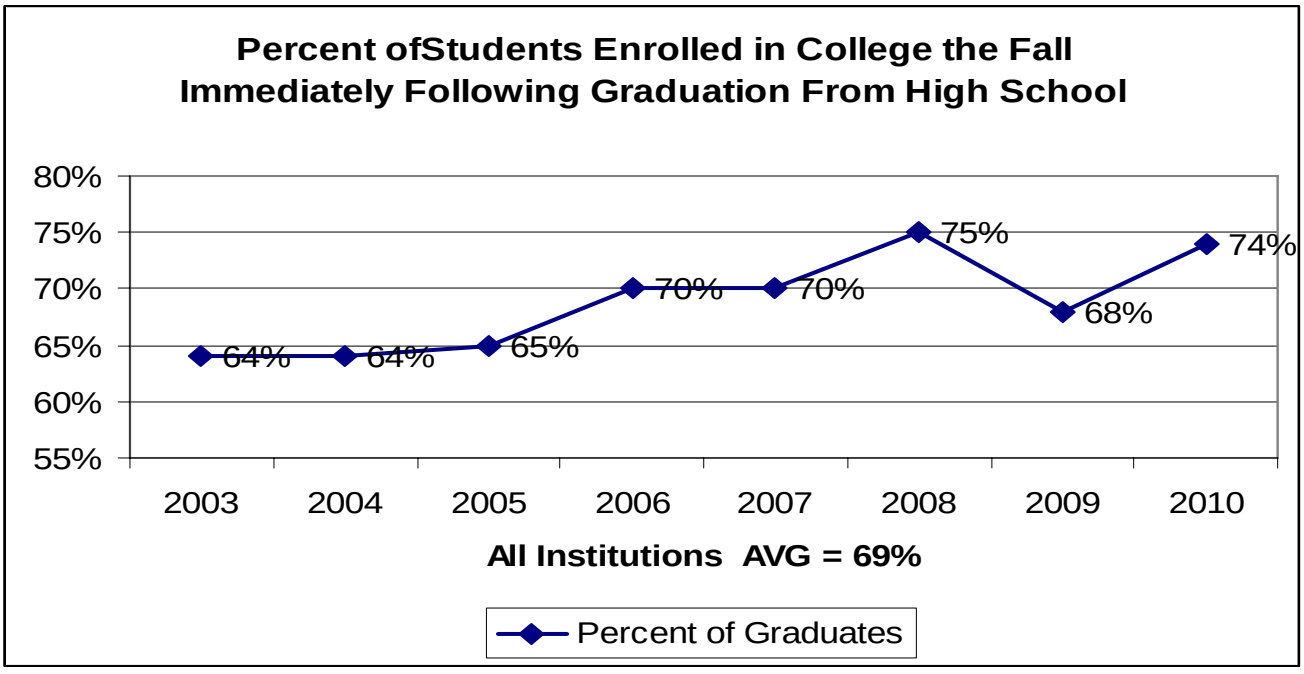


12. Completion, Graduation, and Post-Enrollment Data

According to CDE data, our graduation rates have decreased slightly in the past two years, an aggregate of approximately three percent (approximately 20 students), but there are several mitigating factors and possible explanations for this decrease. ELD students entering our school in 11th grade will not meet district graduation requirements; although they cannot graduate from CVHS, they may complete their requirements and graduate from Daily High School, our district's continuation program. Two of our current students (one ELD, one Special Day Class) have elected to take an additional year at CVHS in order to graduate from our campus. District-wide, there was an increase in dropouts in 2008-2009, a trend which seems to coincide with the economic recession. These changes may have disproportionately affected our community compared to county and state statistics because middle-class families were affected particularly strongly by this recession, and the housing market in La Crescenta dropped significantly.

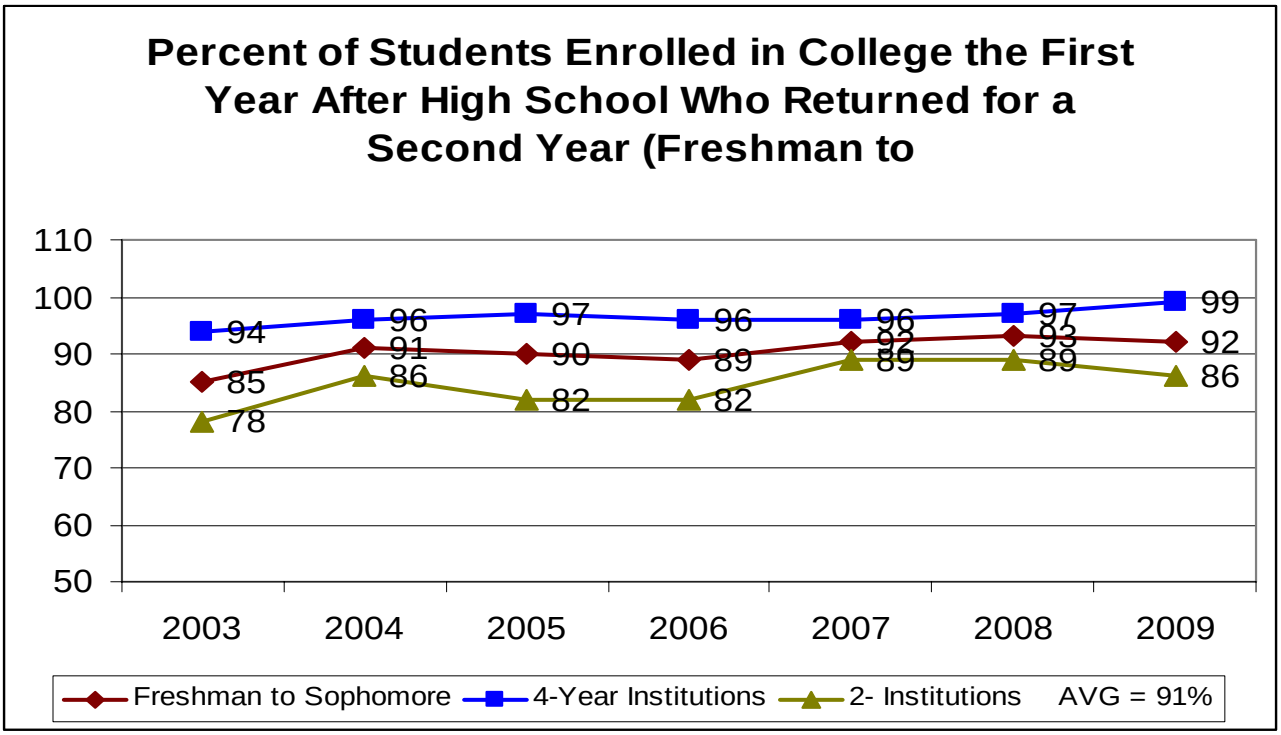
As for post-enrollment, the percentage of our graduates enrolled in college has increased nearly ten percent since 2005, with the exception of a small dip during 2009. This dip coincides with the economic recession.

The following charts reflect information gleaned from the 2011report of the National Student Clearinghouse, which is collecting trend data on college students nationwide.

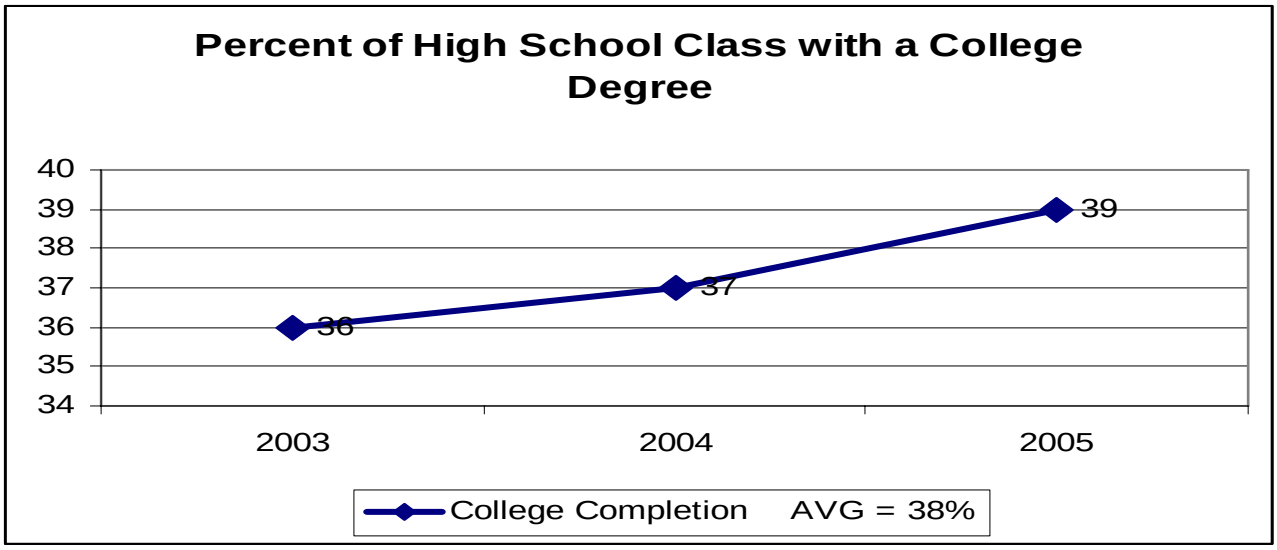


Post enrollment data — According to the CVHS High School Profile, 1% of the graduates in the years 2009-10 and 2010-2011 self-reported attending trade/tech, military, workforce or traveling immediately following graduation; in the previous years, percentages have averaged 2%, with the exception of 8% choosing the "other" option in 2007-08.

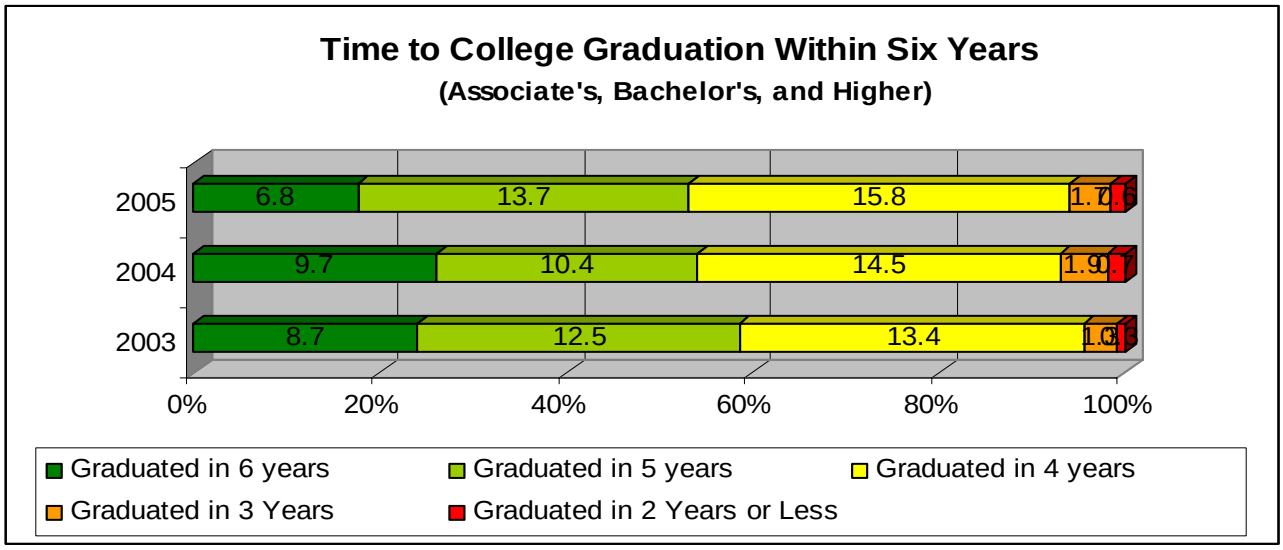
College freshman to sophomore retention has been steady, an average of 92 percent in public institutions, and 98 percent in private institutions.



College completion rates have also increased by about three percent between the classes of 2003-2005.



The classes of 2003-2005 have seen about a two percent increase of completing their college degree within four years, and a decrease in the number of students who took six years to graduate. This may be attributed to an increased focus at CVHS to improve readiness for college as well as growth of our Advanced Placement program.


Time to College Graduation Within Six Years
(Associate's, Bachelor's, and Higher)
2005
2004
2003
6.8
13.7
15.8
9.7
10.4
14.5
8.7
12.5
13.4
0%
20%
40%
60%
80%
100%
Graduated in 6 years
Graduated in 5 years
Graduated in 4 years
Graduated in 3 Years
Graduated in 2 Years or Less

CHAPTER II
STUDENT/COMMUNITY PROFILE OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA

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OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA

The Crescenta Valley High School community embraced a truly collaborative process as it navigated the WASC self-study process. While it should be noted that there currently exists a regular and ongoing process for identifying, collecting and analyzing student performance data at CVHS, the work that has been done as part of the WASC self-study process has helped to enhance our understanding of the data. In addition, working together has clarified the school's goals and our collective values.

WASC notes that the self-study process is designed to be a six-year cycle that is ongoing. This has and continues to be true at CVHS. The Action Plan and Key Areas for Follow-Up left by the Visiting Committee in 2006 have guided the direction of the school for the past six years. In preparation for writing this self-study document and in anticipation of the Visiting Committee's arrival on campus, our work on this current cycle began in June 2010. Staff members indicated their focus group preferences, and upon returning to campus in August 2010, these groups worked on team building skills to facilitate each focus group's functioning as a cohesive team throughout the WASC process. A campus scavenger hunt helped to connect staff members to the school and to better educate them on the programs and services available at CVHS. Also during the school opening in 2010, the annual review of schoolwide student performance data was revamped. Department groups not only reviewed the data, but also generated a list of "good news" gleaned from the data. Additionally, departments identified the "urgent messages" suggested by the data and a list of "bold steps" that should be taken by the staff to address the issues facing the school. This data-driven approach to school improvement formed the basis of a schoolwide Good News/Urgent Message document that drives the school's efforts. Since its inception, the Instructional Leadership Team has revisited and updated this document based on data and student needs at nearly every one of its meetings.

The faculty conducts peer observations and campus walkthroughs every October, but with the WASC process underway, these observations became more meaningful and were used as a tool for gathering evidence on how well the school's focus of critical thinking and the best practices of formative assessment, reteaching and questioning have been integrated across the campus.

As the process continued, it became clear that identifying our core values and the future directions of the school required greater attention. In November 2010, the entire campus community began to review the Expected Schoolwide Learning Results, the mission statement, the school focus statement and the Good News/Urgent Message document. One activity to find congruence in core values among shareholders asked teachers, students and parents to answer this question: "What does it mean to be a Falcon?" The discussion continued online in a forum and blog on the school website. Input was solicited from various campus groups. By February 2011, the faculty was ready to vote: to keep the ESLRs and mission statement "as-is" or to completely start from scratch. While the vote overwhelmingly indicated a desire to continue the continuity and focus of the school's goals by remaining with the current ESLRs and mission statement, the Instructional Leadership Team noted the importance of integrating the school's

focus of critical thinking into these statements. This helped link all of our documents under one set of guiding principles and values identified by the school's staff, students and parents.

In January 2011, a special team of teachers, one administrator and one administrative secretary formed the Data and Directions Team that began gathering pertinent school data to write Chapter I of the WASC Self-Study Report. Data points that had once been scattered across computer platforms and in binders on various bookshelves were at last compiled in one place.

This data in Chapter I was distributed to the staff. And, all of the departments' Good News/Urgent Message/Bold Steps recommendations from earlier in the school year were compiled into a single list in March 2011. Staff reviewed this information in cross-curricular groups and then individually began to generate a list of questions about CVHS students. Also, each staff member listed one to three critical academic needs based on this question: "What are the pressing needs of the students in our school that are within our power to address?" Over the next few months, parents and students conducted the same activity in their home groups.

In October 2011, the Instructional Leadership Team took the nearly 200 suggested critical academic needs and sorted them by theme. Three themes emerged based on the feedback of all shareholders—a need to prepare students for life beyond high school, to help struggling students and to focus on developing the "whole student".

An awareness of these goals became the basis for the work focus groups did as they collaborated to write their reports for Chapter IV of this Self-Study. Staff worked together during monthly Banking Days and other Staff Development Days to write the narrative responses to the WASC criterion questions and to enumerate the lists of areas of strength and areas of growth for each focus group. Focus Group leaders put the finishing touches on the documents, refining the language and sharing drafts with parents and student groups before final publication in this document. There is a sense of pride that is evident in the work collectively undertaken to prepare this report for the Visiting Committee and the Crescenta Valley community.

Implications of the Data

Throughout the WASC self-study process, great care has been taken to closely evaluate the data and match its implications with the reality and needs of CVHS students. Below is a brief outline of what makes us proud and where we need to act:

<u>Good News</u>

- As a school, teachers are comfortable reviewing data, and better discussions are taking place as a result of consistent analysis of data to move the school forward.
- Increasing numbers of CVHS students are taking a rigorous curriculum by meeting and exceeding the a - g requirements.
- Advanced Placement course offerings have expanded and more students are taking these AP classes and passing the exams each year.
- The Latino/Hispanic achievement gap with other subgroups is narrowing.
- Vertical alignment efforts are contributing to increased collaboration and greater student success.

Urgent Messages

- As test scores continue to improve, there is a concern of plateauing.
- Efforts need to be made to ensure meeting API and AYP proficiency targets in all subgroups.
- There are concerns about appropriate placement of special education students and English Language Learners.
- While more students attempt a - g courses, it is necessary to raise the completion rate by reducing Ds and Fs in these courses.
- Seek out interventions for at-risk students, beginning in the ninth grade.
- Increase student involvement in the school and in the community.

Critical Academic Needs Based on Data

After a careful analysis of achievement data, staff, parent and student surveys and recommendations by each of these groups regarding key areas for school improvement, three general themes emerged. The WASC self-study process yielded these Critical Academic Needs:

1. Self-Study findings, state assessment data, results from student, parent and staff surveys indicate a need to prepare students for life beyond high school, specifically by promoting the use of critical thinking skills in and out of the classroom.

2. Self-Study findings, state and national assessment data and school D/F data indicate a need to further support the needs of struggling students, including those students not meeting standards, in addition to Special Education, English Language Learners and Latino/Hispanic students.

3. Self-Study findings and the results from student, parent and staff surveys indicate a need to focus on developing "the whole student" through character development and positive connections to the school and community.

There is a strong correlation between the identified Critical Academic Needs and the existing Expected Schoolwide Learning Results. The ESLRs state that 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 **(addressed through Critical Academic Needs #1 and #2)**
- Responsible citizens **(addressed through Critical Academic Needs #1 and #3)**
- Productive young adults **(addressed through Critical Academic Needs #1 and #3)**

These three Critical Academic Needs have been integrated into the CVHS Action Plan outlined in Chapter V of this Self-Study. The Action Plan indicates steps to be taken by the school to address these key issues.

Questions Raised by the Analysis of the Data

Throughout the WASC self-study process, staff, parent and students met individually and in mixed groups to analyze the Student/Community Profile, perception survey data and other relevant evidence. A number of questions emerged in the process:

- How can all staff better serve the needs of a diverse student body, which includes raising test scores, providing all students with opportunities for a meaningful connection to the school and through service to the community?
- How can the CVHS staff improve the overall communication among all shareholders on campus and between the school and students' homes?
- How effective are the programs that the school currently has in place?
- What types of programs, policies and procedures does the school need to put in place in order to assist the students to increase their achievement, especially our subgroups that struggle the most—ELLs, Special Education students and Latino/Hispanic students?
- How can the CVHS staff increase the relevancy of curriculum in the lives of students?
- What professional development and support will be necessary to integrate the Common Core standards and assessments into the current curriculum?
- How can staff encourage students to become more proactive about selecting possible careers, and then selecting courses and enrichment activities to reinforce their interests?
- How can the school actively engage its student body?

CHAPTER III
PROGRESS REPORT

CHAPTER III
PROGRESS REPORT

Significant Developments Since the Last Full Visit

- In the fall of 2006, Crescenta Valley High School began to implement a school-wide staff development program called Focus on Results.
- An Instructional Leadership Team was formed initially with 10 staff members (8 teachers, 2 administrators) and has now grown to 24 staff members (21 teachers, 3 administrators). The ILT's role is critical in the shared decision-making process of the school.
- The schoolwide focus of critical thinking has driven all staff development for the past five years including a school connection to the Foundation for Critical Thinking.
    - Over 20 teachers have attended conferences hosted by the Foundation for Critical Thinking.
    - Two members of the Foundation for Critical Thinking have led whole staff development days.
- In 2009-2010 the district offered a Golden Handshake retirement package that resulted in eight teachers and four classified staff retiring.
- A number of administrative changes occurred in the Assistant Principals' Office. Specifically, six assistant principals have rotated through this office over the past six years. However, Mrs. Sungsook Kim, one of the assistant principal has been a stable force in this office for 14 years. In addition, while Ms. Charlotte Sassounian has only been at CVHS for three years, she has been an assistant principal in the District for ten years. Finally, Mrs. Lisa Reed has been an assistant principal at CVHS for two years, but has been a teacher at the school for over 25 years.
- The administrative structure of the school was changed from a co-principal model to a principal-associate principal model. With these retirements in 2009-2010, the longtime principal retired. The incoming principal came from the feeder middle school and was familiar with the community, the Focus on Results process, including the importance of an Instructional Leadership Team.
- In 2009-2010, the two other comprehensive high schools in the District entered Program Improvement. Students at these schools have the option to transfer to CVHS at any time throughout the school year.
- In 2009-2010, the District implemented a new student information system, Zangle, and began to phase out the Achieve Data *Data Director* application.
- Starting in 2010-2011 and continuing this year, each department has been provided with collaboration release days to work on curriculum, pacing and common assessments.
- In 2011-2012, the District opted to only test incoming ninth graders for GATE, which has significantly reduced the number of students in the GATE program at CVHS.
- In 2011, the community passed Measure S, a bond measure for facility and technology improvements.
- A variety of budget adjustments has occurred over the past three years:
    - Due to the lack of State funding for summer school, the Glendale Education Foundation began to offer District shifted to a fee-based summer school program for students taking enrichment courses.

- At its peak, the Counseling Office had eight counselors, which has now been reduced to five counselors.
- The 20:1 ratio in ninth grade English and Algebra I classes has been eliminated.
- To offset budget shortfalls, the District reduced each comprehensive school's FTEs by 3.0, increasing class sizes across the school.
- Previously, CVHS funded four Standards Resource Teachers. With budget cuts and the elimination of site FTEs, the SRTs were reduced to two—one in English and one in Math.

WASC Visits

CVHS conducted its last full self-study and visit in the fall of 2006, and wrote a three-year progress report in 2009. The Visiting Committee in 2006, identified four school-wide Key Areas for Follow-up:

1. While strides have been made in improving student responsibility and maturity through the 40 Developmental Assets Program, further integration of this program into all aspects of school culture will enhance student character.
2. With a sense of concern for students who have scored at of below proficiency, CVHS will seek out and implement curriculum, programs and assessments to improve student achievement.
3. Internal assessments should be further developed in order to generate data that can be used to modify curriculum and instruction.
4. Suitable training should be provided in order to effectively implement and integrate Achieve Data and Data Director.

Procedures for Implementing and Monitoring the Schoolwide Action Plan

The entire school community is involved in the implementation and monitoring of the action plan. Each year, the initial faculty meeting, which includes both classified and certificated staff, is devoted to analyzing student data. The data points that are presented at this meeting include:

- Academic Performance Indicator
- Proficiency rates for all grade levels for CSTs in English, Math, Science and Social Science
- Breakdown of ELL, Hispanic and Special Education subgroup proficiency rates for CSTs
- CAHSEE Proficiency
- AP Exam results
- a - g completion rates

In addition, each teacher in the core content areas receives CST data from their previous year's students both by strands and by proficiency. Departments then review this data and identify areas of strength and areas of concern. This information is used to plan and revise the common formative assessments in each department. To link each department's needs back to the action plans, faculty created a list of good news, urgent message and bold steps designed to drive the school's focus the coming year.

While using standardized testing data is important to direct the action plan, teachers and staff also meet frequently to discuss D/F data and results of our own internal assessments. The Standards Resource Teachers meet weekly with the principal and the Instructional Leadership Team meets monthly to assess and revise the school's direction. In addition, Focus on Results collaboration days occur six times a year, which offer an opportunity for the school's ILT to meet with other secondary schools in the district, review progress and plan, providing an additional level of external accountability.

Accomplishment of the Schoolwide Action Plan: 2006-present

Action Plan 1

Develop a departmental common assessment plan for English, math, social science and science that provides teachers with accurate data and enables teachers to adjust instruction so that all students master state standards.

This action plan incorporates Key Areas for Follow-up 2, 3 and 4.

Benchmarks

- 2006: CVHS English, Math and Social Science departments created CFAs for the academic year
- 2007: GUSD sent administrators and teachers to a CFA training by the Leadership and Leaning Center in Denver; District-wide secondary professional development on CFA took place, including all content areas; each content area wrote quarterly CFAs
- 2008: CVHS took a site-based approach to CFAs, where teachers continued to administer and revise quarterly CFAs. At this time, the faculty adopted a Schoolwide focus of critical thinking and began exploring best practices of daily formative assessments and reteaching.
- 2009: CVHS designated CFA Captains for each course/CFA to expand leadership, manage data and facilitate course-level discussions on CFAs.
- 2010: CVHS continued to use quarterly CFAs and began to emphasize post-data discussions and next steps, focusing on our best practices of formative assessment and reteaching
- 2011: CVHS teachers continued to implement CFAs and use post-data discussions to direct instruction

Activities

- Because this action plan is focused on developing department assessment plans, internal walkthroughs have evolved from simply observing teachers to consciously looking for formative assessment and reteaching.
- Department meetings have changed from management- and information-based meetings to an instructional leadership model. Four department meetings are now specifically designated for CFA discussions.

- Department release days across all content areas have been well received and are used to further the work of implementing the school's best practices.
- Individual teacher release time has been provided to revise CFAs and visit other colleagues.
- The use of CFAs has been expanded to all courses in 2011-2012.
- CFA groups and captains are restructured annually based on teaching assignments.
- CFAs are consistently analyzed, revised and rewritten as needed.

Action Plan 2

Prepare all students for post-secondary education. The American Diploma Project has found that whether graduates are going to college or work, they need the same skills.

This action plan incorporates Key Areas for Follow-up 2 and 3.

Benchmarks

- 2006: 66% of seniors were enrolled in four or more solids; 682 students took an AP exam; and 56.3% of graduating seniors met the a-g requirements
- 2008: 85% of seniors took four years of math and 82% of graduating seniors took three years of science; 833 students took an AP exam; and 63% of graduating seniors met the a-g requirements.
- 2010: As counselors programmed students, all seniors were placed in four years of math and all juniors were placed in a third year of science, reaching upwards of 98% of students taking four years of math and three years of science. This year, 883 students took an AP exam and 63% of seniors were meeting the a-g requirements.
- 2011: All seniors continued to be programmed in a fourth year of math and a third year of science. 878 students took an AP test—an increase of 29% since 2006. Sixty-six percent (66%) of graduating seniors meet the a - g requirements—an increase of 10% since 2006.

Activities

- There are no barriers for students to take AP classes, resulting in increased access for students to take these courses.
- The school culture has changed. The mantra of the school has become: all students will take four years of math and three years of science.
- Student planning forms has been revised, and students are now more aware of course offerings.
- In response to the large number of Ds and Fs in the ninth and tenth grades, a Building Success Night was established in the fall of each year to provide parents and students with information and tools to support academic success.
- All teachers were educated on the a-g requirements to have informed discussions with their students.

- With an increase in emphasis on the a-g requirements among our Hispanic population, there has been tremendous API growth. Students attempting rigorous coursework has narrowed the gap.
- The principal meets with all eighth grade students in the spring at the feeder middle school to build the foundation of our school culture. The principal also meets with eighth grade parents during an evening program.
- Counselors visit all English classes and meet collectively with all students. Then, counselors meet with each student for registration/planning every year in the Spring and, again, as needed.
- Administration, counselors and key teachers speak to classes prior to the administration of the CAHSEE, PLAN, PSAT and AP exams.
- In conjunction with PTSA and the local community, the MOVE (Many Opportunities for Volunteering and Employment) event was started to provide students access to volunteer and career opportunities in the community.

Action Plan 3

Prepare all students to be responsible citizens and provide a meaningful connection to the school through the 40 Developmental Assets Program.

This action plan incorporates Key Area for Follow-up 1.

Benchmarks

- 2006-2007: CVHS established the Climber program and the Invisible Mentor program.
- 2007-2008: There was a Districtwide staff development with Clay Roberts for integrating the 40 Developmental Assets into the school culture. CVHS implemented the Every 15 Minutes program for juniors and seniors.
- 2008-2009: The CVHS School Resource Officer established the BRIDGES program for at-risk boys. The CVHS student body and PTSA brought the Rachel's Challenge program to the school. The Invisible Mentor program duties shifted to focus on D/F students.
- 2009-2010: The Every 15 Minutes program returned to the campus. A team of teachers and students attended a 40 Developmental Assets training. Members of the community established the Crescenta Valley Drug and Alcohol Coalition.
- 2010-2011: The Rachel's Legacy program continued at the school and Clay Roberts presented again in the staff to better link school's focus of critical thinking with the 40 Developmental Assets. A team of CVHS teachers founded the anti-harassment committee to address schoolwide harassment.
- 2011-2012: Every 15 Minutes returned to the campus for juniors and seniors. The Friends of Rachel club was reinstituted. The anti-harassment teacher committee presented staff development, followed by a workshop by the Office of Civil Rights. In addition, the Gay Straight Alliance student group co-sponsored a play for the entire student focused on anti-harassment. Administrators now meet with struggling ELL students.

Activities

Since the last WASC Self-Study, staff has established the follow awards programs and regularly recognize staff and students with:

- Student of the Month
- Virtue Award with the Baha'i Faith Community
- Climber Breakfast
- Distinguished Student Awards
- Senior Awards Night
- Colleagues recognize peers (certificated and classified) for their good work at each faculty meeting and on a bulletin board in the staff lounge.
- An evening meeting with Clay Roberts was held to argument the presentation made to staff and through the student assembly.
- Pam Erdman and CV Drug & Alcohol Coalition offer parent support meetings every Tuesday at the local YMCA.

In response to student concerns from a Schoolwide survey, teachers established an anti-harassment group. Additional activities include:

- This committee meets monthly.
- A fishbowl activity was held at one faculty meeting and highlighted a student panel and the needs of students experiencing harassment.
- This group provided staff development with the Office of Civil Rights.
- The principal developed a PowerPoint regarding harassment and it is embedded in the Health curriculum.
- Two faculty members adapted a student-produced play and students will perform for the faculty and entire school in the Spring.

Comments on Key Area for Follow-up #4

The Visiting Committee in 2006 left an additional recommendation—to provide suitable training to effectively integrate Achieve Data and Data Director.

After 2006, Data Director was not supported by the district in terms of hardware, training and resources. In 2007, the Zangle student information system was approved the Board of Education and implemented at all school sites across the District. CVHS led the way in adopting this system. Before the platform went Districtwide, CVHS piloted the attendance and gradebook modules. In addition, two CVHS teachers worked with the District's Educational Technology and Information Systems department to develop a training manual and program for the entire District. These CVHS teachers were trainers of trainers and served as a resource during the transition and throughout the implementation process.

The fact that these two teachers are on staff at CVHS has been an asset. Multiple professional development workshops on the use of Zangle, online gradebook and the school website have as allowed for all staff to be proficient in the use of these applications to support their teaching and

communication about student performance. Data is now more readily accessible and presented in user-friendly reports through Zangle. Data Director now merely serves as a repository of data for teachers and administrators and is used on occasion to generate reports not currently available in Zangle.

While the software systems used for documenting and accessing student data have changed over the years, the schoolwide practice of gathering, disaggregating and discussing student performance has not changed. In fact, the process for using data has deepened through the integration of CFAs across all courses, CAHSEE and CST analysis and through individual department benchmark grading and discussions. On a schoolwide basis, the quarterly analysis of D/F grades occurs.

While the District's decision to replace Data Director presented logistical and training challenges, the integration of the Zangle student information system has been seamless. Teachers now have real-time access to almost the entire student file. Specifically, they access to students' transcripts and exam histories from elementary school through high school. Also, teachers who voluntarily use Zangle's grade book feature can access students' current grades in all of their classes. This has led to better teacher collaboration and efforts to help students they share in common.

Concluding Comments

The Action Plans and the 2006 Visiting Committee's Key Areas for Follow-up have been fully embraced by the faculty, staff and shareholders over the past six years. These plans drive the school's efforts for student improvement. It is important the culture of CVHS is one that is rooted in collaboration. The shared leadership structure, underscored by the active role of the school's Instructional Leadership Team, has created forums for discussion and action.

Ongoing review of the Action Plan items occurs regularly. Faculty and staff are apprised of the process through specific updates on the progress of meeting the Action Plan goals via newsletters, campus-wide e-mails and presentations at faculty meetings. The WASC Focus on Learning process is integrated into the school's daily business and decision-making process. As a result, there is an internal accountability structure in place. Meeting and achieving goals, then setting new ones is a common practice. This dovetails nicely with the school's instructional mantra: Rethink. Reteach. Results.

As the needs of the student body and teaching staff have changed over the past six years, necessary adjustments have been made to the plan. The Focus on Results framework for school improvement funded and supported by the District has provided the necessary structures, time and resources for the Instructional Leadership Team to meet frequently, identify the school's focus and the bold steps necessary for moving the school forward. On the last voluntary staff survey in January 2011, 94.1% of the 101 staff surveyed stated that they know and understand the schoolwide focus and 97% of the staff supports this vision. Increased communication about school goals and the empowerment of a greater number of teacher leaders have contributed to a culture shift at Crescenta Valley High School that sustains continued school improvement. This support will undoubtedly benefit the school as future Action Plans are developed.

CHAPTER IV
SELF-STUDY FINDINGS

CATEGORY A
ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the central administration and defined further by expected schoolwide learning results and the academic standards?

The Glendale Unified School District and Board of Education monitor CVHS through our school plan as well as through communication between the district and school site. The leadership team and the site administration maintain effective communication with the District and Board of Education. Decisions are made at the site in accordance with the District Strategic Plan. All stakeholders on the CVHS campus are involved in making and implementing decisions that move students forward academically, socially and emotionally.

The leadership and staff at CVHS work closely together to create and implement the school vision centered on student needs, current education and research and the belief that all students can learn at high academic levels. The CVHS staff works in accordance with the school district office and board of education to ensure that the school vision and purpose adhere to the district goals and priorities. In doing so, the school is supported by the district office and school board. The following bodies work together at CVHS to implement the school vision and the belief that all students can achieve at high academic levels: the entire school staff made up of teachers and clerical, the Instructional Leadership Team, the Standards Resource Teachers, and all department chairs. Other governing bodies included in the implementation of the school vision and purpose includes PTSA, GTA, CSEA and School Site Council. All governing bodies work in accordance with the District Office and the Board of Education.

CVHS's ESLRs focus on the knowledge that all our students will master a standards-based education throughout their four years at CVHS, as well as helping students develop into responsible citizens who are critical thinkers. Students at CVHS will grow to be productive young adults who set priorities and achieve goals, plan for future educational and career goals, think critically to make appropriate choices and solve problems and exemplify personal integrity. The ESLRs align with the CVHS mission statement and overall school focus—critical thinking. These statements are posted in every classroom. They are also communicated on the school website and printed in the student reminder binder.

As part of the WASC Self-Study process, the faculty, staff, parents and students met individually to review the mission statement, the Good News/Urgent Message/Bold Steps and the ESLRs in November 2011. Because there were so many documents stating the vision and directions of the school, there was a need to consolidate. Each group first identified the core values of CVHS. Then, the ideas were posted on an internal blog and shareholders were allowed to comment and share their views. The ideas were compiled, several drafts of new ESLRs and statements were

created and circulated. The groups then voted on whether to change the statements or leave them as-is. During a faculty meeting in February 2011, 85% of the faculty voted to keep the ESLRs and mission statement the same, but include the school focus of critical thinking. A new, single document, combining our school focus, the mission and the ESLRs was created in March 2011. The CVHS staff sees this document as a work in progress and is updated every year as our data and needs change

The school Instructional Leadership Team, comprised of department chairs, SRTs, and additional staff members meets monthly and make all major decisions regarding the academic programs at CVHS. The ILT, when making all decisions follows the guidelines outlined by the Mission, the ESLRs and the school focus. The leadership team develops, reviews and implements the workings of the master schedule, all faculty meeting agendas, staff development day agendas and activities, all school wide professional development and department release day agendas. The school Good News, Urgent Message and Bold Steps are reviewed on a yearly basis by the entire staff and developed into a working and living document during the monthly leadership team meetings. All activities adhere to the school vision and purpose and all agendas and school plans are reviewed with the District Office and receive support. District leadership supports the CVHS ILT through the Focus on Results professional development program. The District has committed to providing intensive training to the CVHS ILT on a monthly basis, which activities all tie into the CVHS mission and focus.

CVHS expects all students to do well academically, socially and emotionally. The school vision and purpose uses data to determine how CVHS students are growing. Data regarding a - g courses, a - g graduation rates, API, CST, CAHSEE and AP test scores along with progress reports and semester grades are reviewed regularly and help determine future steps to drive academic growth for the student body at CVHS. Staff survey data, teacher collaboration time and the discussion and thoughts that come out of the collaboration time are also used as a means for reflection and help pinpoint areas that help to move the school forward. The District Office and Board of Education support the school's use of data to drive the instructional as well as the emotional and social aspects of the school.

CVHS also has a variety of programs that assist our struggling learners. The school offers APEX, a computer-based learning system that helps students recover credits in core and elective subject areas, Math Support classes, Literacy for Success classes, ELD, peer tutoring, after school tutoring, and a Bridges program. CVHS also has an anti-harassment program, Rachel's Challenge, Every Fifteen Minutes, Red Ribbon Week and Yellow Ribbon activities, ASB and a variety of student clubs.

The District Office and Board of Education support the vision and purpose of CVHS. This is seen throughout the CVHS, GUSD, GTA, CSEA and the PTSA websites. Other forms of support are evident through the CVHS and district SARC, teacher evaluations, district *Staff-O-Gram*, GTA *Advocate* newsletter, staff development days, CSC meetings and department collaboration days.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

In the Glendale Unified School District, the Board of Education elections occur as terms expire. The Board is responsible for the hiring of personnel, building and maintaining the schools, providing schools with the tools needed to provide a quality education for the community's students and planning for changes in the future. GUSD has created Board Policies and Administration Regulations that have been given to each district employee in handbook form. In addition, many Board Policies are posted throughout classrooms at the school site along with the Uniform Complaint Procedures. The Board makes their meeting minutes available to the public on the District website. The website is a user-friendly site that provides access to parents, students, teachers and the community. The Public Information Office distributes the *Staff-O-Gram* once a month to faculty and staff in the district. This provides district staff with up-to-date information from the Board of Education and the Superintendent's Office.

GUSD encourages teachers through staff development support. Each newly-hired teacher attends a week-long orientation and is placed in BTSA, a two-year support system. The District also supports current teachers with staff development programs at the Professional Development Center as well as on-site. For the last five years, CVHS has been involved in Focus On Results which works with a cohort of school teams to fine tune the schools' chosen instructional focus. The Leadership Team from CVHS attends meetings on a regular basis to learn more about honing and implementing the school vision. Classroom walkthroughs are completed on the CVHS site as well as on other District secondary school sites. The District provides books and articles as well as speakers who work with the individual sites to accomplish the site's vision during FOR meetings.

The District allocates funds to hire teachers and staff as well as to purchase books and supplies based on the number of students enrolled at each school site. CVHS has a principal, associate principal and three assistant principals who share administrative responsibilities. The Instructional Leadership Team, comprised of teachers from all departments, works with the administration to plan staff development, faculty meeting agendas and activities that promote the school's focus of critical thinking.

Each core academic area has a Curriculum Study Committee (CSC) that facilitates specific instructional issues at the secondary school sites and at the District level. Each CSC, which meets on a monthly basis, includes the department chair for every school site, an administrative

liaison, and a District representative. The CSC introduces, approves and unifies curriculum at the District level. They also recommend textbook adoption and approve pilot programs. Each CSC acts in an advisory role to assist and make recommendations to the school site principals. These recommendations are then presented to the Board for final approval.

The administrative team, along with the department chairs, creates the master schedule. Additional programs such as Focus on Results, Literacy for Success, Algebra I Support, APEX, ELD and peer tutoring help students reach their academic goals. The administrative staff regularly monitors student enrollment, attendance, and discipline. Results are given to the District which monitors these results as well as API, STAR, CAHSEE, AP test scores, graduation rates and CVHS reports of meeting graduation requirements. District leadership then approves the school wide action plan.

The District's office of Assessment, the office of Educational Services and the office of Student Support Services work to maintain the high level of student achievement in the GUSD. Certificated and classified staff are evaluated by the administration on a regular basis. Both the Board and CVHS follow California Department of Education policies and regulations issued by the California State Board of Education.

The Single Plan for Student Achievement is based on California content standards as well as NCLB requirements. Progress on academic achievement is reviewed annually by the Board as well as the School Site Council and disseminated to the community and staff through the school and district report card, available on the school and district websites. Parent nights help communication between the parents and school. Staff sustains rigorous academic standards by collaborating with one another on staff development non-student days and Common Formative Assessments discussions during banking days.

GUSD has also created a blueprint for the future in the Strategic Plan 2015. The plan was developed over the course of the past two years by a team of shareholders across the GUSD. This plan is comprised of the following elements:

- *Core values:* Integrity, Collaboration, Accountability, Respect and Excellence (I.C.A.R.E.)
- *The vision statement:* Our students are creative critical thinkers who act responsibly, community effectively and apply knowledge in a diverse, ever-changing world.
- *The mission statement:* GUSD provides a high-quality education that addresses the unique potential of each student in a safe, engaging environment.
- *Motto:* Preparing our students for their future.
- *Strategic directions:* Skills for success, learning beyond the core, the learning environment, community collaboration, communication

The GUSD Strategic Plan is in alignment with the CVHS focus, mission and ESLRs.

The School Site Council (SSC), consisting of parents, faculty, staff members and students, meets regularly to discuss and approve the spending of categorical monies. CVHS also has an established PTSA that works with the school staff and community members to provide other needed school supplies. Parents, teachers and students have a role in the school community.

Overall, staff, faculty, students, parents and community members work together to implement GUSD Board policies at the school site.

A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

CVHS does an excellent job of working towards its mission that all students will meet the academic standards and the ESLRs. The staff, students and parents are surveyed for input regarding the school climate and overall academic direction to ensure alignment to the school's vision, mission and ESLRs. School resources are allocated to maximize academic goals and priorities and are reviewed at all School Site Council meetings. Department chairs are involved in the building of the master schedule and all teacher sections are used to ensure student academic needs are met. The ILT meets monthly to ensure the school's trajectory on all student academic, social-emotional issues. The ILT also provides staff members with an overview of discussion topics covered in the FOR meetings. Teachers have attended critical thinking and AP workshops. All departments are given release days for data analysis, CFA implementation and collaboration. The Instructional Leadership Team meets regularly and publishes Good News, Urgent Message, Bold Steps document to keep everyone on track. The counselors meet individually with students annually to review students' educational plans and progress toward academic and future goals. Our school website is a repository of information regarding school policies and outlines requirements so that all students know what is expected of them.

Staff development at CVHS centers on the school's focus of critical thinking. The ILT takes responsibility for developing content at faculty meetings. Often teachers across the disciplines present at these meetings and outside experts have been invited to provide the staff ideas for teaching in ways that promote critical thinking through high quality teaching. School faculty meetings give staff the time needed to develop new lessons, focus on Common Formative Assessments, review State testing data and Districtwide benchmark data, as well as elements of high quality teaching that enhance all critical thinking activities in the classroom. All departments on the CVHS campus receive one release day per year for department collaboration. English teachers receive one additional day to collaborate and score benchmark essays.

Administrators present national, state and local exam data to the faculty at the initial staff meeting in August. Data analysis is ongoing in departments throughout the year, and this information is used to guide instruction, modify and enhance lessons to promote high quality teaching and plan for future staff development. Based on the analysis of the data, staff has developed programs to help struggling students succeed. Through computer programs (Zangle and Data Director), students' test scores are readily available to all teachers. School performance

indicators are also shared at almost every parent meeting, including gatherings of the PTSA and School Site Council.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

The CVHS staff facilitates the achievement of academic standards and the ESLRs through a system of preparation, induction, and ongoing professional development.

New teachers participate in a two-year BTSA Program (Beginning Teacher Support and Assessment). Through this program beginning teachers learn strategies to help them cover all academic standards throughout a school year. In addition to BTSA, CVHS teachers are CLAD (Cross-Cultural Language and Academic Development) certified. During the last two years, teachers who were hired before this requirement was in place have gone back to school to become CLAD certified. This has enabled CVHS staff to teach the academic standards to the diverse population that attends the school.

Teachers regularly meet during department time and during department release days to fine tune and discuss results of their CFAs (Common Formative Assessments) within their departments. The CFAs allow teachers to assess students on power standards throughout the semester in a low stakes format. Departments use the results to discuss what needs to be re-taught and exchange teaching ideas to better instruct students. Most department meetings include lesson share outs and sharing of best practice strategies. The Instructional Leadership Team attends Focus on Results trainings to review school data and learn more about the elements of high quality teaching to support the school's focus of critical thinking.

Ongoing professional development is completed via department meetings, faculty meetings, WASC accreditation meetings and bringing in outside experts. Since 2007, over twenty staff members representing all content areas have attended the Foundation for Critical Thinking conference. These staff members have brought back ideas and have presented at faculty meetings ideas that enhance the use of critical thinking within CVHS classrooms. In 2010-2011 and 2011-2012, the ILT moved to bring Dr. Linda Elder and Dr. Enoch Hale to the campus to present to the entire faculty on staff development days.

For the past several years, schoolwide walkthroughs have been implemented to gauge the use of our best practices of questioning, formative assessments, and reteaching in the classroom. All departments have been funded for a department release day to work on teaching strategies that promote critical thinking. The site administration is committed to providing these release days as we move to incorporate the Common Core Standards.

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

The leadership and staff at CVHS continually strive to increase student achievement. The leadership stays informed of research and methods and shares this information with the staff. Teachers are kept informed of new developments and strategies regarding student learning through in-services, workshops, schoolwide staff development, department meetings, conferences and districtwide committees.

The strategic directions of the school are based on decisions made by the ILT, incorporating research-based, proven strategies from a variety of experts including: Doug Reeves, Robert Marzano, Mike Schmoker, Clay Roberts, the Foundation for Critical Thinking, articles from the Marshall Memo, etc. The viability of each of these resources and programs is gauged by feedback from the entire staff at the end of each faculty, department and staff meeting. These survey results are shared campuswide and there is deep reflection that translates into next steps for the direction of the school and betterment of our students and their academic and social-emotional growth.

The ILT at CVHS fosters a productive atmosphere that allows for open discussions and critical analysis of student performance. At the center of the discussion is student performance data on that is maintained on Data Director, Zangle and the CDE's various websites. This data is used to fine-tune curriculum and instruction to meet the needs of all students.

The District and CVHS administration provide professional growth opportunities and time for curricular development within subject-specific areas. There is administrative support for teachers attending conferences, especially AP Summer Institutes and other current research-based instructional programs.

Beginning Teacher Support and Assessment (BTSA) provides on-going training and support for new teachers, while also providing these teachers with updated educational research.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

The District has maintained a financial reserve which has allowed it to support certain programs, including remedial summer school, at all comprehensive high schools. The District monitors each school site's budget through the Single Plan for Student Achievement. The District allocates monies to each school site to use for specific purposes. The human, material, physical and financial resources are sufficient and utilized effectively and appropriately.

School funds are spent with input from various stakeholder groups. The general fund is used for instructional materials and supplies. Site general fund monies are spent with feedback from department chairs. Categorical funds are spent under the advisement of the School Site Council. Through strategic allocation, the principal realigns district-assigned FTEs to provide release days for department collaboration, benchmark grading days, peer observation time and the assignment of a CVHS teacher as a site-based technology coordinator. The SBCP monies are used to pay for a CVHS teacher to serve as a teacher specialist for the English Language Development program, and SBCP monies provide funds for outside speakers from the Foundation for Critical Thinking. GATE funding is used to pay for AP teachers to attend Advanced Placement workshops and provide additional study sessions for students. Workshops such as Clay Roberts previously were funded through the CVCARES violence prevention grant, but now are funded through CV Drug and Alcohol Coalition.

CVHS ensures that all resources are utilized to encourage critical thinking. This is done through the use of department collaboration and schoolwide professional development. For example, there have been two workshops with Dr. Elder and Dr. Hale from the Foundation for Critical Thinking. Departments meet regularly during Banking Days to create and discuss common formative assessments and standardized test scores which promote shared decision making, communication, and long range planning. Resources are also effectively allocated to ensure analyzing and using data to increase academic success that aligns with our school focus and ESLRs.

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

- The school has a well defined focus of critical thinking that drives the use of human, physical, material and financial resources.
- The District is supportive of the academic work that CVHS is currently doing.
- The Instructional Leadership Team is crucial to the organizational structure of the school.
- All instructional, site-based decisions are made through shared leadership of administration and the ILT.
- Pending decisions are shared with the whole faculty, and data is gathered through anonymous surveys to gauge faculty support.
- The articulation between CVHS and its one feeder middle school promotes a level of continuity across the community.
- There are systems and personnel in place to ensure the efficient operation of daily school functions. A high degree of ownership across offices and departments exists.
- The Good News/Urgent Message/Bold Steps document is revised annually and is a living, growing document.

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

- Increase collaboration within and among departments to enhance the goals of the school.
- Provide additional whole-staff training on IEPs, SSTs and 504 plans to further support our special needs students.
- Continue to make use of faculty expertise on campus to build continuity in leadership positions and programs to promote schoolwide excellence.

CATEGORY B
STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

Crescenta Valley High School is committed to providing all students with a rigorous, relevant and standards-based curriculum that supports the achievement of all students. All students have access to a rigorous curriculum and the teachers continually strive to improve our practice through of research based teaching practices and staff development focused on critical thinking.

Crescenta Valley High School prides itself on the level of rigor in the classrooms. In all departments, students are provided with a variety of course options based on their learning needs. All courses, including intervention, special education and ELD courses, are committed to thorough, standards-based instruction that raises the level of critical thinking for all students. All ninth grade students are placed in Biology and in their tenth grade year are placed in Chemistry. Students are strongly encouraged to take an additional, third year of science. All students are also placed in four years of mathematics and two years of foreign language with the expectation that they will take the additional third year.

All departments offer an increasing number of Advanced Placement, honors and elective courses to meet the needs and interests the of student body. For example, in mathematics, our school offers AP Calculus, AP Statistics and Computer Programming. In science, in addition to AP Chemistry and Biology, AP Physics, Kinesiology, and Earth Space Science are offered. Students also have the opportunity to join the Academy of Science and Medicine. In Social Science, CVHS offers courses such as AP Economics/Government, AP US History, AP European History and AP Psychology. CVHS offers Contemporary World Affairs for ninth graders to encourage student participation in the social sciences beyond the three year graduation requirement. This year, the English also began an elective speech and Debate course in addition to AP English Literature and AP Language and Visual and Performing Arts is expanding the AP Art History and AP Studio Art course offerings. A variety of foreign language courses is offered including AP courses in French, German and Spanish. Our career tech courses are offered both as part of the regular school day and through the Regional Occupational Program. These courses focus on topics ranging from Biotechnology and Robotics, to Foods and Graphic Arts. The Physical Education Department includes numerous opportunities to compete in team sports, in addition to dance classes and AFJROTC.

One way we assess the rigor and success of our curriculum is through external data, including regularly monitoring our AP, STAR testing, a - g completion rates, and CAHSEE data. This past year, 2010-2011, CVHS had 1,853 students enrolled in AP classes. Over 1,714 tests were

administered and 77% of our students earned passing scores. This current year we have 2,073 students enrolled in AP classes. As our AP enrollment increases, our AP pass rate also continues to climb. Another measurement of rigor is the number of students meeting the UC/Cal State admission requirements (a-g). At CVHS we are striving to increase the number of students meeting these requirements. Currently 90% of our students are enrolled in UC approved science and math courses and 99% are enrolled in UC-approved English courses. Our CAHSEE results continue to rise. Ninety-nine percent of our students passed the mathematics portion of CAHSEE last spring, and 97.1% of our students passed in English Language Arts. Of these, 87% of our students met AYP Proficiency in mathematics and 89% met AYP Proficiency in English.

CVHS also ensures the rigor and success of our curriculum through strategic staff development on raising the level of critical thinking in classrooms and utilizing common formative assessments reteaching to move more students to mastery of content. At CVHS, the fauculty collectively chose the schoolwide focus of critical thinking in response to the Glendale Unified School District's work with Focus on Results. Our decision to choose critical thinking came from the collective recognition that we must develop the whole student. We want all of our students to be academically successful, but also active participants in the larger community and society. CVHS's Instructional Leadership Team (ILT) meets once or more a month to analyze staff input regarding the school's curriculum goals and create staff development to further the growth of teaching practices. In conjunction with the department chairs, administration and the Focus on Results team, the ILT works to create staff-wide goals and professional development to promote critical thinking. The ILT uses educational research and feedback from all faculty surveys to determine the content of staff development. Recently, we have restructured many of our faculty meetings to highlight the powerful instruction going on in our classrooms. Teachers from various subject areas share their best practices, such as formative assessment and reteaching. Each faculty member chooses the session they would like to attend, based on their needs and preferences. In addition, we have continued to learn from one another through the use of internal-walkthroughs. The faculty conducts peer observations in lieu of one faculty meeting a year. We have also have sent numerous groups of teachers to attend critical thinking workshops put on by the Foundation for Critical Thinking. These groups have shared the content of the workshops with the faculty, enabling the entire staff to define critical thinking and to understand how critical thinking translates to everyday teaching. For example, we have begun to implement Socratic Questioning and critical thinking standards (clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness). In addition, we have continued with more traditional whole-group staff development. This year Dr. Enoch Hale, from the Foundation for Critical Thinking, gave a whole-staff presentation on practical teaching strategies that enhance critical thinking. Following whole staff instruction, Dr. Hale met with individual departments to discuss critical thinking and craft lessons in their particular content area.

Crescenta Valley High School offers a coherent curriculum. Departments work together during banking day meeting and release days to vertically align their content. For example, each department has written Common Formative Assessments (CFA) by course for their own use. Time is scheduled quarterly for CFA review and departmental discussions of student achievement to assess if students are mastering the standards they need to be successful in both current and subsequent courses. The data is gathered and evaluated to determine if reteaching is

necessary. In addition, CFAs are continually revised within departments to provide teachers with the information they need most.

Finally, it is also important to note that CVHS has begun working with the new California Common Core Standards. The faculty has begun discussion to determine how to adapt our current state-standards based curriculum to the Common Core Standards. English and Math department chairs and Standards Resource Teachers are already considering how to integrate the national standards into the curriculum. They are beginning the work necessary to prepare our students for success under these new standards. To this end, the English and mathematics departments have collaborated in pull-out days to acquaint themselves with the CCS and begin discussions about the changes that will be necessary in curriculum and course offerings.

B2. Do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

To support students' personal learning plans, parents, students and counselors meet each year. Counselors meet with students in their English classes to discuss their personal learning plans for the following school year. Counselors provide each student with their transcript, their choices of classes for their following year, and review the a - g requirements. For seniors, the counselors provide information about the application process, personal statements and four-year university, college and trade school requirements.

Students have access to a variety of programs to prepare them for their academic, personal and school-to-career goals.

<u>Academic Goals</u>

It is an expectation that all students will not only meet the a - g requirements, but exceed them. The counselors enroll all students in four years of English and math, three years of science. Students are able to enroll in regular, honors and Advanced Placement classes. CVHS offers 23 different AP classes which equates to 65 sections on the master schedule. This school year there are 2,073 students enrolled in AP classes. CVHS also offers College Prep English and Math Thinking (college prep math) classes for seniors who are still struggling with their writing and math skills. Students enrolled in these classes are given an examination from the local Glendale Community College at the beginning and end of the course. Students with an IEP are enrolled in SDC, RSP and general education classes based upon their academic needs. Incoming ninth and tenth graders who have struggled can be placed into Literacy for Success and Algebra Support. Students are recommended for these courses based upon multiple measures: teacher recommendations, CST test scores, benchmark scores and course grades. These measures are reviewed by English and Math Standards Resource Teachers and counselors. In addition, eleventh and twelfth grade students who have not yet passed CAHSEE are placed into either Literature for Success or Algebra Support and CASHEE summer school.

Above and beyond the five week progress reports, parents may be informed about their student's progress via weekly progress reports and parent-teachers contact via e-mails and phone calls. In addition to creating personal learning plans, IEPs and 504 Plans are developed for students with special needs. IEPs are developed in collaboration with the student, the case carrier, a general education teacher, the students' counselor and an administrator. AP Teachers provide AP workshops to help their students prepare for the AP Exam within their subject area. CVHS has developed a contract for Advanced Placement/Honors classes that informs students and their parents of the expectations and time commitment that these classes to be successful. The Academy of Science and Medicine and students of the California Scholarship Federation offers after-school tutoring for students needing extra assistance in all subject areas.

School-to-Career Goals

To prepare students beyond high school, CVHS provides all students with a variety of opportunities to prepare for a career after high school. In February 2012, CVHS hosted the MOVE (Many Opportunities for Volunteering and Employment) event, where students have the opportunity to meet with over 40 community organizations to discuss jobs and service options. The school-to-career classes that CVHS provides for all students include ROP classes such as CVTV, Cinematography, Robotics, Photography, Computer Programming, Speech and Debate, Journalism, and Graphic Arts. In addition, the Academy of Science and Medicine provides funds for professional development, field trips, job shadowing, and guest speakers every week at lunch for students interested in pursuing a career in the field of medicine. The Emergency Medical Response (EMR) program and Kinesiology-Sports Medicine classes are programs in which students gain real world experience in caring for injured athletes. In the teaching program, students learn about the teaching profession and volunteer their time, helping in classrooms at our local middle and elementary schools. Students who are interested in the military enroll in the AFJROTC. Students from various campus groups attend the locally run Youth Leadership and the Future conference. Leadership students collaborate with other students across the District to host the GUSD Middle School Leadership Conference. Students with IEPs can learn about careers through Workability and the Future Choices classes. Careercruiser.com is an inventory that helps match students with future career options. Some special needs students continue from high school onto the FACTS program where they learn independent living and work skills.

Crescenta Valley High School takes pride in helping students transition from high school to their career or to the college or university. The ROP coordinator invites college speakers discuss their college and career options. Counselors host a Senior College Night, College Information Night, College Career Fair and a financial aid seminar. English teachers help their seniors write their personal statements for college admission. In addition, all eleventh grade English classes have a practice SAT essay and students take the EAP exam (eligible for waiving some CSU English requirements). Students have the opportunity to take the PSAT, PLAN, SAT and ACT.

Personal Goals

While many of our students' personal goals are directly tied to their academic and school-to-career goals, CVHS also offers many extra-curricular activities to support students. CVHS students are encouraged to join ASB, a club, a sport or other programs. There are 79 clubs on campus, 18 of which serve a student's personal interest, such as autism awareness, movie club, Burrito Club, TOMS, Armenian, Spanish, and Korean clubs. Of these clubs 35 are service based

such as NHS, Key Club, Make-A-Wish, and Heifer International. There are 52 athletics teams at all levels (Freshmen, Junior Varsity, and Varsity), and programs; such as, foods, ceramics, drama, stage arts, choral and instrumental music program.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Our students are advised and understand what is expected to graduate, which is evidenced by our 96.9% graduation rate last year. This success is largely due to the many mechanisms in place to monitor students' awareness of graduation requirements and the different forms of remediation that are available for our struggling students.

Counselors meet with students every year to educate students on graduation requirements and program planning. This process begins prior to high school and continues through the senior year of high school. Before enrolling in high school, students meet with counselors on the feeder school middle school campus. The presentation focuses on the classes that all students must take each year to graduate, as well as the courses that are recommended to enroll in a four-year university (a-g requirements). Administration and the counseling office also offer an informational night every September for ninth and tenth grade parents where all of the graduation and a-g requirements are covered in detail. Counselors make presentations to students every year in high school to discuss graduation requirements including CAHSEE and a - g requirements. They work closely with students to create four year plans and discuss the student's course options for the following year. In the eleventh grade, counselors introduce college options and show students copies of their transcripts. At this time, the UCs, CSUs and private schools are compared. The counselors also share information about important dates for students at this level (testing, college applications, etc.). In the 12th grade, counselors visit English classes in September to review student transcripts, calculate credits and discuss graduation and a-g requirements. The counselors discuss different options for life after high school (4-year universities, community colleges, trade schools, etc.) In addition, counselors give tips for writing personal statements for college applications. Students are given important dates for exams and submitting applications. There is a parent workshop to discuss the senior year and beyond. After the general presentation each year, counselors meet one-on-one with all students to create their desired schedule for the following academic year. Counselors give special presentations to our ELLs and special education students that are focused on their particular needs. The counselors participate in IEP meetings and work closely with the special education department chair and ELL teacher specialist to monitor and assist all special education and ELL students.

Administration, counselors, and teachers identify students who are in danger of not meeting graduation requirements and intervene to help them. Most departments offer intervention programs for at-risk students. There is tutoring for each subject area at snack, lunch and after school. In English there is a Literacy for Success class that focuses on reading, writing and test-taking strategies, in addition to monitoring student progress in all other courses. There is also a CAHSEE intervention class in the summer to work on strategies specific for passing this exam.

In the math department, there are three-semester algebra and geometry classes. These allow students more time to work with the content and be successful with it. There is also a Math Support class in which selected students are given an extra class period to receive additional instruction and support. In both Math Support and Literacy for Success peer tutors are utilized to give students one-on-one support. These students are successful juniors and seniors who are recommended by their teachers. In social science, science, and math ELL students have glossaries that they can use throughout the year and on state testing. This allows them to understand the challenging subject-specific vocabulary. In the science department, Academy of Science and Medicine offers free after school tutoring for students struggling in any class.

CVHS makes a point to keep parents informed and give opportunities for those students who have fallen behind academically. Progress reports are submitted every five weeks by teachers in which they are required to let parents know if their student has a D or an F in any class. If students are short on credits in their senior year, they may take a class at GCC at the Garfield campus, take an evening class through ROP, or enroll in the APEX program. In APEX, students work individually to complete up to 20 credits in a semester. If students are short on credits in the second semester of their senior year, they are given the option of enrolling at the District's continuation school, Daily High School, during summer in order to receive a CVHS diploma.

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

- Students at CVHS have access to a wide variety of rigorous, relevant and standards-based programs.
- CVHS is flexible in creating programs to help students be successful academically
- CVHS encourages all students to meet and exceed the a - g requirements, including four years of math and three years of science.
- All students have individual academic four-year plans created with their parents and counselors. In addition students' IEP and 504 plans are reviewed regularly.
- The Advanced Placement program is extensive. Student participation continues to grow, as does the overall exam pass rate.
- CVHS departments are active participants in the District's Curriculum Study Team meetings.
- CVHS teachers are taking lead roles in the District's alignment with the California Common Core Standards.

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

- Continue to expand efforts to connect students with career and leadership opportunities in the community.
- Increase teacher awareness of students' personal learning plans (the four-year course plan) to better support students' academic goals.
- Continue to align the content curriculum to the California Common Core Standards.

CATEGORY C
STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

The CVHS faculty is dedicated to providing all students with the necessary tools, resources, and techniques to achieve the academic standards and the expected schoolwide learning results (ESLRS). In order to create a community of learners, teachers implement innovative learning strategies, promote inquiry based instruction, offer technological support, and regularly collaborate with colleagues to ensure rigorous and challenging learning experiences. Teachers are not only content area experts, but work as coaches to enable students to extend learning beyond the classroom. Each department at CVHS regularly collaborates in order to ensure that activities and coursework are rigorous and aligned with standards.

In English classrooms, teachers model and students practice all steps of the writing process from the initial stage of brainstorming and drafting to the final stage of revising and publishing. Teachers provide scaffolding that leads to independent reflection, revision, and discovery. For example, in a 9th grade classroom the teacher might provide a thesis statement for students in the first semester, and then by the second semester students are challenged to create their own. In addition, teachers create low-stakes standards-based common formative assessments (CFAs) to evaluate student learning of content and to guide modification and redesign of courses. For example, the 11th grade common formative assessment tests student knowledge of specific American literary movements. This assessment also allows students to understand the grade level standards and to reflect on their own performance and acquisition. Teachers then use the data to differentiate instruction.

Many teachers in the Social Science department regularly use guided notes, word walls, reteaching strategies and collaborative groupwork to help all students achieve the academic standards and the ESLRS. For example, in a 9th grade Contemporary World Affairs class, students take word wall quizzes on a weekly basis. Students may use the word in a sentence, give a definition, draw symbols or even act out a word's meaning to show understanding. The quizzes are created to meet individualized needs of students. In addition, essential questions are posted throughout classrooms and discussed with students throughout units of study. AP History teachers use collaborative rubrics for document based essays (DBQs) and most teachers in the Social Science Department share samples of high and low level work to enhance student understanding of required essays and projects. Students are encouraged to reflect on all assessments and projects through portfolios, whole class discussion and individual conferences. Some teachers have students chart progress throughout all units of study. These charts are then used to reteach important concepts at the end of the course prior to cumulative final exams.

In order to foster critical thinking and academically rigorous activities for our students, teachers in the Foreign Language Department assess instruction and learning with a low-stakes CFA. This allows students and teachers to evaluate student learning previous to an exam. From this

evaluation, teachers are better equipped to design instruction which enables students to assess their own work through grammar rules, vocabulary and critical thinking skills. As assignments become more rigorous, students have the tools to evaluate and create grammatically sound projects such as videos, skits, oral presentations, brochures, music videos, etc. The projects represent a realistic atmosphere for the classroom in which students are required to be active learners and also reinforce communication standards and higher student achievement.

In the Math department, student progress and success is observed through completion of homework and test and quiz results. Students are encouraged to question conceptual processes to gain deeper understanding of the material presented to them. The use of projects enables students to make connections of the content to real life applications. For instance, in Algebra classes, students create linear programming projects in which they address economic issues and create cost analysis comparisons. One such project compares the linear relationship between phone companies and concludes which phone service is best for consumers. Based on student success and understanding, several different level courses have been created. For example, Intro to Statistics was added this year to address the need for students to access information in the current technological and global climate. Math Thinking, a course for students who are not UC bound, is now offered and provides students with ways to use practical math skills in everyday life. In every course students are required to show logical steps to solve problems. To encourage learning at all levels differentiated instruction is used. Examples of differentiated instruction include the use of visuals, guided notes, individual white board activities, student to student instruction, low stakes competitive games such as bingo, race to the answer, and student creation of problems. Often students write, discuss and question how they feel about their own learning. Students are aware that participation is an integral part of learning. Many students turn to teachers for additional help outside of school hours.

The Robotics program has a number of real-world teaching opportunities that define success by "did it work"? How do we make the robot move a specific speed? How do we make an app to schedule teacher classroom visits? How do we design a cardboard bridge to support a specific weight? The only way to answer these questions is for the students to successfully apply knowledge attained in the core academic classes. This learning experience happens in our computer programming classes and in our engineering/robotics classes. Many of these opportunities to learn how to apply knowledge are connected to community organizations and individuals. For example, the robotics program has geared up every January for the past ten years to enter the FIRST Robotics competition. The team learns the game the robot must play in competition, and then engineering/robotics students have six weeks to design, build and ship the robot. Students follow the NASA collaboration model of design. Every Friday, ideas are presented and reviewed by students and professional engineers. Decisions are made jointly that determine the role the robot will play in the game, and the best design to achieve that goal. Clearly this is an example of how students engage in problem solving beyond the textbook and the traditional classroom. Many students from these "applied" learning classes have become interns and eventually full time employees at institutions such as the Jet Propulsion Laboratory.

In the Science department, students understand the expected performance levels through the use of syllabi, agendas, Do-Now activities, pre-laboratory work, and student manuals. Each item outlines what is expected of students in the classroom and provides information as to how the

students will achieve academic standards. Differentiation happens through the use of partner work, IEP and 504 accommodations, ELD classes, inquiry based strategies, and glossaries. For example, a chemistry teacher uses Process Oriented Guided Inquiry Learning (POGIL) in which students work in groups to complete inquiry activities, which guide them through a series of models to construct their own understanding of the content. Through the use of these strategies, the science curriculum can be differentiated to allow all students to achieve academic standards. Through interviews with students, participation in the anti-harassment group, and a variety of surveys, the science teachers are able to learn about how students perceive their learning experiences. As a result of these activities, teachers support student development and achievement.

Special Education teachers specially design program options for their students to gain better access to the curriculum. Each student's progress is driven and measured based on the goals developed by the IEP (Indvidualized Education Plan) team. The goals in the IEP are designed to facilitate student achievement of grade level standards. Specially designed academic instructional course are standards based, however they are modified for the individual needs of the students. Across the general education courses, accommodations and modifications are implemented by the teachers to enable individual student success. For instance, a student with impaired motor skills may be allowed to take exams orally or a student with processing difficulties may be allowed to take longer time on exams or projects. Modifications are tailored to address individualized needs.

In the AFJROTC program Drill and Ceremony is a prime example of student-led demonstration/performance and teachers utilize Common Formative Assessments to provide feedback towards continuous improvement. Student led "Operations" is leadership laboratory where students can demonstrate and develop leadership/followership skills, a key component of the AFJROTC program. Students continuously establish benchmarks through establishment of unit goals and objectives. AFJROTC instruction includes a combination of in-class lectures, demonstration/performance, collaborative groups, and student-led homework assignments: this methodology promotes student ownership of educational accomplishments. Students also conduct individual weekly peer tutoring sessions for AFJROTC students.

Teachers in the Visual and Performing Art department work as coaches and facilitators to help students build visual problem solving skills by consistently employing Bloom's Taxonomy. Instructors use traditional methods such as live demos, peer sharing/collaboration, guided practice and use of art periodicals to help students connect to existing knowledge and construct meaning. The use of innovative methods such as scaffoldings, learning logs, and Socratic questioning driven critiques help students elaborate beyond content and monitor their own learning. Students understand the levels of performance through prior student examples and rubrics. Visual and performing art students are encouraged to connect with personal experiences, their diversity as individuals, and their knowledge across disciplines to promote active learning.

All departments at CVHS employ best teaching practices as illustrated above. Students know beforehand the standards and expected performance levels for each area of study. Teachers regularly differentiate instruction and implement rigorous coursework. As data is received, teachers collaborate to revise instructional practices based on findings. Throughout all

disciplines, students are encouraged to reflect on their learning experiences and create goals for higher achievement.

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers are well versed in strategies and resources that actively engage students every day in every classroom. Our teachers use California standards to drive instruction. Teachers have taken release days to collaborate with members of their respective departments to have a special focus on power standards within their discipline and have revised what they do with an emphasis on standards, critical thinking, and ways to ensure student engagement. Our teachers are routinely involved in professional development activities that are focused on research based strategies that are designed to help all students meet or exceed standards. A variety of instructional strategies are used to actively engage students using our best practices of critical thinking, formative assessment and reteaching as our driving force. Our students are involved in technology and career education courses to help them improve their skills and work on projects in al subject areas. Students are given opportunities to apply their knowledge in classes and outside of school especially as it relates to our career, technical, and visual and performing arts classes, as well as their academic classes. As a result of our schoolwide focus on critical thinking, you will see common best practices across the disciplines.

English teachers use a variety of research based instructional approaches that help students succeed at high levels. Teachers help students connect to existing knowledge using journal reflections, and personal interviews. Students are able to construct meaning using small group discussions, free-writes, research, and analytical writing. Students elaborate beyond content looking into the historical and cultural context of the literature, and connect themes from literature to contemporary issues. Students monitor their own learning through learning logs, peer edits, self edits, and reflection writing. Many of these assignments require students to use technology, such as the internet, video, and various computer applications (power point, word processing, email, etc.) which they can apply to all disciplines.

Social Science teachers stay informed of changes to the Advanced Placement (AP) program and learn research based methodology to better teach content by attending AP conferences, History Alive trainings, Teaching American History Grant Workshops, and collaborating with local business professionals to enhance student learning. For example, one Economics teacher invites banking professionals to mentor students as they create budgets for their Fictional Business Projects. Current event boards have a current article or topic posted by a teacher and then students post their ideas and often debate the pros and cons of the idea. Pneumonic tools are used to evaluate primary source documents such as APPARTS (author, place, prior knowledge, audience, reason, main idea, and significance) and SOAPS (subject, occasion, audience, point of view, and significance). From Cornell notes to traditional outlining, teachers guide students in determining key concepts in content area reading. Students use technology to show mastery of

content. Examples include: PowerPoint presentations, blogging, online quizzes and activities using interactive maps to learn geography. Individual student responders "clickers" and interactive white boards are also used to keep students engaged and assess student learning in an on-going basis.

As a Foreign Language department, teachers are cognoscente of vertical alignment and preparing students for the coming years of language acquisition. All teachers receive statistical data from the previous years in order to evaluate the effectiveness of instruction and identify tendencies in student achievement. By evaluating their data, teachers are able to redesign and modify courses on an ongoing basis allowing for challenging, satisfying and rigorous curriculum. Teachers use strategies like Socratic questioning to engage students in learning vocabulary and understanding vocabulary as well. Technology like document cameras and video based units are used for visual enhancement not only of language but culture as well. Individual student responders, "clickers", are used for formative assessment and immediate feedback for both student and teacher.

Math uses formative assessments like daily and weekly quizzes to determine current level of knowledge and understanding. Concepts are re-taught using different and differentiated strategies as needed to ensure student success. The use of "clickers" also helps teachers to quickly observe student progress. Teachers act as the students coach to guide them through the logical process to solving problems. Such methods used are error analysis, application problems and guiding questions. Power-point presentations are also used to conduct daily lessons. Teachers encourage students to connect conceptual ideas to real world experiences, for example the study of Calculus includes optimization, related rates and velocity. The study of Algebra includes problems related to work rate, mixtures, rate and time. Statistics includes the study and analysis of real data like simulations of a casino relating to the rule of probability.

To stay current with curriculum and research based strategies Science teachers have attended conferences, such as the Critical thinking Conference, medical biology conferences, health conferences, brain research conferences, Process Oriented Guided Inquiry Learning (POGIL) training, and other conferences put on by National Science Teacher Association (NSTA) & National Association of Biology Teachers (NABT). Teachers provide professional development to the department, to the school, and to other establishments including MIT and the Disabled USA Sports Council. Current strategies used as a result of this professional development, include Socratic questioning, SEEI (a critical thinking vocabulary strategy), total physical response, and POGIL which help students achieve mastery of content standards. A demonstration of teachers as coaches can be seen as students use the POGIL method of scaffolded activities to learn from each other with the guidance of an instructor. Teachers use "clickers" to check for understanding both informally and formally. The Science and Medicine Academy's biotechnology class and AP classes use technology borrowed from Occidental College through the TOPS program to access machines and research materials used by the industry that can be directly applied to classroom research and clinical research. In Research & Development class students go beyond the textbook, as they look at real-world case studies, conduct interviews, synthesize data, analyze data, and ultimately create a college-level report, which is then presented to their peers. Additionally, science students gain real world experiences through the Science & Medicine Academy field trips to places like the House Ear Institute, FDA, Glendale Community College

Planetarium, and Glendale Adventist Hospital. Additionally students participate in internships at our local hospitals, JPL, and Children's Hospital of Los Angeles.

All Special Education teachers attend conferences and training to gain support and understanding in areas related to student needs and services offered. Teachers meet with content area departments to make sure power standards are being taught and to develop strategies and resources to encourage higher order thinking skills. Special education teachers also have the opportunity to meet as a department to collaborate on specific student needs and best practices. Students in the special education program, have resources available to them in and out of the classroom to help them transition from high school to independent living. Future Choices is an optional class that focuses on various career related skills. Career Cruising is an online resource to assess student skills and provide information on careers of interest. The Workability Program offers paid work experience in the community. Community Based Instruction is utilized based on parent consent for students on certificate of completion track. Assistive technology devices such as AlphaSmart, Fusion, and iPods are provided by the district for students to use on individual basis as decided by the IEP team.

Physical education has students actively engaged in physically healthy activities that students can learn and apply for the rest of their life. 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.

AFJROTC teachers coach and mentor all aspects of the program. 50% of the program is student led with teachers fostering critical thinking in citizenship and character development. Teachers use a wide variety of course instruction to include, digital media, interactive electronic instruction, textbooks, and workbooks. An intense focus on real world experiences include students conducting speeches, job resumes and interviews, leadership projects, peer tutoring exercises, field trips, and guest speaker lectures. During the summer, a 64-hour professional management and leadership course is offered designed to increase personal and professional growth of the students.

The Visual and Performing arts educators stay current with their knowledge through magazine subscriptions, attending workshops, visiting museums, and continuing to work as professional artists. 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. Students engage in higher order thinking skills by creating works of art representing and advertising such topics as the 40 developmental assets and anti- harassment themes. In cinematography students create a daily news broadcast of the school announcements and anti-harassment advertisements. The photography students develop Public Service Announcements promoting positive attributes. In advanced art the students utilize art to educate their peers on current social issues. Students are exposed to the various career fields of the

department through guest speakers that are guest artist's and educators, a variety of competitions for band and choral groups, musical productions and plays performed by drama and often include music students, and art festivals where students sell their own artwork.

A variety of research based strategies are used by teachers to meet the needs of their students. Strategies include technology like interactive white boards, "clickers", power point, and elliptical trainers. Career education and experiences beyond the classroom happen in VAPA with public service announcements, Special Education with the workability program, AFJROTC with guest speakers, and in science classes with internships at places like Children's Hospital of Los Angeles, just to name a few. With our school focus being critical thinking every student should be engaged in thinking critically in every classroom every day.

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

- Students at CVHS apply their content knowledge across disciplines and courses.
- All students have access to technology through the computer labs, course offerings, and the use of the library.
- Teachers create rigorous academic lessons that require active involvement by the learner.
- Critical thinking strategies are implemented in all courses and teachers at CVHS regularly attend professional development designed to improve the use of critical thinking strategies in their lessons.
- Advanced Placement teachers regularly attend College Board workshops and seminars to enhance their knowledge and teaching strategies.
- All English teachers participate in the norming and grading of tenth grade benchmark exams.
- The Instructional Leadership Team's involvement in the District's Focus on Results program allows for deep thinking, reflection and implementation of high quality teaching.
- The entire staff participates in a schoolwide walkthrough every fall. The ILT participates in two additional walkthroughs in the fall and spring.

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

- Expand the array of instructional strategies and interventions to meet the needs of struggling students, including Special Education, English Language Learners and Hispanic students.
- Increase the number of teachers that experience the richness of the professional discussions that follow peer observations and walkthroughs.
- Increase student awareness of career preparatory opportunities and other resources available to help students reach post-graduation goals.
- Continue to align the content curriculum to the California Common Core Standards.

CATEGORY D
STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Crescenta Valley High School uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community. Parents in the community receive 5-week progress reports and 10-week quarter grades with comments, which counselors follow up by sending quarterly D- and F-letters. Also, parents are provided the option of being informed of current progress via weekly student report forms. Zangle portal, currently in its testing phase, is a program that would allow parents to access up-to-date student grades. Teleparent is also being modified to allow teachers to update parents of daily student work habits, positive news, and concerns. Student grades are posted on some teachers' websites. The community is informed of school assessment results through local and national media, school site council, and district board meetings. Additionally, the school's Academic Performance Index (API) is posted in local newspapers and in the main hallway. We are moving forward to continue to find new ways to reach out to and provide meaningful communication to all our shareholders.

For CVHS students' grades, their growth and performance levels are all determined by measurement against the California State Standards. Faculty and staff use this information to strengthen achievement of all students. Student proficiency of California state content standards 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. Department representatives then meet to discuss school-wide assessment efficacy. Results of student performance are used to shape goals, adjust curriculum, and facilitate professional development.

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 stakeholders. Furthermore this information is used to modify instruction in order to move more of our students to proficiency.

A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results (ESLRs), including those with special needs. 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 stakeholders values the process of assessment in its variety of forms to present a picture of the whole student.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

Teachers at Crescenta Valley High School incorporate a variety of assessment tasks into instruction to evaluate student learning. This stimulates thinking and learning, and allows teachers to use the date from the assessment to modify instruction in the teaching and learning process.

The use of (CFAs) by departments allows for timely data on student progress. These are low-stakes assessments designed to evaluate student mastery of the standards at regular intervals. The format of the CFAs varies and includes short-answer, multiple-choice, and/or constructed response questions. This provides collection of information on skills as well as content data. The CFAs are given once each quarter. Teachers then modify instruction to ensure student learning.

Our staff development over the past five years has focused extensively on the reflective process of "Rethink, Re-teach, Results". The staff identifies curricular areas of concern based on results, strategies on effective teaching strategies (rethink), which allow for effective reteaching our students. We are quickly and effectively providing remediation. The staff also uses daily informal assessments. Consistent direct observation, guided practice, and interaction are implemented, which provides further immediate feedback to students. Another strategy is the use of rubrics prior to assignment due dates to create a self-monitoring process for students.

Additionally staff development has provided teachers the opportunity to learn techniques for Socratic Questioning, a means of engaging student thinking in more effective and intentional ways. Socratic Questioning techniques allow teachers to evaluate the depth of student understanding, and provide immediate feedback, guiding students toward desired outcomes and adjusting instruction as needed. These are seen most readily in classes such as Visual and Performing Arts, Physical Education, and Culinary Arts.

Instruction is modified, when necessary, for students with special needs. Modifications include but are not limited to students reading their tests orally rather than taking them on paper, providing word banks, and allowing students to demonstrate ability to perform the tasks as an indicator of learning. Students often assist other students who are struggling with a concept, as some students thrive on peer-driven instruction.

Some departments direct student toward self-evaluation and assessment. In Social Science, for example, students graphically organize their CFA scores. Before the CSTs, students analyze their CFA graphs and know how to best allocate their time and effort for review or learning of

future concepts. In Foreign Language students collaborate with teachers to devise these rubrics. Varying levels of student self-evaluation and assessment are used across the departments.

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

In monitoring our students' progress, CVHS believes strongly in the use of ongoing formative assessments in coordination with summative assessments. CVHS's approach of "Rethink, Reteach, Results" has been a unique strength in the Glendale Unified School District that is only now being recognized as a powerful approach to student success. The school community has proven to be very supportive of this process and appreciative of the necessarily ongoing nature of student learning.

Powerful examples of achievement through steady instruction are our intervention classes. Literacy for Success and Algebra Support (remedial courses) often use weekly progress reports to monitor students' academic performance. Counselors and parents may also choose to use weekly progress reports for students who are not in a remedial course, but wish to have more regular feedback of student progress. Weekly progress reports communicate grades, citizenship, and any other noteworthy observations of the students. Students are required to have the report signed by each teacher and their parents.

CFAs are given by teachers quarterly to assess the level of student comprehension on specific topics. With this data teachers are able to monitor and revise their teaching strategies to meet the needs of the students. Development of CFAs has been systemic and purposeful, used as both a collaborative tool for departments but also skills based review for individual students. This reflection of student skills within standards-based evaluations additionally allows for teachers to monitor progress more frequently.

The success of this educational approach is indicated by our regular growth in our API and AYP. Over the last five years, CVHS's API has grown from 854 to 892, and we have successful met our AYP for the last six years. This has allowed us to become focused on the needs of our sub-groups and their progress towards success in more meaningful and intentional ways.

We are continuing to raise awareness of ESLRs in our students through their citizenship grades, their involvement with on-campus clubs and organizations, and their respectful interactions with each other.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and the allocation and usage of resources?

At CVHS assessments serve as measurements for teaching and learning through our process of "Rethink, Reteach, Results." Our assessments become powerful tools for helping move the school in positive directions for continued success. The variety of regular assessments creates a living picture of student and school progress. These assessments include CFAs, CSTs, APs, CAHSEE, Benchmark, PE standards, CELT, SAT and ACT scores. In class formative and summative assessments compliment the work of these broader evaluations. This data is shared systematically and is the basis for professional development. As we continue our assessments we have an ever evolving sense of our needs.

The data garnered from these multiple sources form the foundation of decision making at CVHS. Because the data reflects the California State Standards as well as the ESLRs, we are able to look carefully at both our areas of strength and areas that require our focus. We continue our work with the 40 Developmental Assets and sharing of Best Practices as well as time saved for teacher collaboration. Department release time has been incredibly useful in considering our resources and exchange teaching successes. A further example is the recent adoption of the new Common Core Standards. We are beginning to discuss how the adoption process will look, the steps we need to take, and how we will use our current resources to impact teaching and learning.

Modification of instruction is an immediate response to our data. Looking at CST strands helps us to consider how CFAs work in conjunction with student learning. Results allow the staff to re-evaluate our tested core curriculum. In reviewing our instructional needs, CVHS has modified our professional development, working on increasing our own proficiency of critical thinking in order to instill in our student these life-long skills. We also continually re-allocate not only funds but resources and personnel to better serve our students and school, based on the data we have gathered.

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

- The faculty is data-driven and regularly reviews assessment results (CST, CAHSEE, D/F data, AP results, benchmark exams, CFAs, CELDT) and works to implement effective strategies to meet the needs of all students.
- All departments use formative assessments and revise them regularly.
- Departments meet regularly and are provided release days for collaboration on assessments and teaching strategies centered around reteaching, formative assessments, questioning and critical thinking.
- The walkthrough process has been used to gather data on frequency of use of the school's selected best practices.
- Teachers maintain and foster an open dialogue with parents regarding student progress.

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

- Expand the support systems for struggling students, including Special Education, English Language Learners and Hispanic students to close the achievement gap.
- Create opportunities for student self-assessment and personal goal setting based on their personal data and interests.
- Continue refining course Common Formative Assessments and expand their use to gather coursewide data for alignment with the California State Standards.

CATEGORY E
SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Crescenta Valley High School (CVHS) is unique in that parental and community involvement is actively pursued and used as a resource for students and teachers. Usually, parental involvement starts out strong in primary grades, falters in middle school, and practically becomes non-existent in high school. CVHS thrives by actively seeking out diverse community and parental resources in both academic and non-academic areas of the curriculum.

From the community, Crescenta Valley High School's leadership seeks out professionals in various ways. From teachers calling on local businesses for assistance and newspaper articles highlighting student achievement, to students' parents who work in the community, word gets around that if the community invests time and resources into the students at CVHS, they will help enrich the future of our community.

Here are a few examples of how CVHS benefits from community resources:

- Back to School Night and Open House showcase community groups in the fall and the spring. It provides another opportunity for parents and community members to be involved and support the school.
- The first annual MOVE (Many Opportunities for Volunteering and Employment) event took place on campus and featured over 40 community organizations to encourage student participation in service throughout our town.
- Local businesses advertise in the CVHS yearbook, school newspaper, and various CVHS performing arts programs. This provides revenue for the school as well as recognition for local businesses.
- Local businesses and organizations such as Verdugo Hills Hospital, Glendale Adventist Hospital, Cal Tech and USC provide internship opportunities such as job shadowing and research positions for the Science and Medicine Academy members. For example, several CVHS students partner with students from other local high schools and work at the Jisan Research Institute on science research projects, the goal of which is to produce publishable research. Last year, students traveled to Asia to present their paper at a conference.
- Semiannually, Glendale Community College (GCC) staff comes to CVHS to administer their college placement exams in certain math and English classes. Once exams are scored, a detailed report about the strengths and weaknesses of each individual student is provided for reteaching and preparation.
- The GCC Math Collaborative is a group of GCC administrators, GCC math professors and local high school math teachers that work together monthly to align curriculum vertically from high school to college. Several CVHS teachers participate in this group.

- Local community colleges provide support and materials for several of our ROP and career-tech classes. Similarly, Occidental College provides lab equipment to Biology and Chemistry classes for specialized lab experiments, such as mass spectroscopy. Occidental also offers summer sessions for local science teachers to provide training on proper use of the equipment – more than one-third of CVHS science teachers have participated.
- Guest speakers from local businesses and organizations such as Glendale Adventist Hospital, Verdugo Hills Hospital, Glendale Community College, JPL, the LA Philharmonic, YMCA, and others visit a variety of classes such as journalism, robotics, ROTC, drama, art, music, as well as other academic classes and clubs. These professionals provide valuable insight and awareness of "real world" applications of learned classroom material. They help turn what students learn in class into reality.
- Financially, local organizations such as JPL, Crescenta Valley Weekly, Bob Smith Toyota, Sake, Baja Fresh, Phat, Los Gringos Locos, Glendale Educational Foundation, USC, PTSA, CVCAN, CVHSIM, among others give money through grants, organized fundraisers and cash donations to many groups on campus. This financial support helps out robotics, ROTC, drama, instrumental and choral music as well as athletics. CVHSCAN raised over a million dollars for a state-of-the- art athletic field, which is enjoyed by the community as well as the students of Crescenta Valley High School. JPL provides money, food and academic coaching for the Academic Bowl Competition and USC provides the same for the Science and Ocean Bowl Competition.

Some noteworthy examples of community involvement by CVHS students include the ROTC providing the presentation of colors at local schools and organizations' events, the CVHS bistro class providing food services to PTSA, ASB sponsoring a blood drive for our local Red Cross, CVHS working with the local sheriff's office on strategies for Zero Tolerance Drug Problems as well as sponsoring a local canned food and toy drive to help those in need in our own community.

CVHS' parental involvement comes from a strong push to inform parents about the school. Teachers use personal web pages to provide access to class materials, events, information, and supplemental resources. Teachers also use e-mail regularly to communicate with parents. Crescenta Valley High School uses a multi-faceted web site, http://www.CVHSfalcons.com, to provide a wealth of important information to parents and students.

As a result of the wealth of communication and information available to them, parents are able to become more aware of school needs and are also able to choose how best to volunteer to support CVHS and their students. The school sends out a weekly "eBulletin" to parents and community who subscribe, with highlights of school activities and important dates. The eBulletin is also posted on the CVHS web site. Various sports, music, drama and other academic groups such as robotics and the Academy of Science and Medicine hold parent meetings to inform parents of needs, activities, and volunteer opportunities. Through effective communication with parents, teachers can use vast resources that can also involve the community, if the parents work within the community.

Here are a few examples of parental involvement at CVHS:

- Parents in the health care or Science and Technology professions, provide mentoring in specific fields such as Diabetes, Breast Cancer, Cardiac Disorders, Robotics and Mechanical Engineering.
- Sports teams, drama, choir and instrumental music use parental involvement for a variety of needs. Parents help organize in many areas such as fundraising, providing food, assisting at sporting events and musical productions. Parents also help provide transportation for instrumental music, choral music, drama and Mock Trial. Mock Trial also uses parents to help train, mentor and provide moral support. Parental presence during sports events, music events, drama, and fundraising activities provide a safe environment for both students and teachers.
- The performing arts groups use parents who are accomplished musicians, actors and performance artists to share their talents in the arts to motivate and engage our young musicians, actors, and performers.
- Instrumental music is supported by CVHSIM (Crescenta Valley Instrumental Music), which is a 501c organization comprised of parents. They provide chaperones to all events, fundraising support, parental managers for each performing music group, as well parent volunteers to assist in the music office. They meet monthly to assist with the needs of the instrumental music students and its director.
- Parents are invited to attend school functions such as spirit and other assemblies.
- Three groups (Parent Teacher Student Association (PTSA), Korean Parent Association, and Armenian Parent Association) provide parents and community members an opportunity to be involved in supporting the school and staff members. Annually, the PTSA donates around $30,000 for classroom equipment. And the faculty lounge is never more crowded then when one of these associations provides one of their semiannual lunches.

By having a school that invites parental as well as community involvement to share in the education and safety of our students, Crescenta Valley High School builds trust and commitment with its community. Through technology, public meetings, and networking, our leaders and teachers are able to tap into a vast resource within our community. We all understand the important benefits an open relationship with parents and the community can have on our students and their academic, personal and emotional growth.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Crescenta Valley Senior High School takes the safety of its students and staff seriously and has an ongoing commitment to improving campus security. The entire staff of administrators, teachers, custodial and support staff actively work toward maintaining a healthy and safe school. Parents and students complete a voluntary survey in December 2010: Of the 615 parents

surveyed, 93.8% agreed or strongly agreed that CVHS is a safe, pleasant place to learn; 97.6% of parents ranked the school as good to excellent. Of the 2,578 students surveyed, 71.9% agreed or strongly agreed that CVHS is a safe, pleasant place to learn; 91.6% of students ranked the school as good to excellent.

Safe Clean and Orderly Environment that Nurtures Learning

CVHS has many procedures and people in place in order to maintain a safe, clean and orderly campus. It all starts with a custodial staff of two day-time custodians, one swing-shift and nine night custodians. Our health staff includes a full-time health clerk and a part-time school nurse. The health clerk helps to organize and oversee a yearly full-scale disaster drill that includes evacuation and search and rescue practice. Our counseling department has five full-time counselors that have an average of 583 students each. Security is maintained with an on-campus La County Sheriff Deputy (school resource officer, or SRO) supported by four campus security officers who cover the campus from 7:30 am – 6 pm Monday through Friday.

The SRO maintains an on campus presence for many after-school events, runs investigations, conducts home checks and has a highly visible presence on campus, particularly at snack and lunch. The SRO runs a program for at-risk male students called the Bridges Program. Both programs stress the importance of the prevention of undesired behaviors through peer bonding and adult mentoring.

General security is a concern of the district and community. A school-wide survey conducted last year indicated that a majority of students and staff believe the campus to be a safe place. The installation of 24 HD security cameras (during the summer of 2011) has improved over-all campus security. A bonus is that it has also helped us identify students responsible for vandalism.

Crescenta Valley HS has a variety of programs in place to address drug and alcohol issues in the school and community. They include the T.U.P.E. (Smoking cessation Program), Every 15 Minutes program, participation in Red Ribbon Week activities, periodic random checks on and around campus by drug dogs, and the Prom Plus organization. Prom Plus provides safe/sober post-prom activity which is attended by roughly half of the students who attend prom.

Custodial staff cleans rooms on a daily basis. Floor crews come through at regularly scheduled intervals to clean and polish the floors. Custodians regularly use a motorized sweeper to keep the campus tidy. Graffiti is removed quickly (usually before school begins). Staff works in coordination with the SRO and administration to follow-up on graffiti and tagging issues.

An on-going concern is how to get students to clean up their own trash at lunch. One recent strategy we have employed is not allowing students to eat in the classroom buildings, enforced by on-campus security. There is always administrative supervision in the quad, which reduces the amount of litter there.

A Culture that is Characterized by Trust, Professionalism and High Expectations

Crescenta Valley High School sets high standards for behavior before the school year

even begins. A packet is mailed home which includes policies detailing expectations for academic integrity, electronic device usage, dress code and student behavior. Consequences for failing to follow any of these policies are also included. Forms for both parents and students to sign acknowledging their receipt and understanding of the policies are included and collected. Teachers have syllabi that re-iterate expected behavior and every classroom has school policies clearly posted. Finally, all of these forms and policies are included on the school website.
CVHS also sets high standards for academics. Foremost, we expect 100% of students to pass the CAHSEE. Last year, 97% passed English and 99% passed the math portion on the first attempt. Students who do not pass on their first attempt are enrolled in a CAHSEE summer school program to provide remediation. During the following school year, they are often scheduled into math and/or English support classes to further reteach necessary standards. While we are aware that not all of our graduates attend college, we want all students to be prepared for college should they choose to go. To that end, we focus on increasing the percentage of students meeting the Cal State/UC a - g requirements. One example of this is that the science department has virtually eliminated courses that do not meet the "D" requirement (lab sciences). All students are also encouraged to take a fourth year of math to remain competitive in the admissions process. Finally, a former principal once said that we are "running a small community college on campus" with the number of AP courses that are offered and exams given.

CVHS staff strives to meet the emotional needs of our student population in a variety of ways. Five full time counselors and two part-time school psychologists are available for consultation. We have a caring and professional staff that maximizes the use of our school database system, Zangle, which allows access to students' schedules, academic history, home information, and more. This supports active teacher-to-teacher and teacher-to-home communication, and administrative follow-up. When necessary, the counselors and psychologists use community referrals to provide more specific and intensive therapy.

More than 10% of the staff is participating in an anti-bullying committee. (Last year, during a faculty meeting, teachers were given a choice of four activities to attend. One activity was to observe a group of students who had agreed to discuss what it is like to be LGBT at CVHS. Following this activity, the faculty decided there was a need to form the anti-harassment group.) The group meets, studies, and shares information with the entire staff at regular meetings providing an emphasis on creating a safe campus for all. There is also a student initiated anti-harassment organization. While these committees focus on educating the campus to reduce incidences of bullying, we also recently invited the office of civil rights to discuss the legal implications.

<u>Atmosphere of Trust and Professionalism with a focus on continual school improvement</u>
With 18 scheduled staff meetings throughout the year, CVHS is able to maintain a focus on school-wide goals, expected learning results and high academic achievement. Three in-service staff days provide opportunities for invited speakers and activities that further the pursuit of our school-wide focus on critical thinking. The School Site Council, Staff Senate, the Instructional Leadership Team, and the Focus on Results program also provide direction and focus for professional growth. Banking-day departmental meetings allow for lesson planning and sharing of instructional strategies. One focus of these meetings is Common Formative Assessments which drive an on-going focus on collaboration and reteaching.

Professionalism in instruction is supported with teacher/administrator evaluation program called the Plan for Professional Growth (PPG). This involves regularly scheduled formal classroom observations and follow-up discussions with the administrator. Every certificated staff member contractually participates in this program. The very purpose of the program is to ensure the continual pursuit of improvement. Every October, the certificated staff participates in yearly observational walk-through of classroom instruction. Many teachers feel that administrators demonstrate trust and provide them with a certain level of autonomy. Frequent informal classroom observations and visits by administrators support this.

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

The approach to guidance and counseling is school wide, focusing on students' personal, career, and academic interests and goals. Counselors meet with every student every year and they discuss their academic progress and future plans. They meet with seniors in the fall to ensure they have completed their graduation requirements, and to discuss their post-secondary plans. In the spring the counselors meet with all 9th – 11th graders for a comprehensive meeting to discuss their current academic status and their future plans.

All students are encouraged to meet the a - g requirements for the CSU/UC systems. This is based on the philosophy that the preparation for a university education will provide a student with the advantage and skills to succeed at any level or future endeavor. Further, we provide access to the advanced placement courses with a similar philosophy. Participation in an advanced class and preparation for AP exams will improve the chance of an individual student's future success. Our goal is to provide access to the advanced programs to as many students as possible. Each year, we look at demographic information of student participation and work to improve inequities.

Counselors identify at-risk students, working with parents and teachers to provide academic support and assessment of student progress to determine if intervention is needed. If additional support is required, counselors coordinate a Student Success Team (SST) meeting between parents, teachers, the student, and other professionals. If appropriate, 504 plans are implemented, and in some cases are students are referred for testing to determine eligibility for Special Education. Students who do enter the Special Education program have a team of staff and parents who meet regularly to set and monitor goals. For example, one goal for many Special Education students is normalization, meaning that an appropriate academic course load and environment is provided.

Furthermore, we have several programs that school staff facilitate to support struggling students. Candidates are identified for these programs based on low CST or failing CAHSEE scores. Our Literacy for Success and Math Support classes provide these students with academic support each year. These courses are also offered in the summer to allow students to continue academic

development. We also have a Peer Tutoring program, which places high achieving students in classrooms where students need one-on-one help.

On another note, CVHS's outstanding visual and performing arts and athletic programs ensure that at risk students are identified and given the help they need. Grade reports for athletes and artists hold students accountable on a weekly basis for their academic progress. Ninety percent of CVHS students are involved in extracurricular activities creating a valuable opportunity for faculty members to get to know individual students and understand their unique needs.

There are a number staff supporting student needs, including a full-time school psychologist, speech pathologist, a registered nurse, a school resource officer, a health clerk, and several privately contracted licensed therapists. Each has a distinctive role in providing interventions for at-risk students. Some examples of programs these staff members facilitate are a Smoking Cessation program, and a group for at-risk boys called "Bridges." CVHS's Latinos del Futuro club was created in response to our Latino subgroups low test scores. This group has a focus on academic success and preparation for college. The group offers tutoring, guest speakers, college counseling, and college visits.

For students who are behind on credits, counselors work with them to create a plan and direct them to "APEX" (an on-site credit recovery program), ROP classes, summer school, and other available interventions As a last resort, students who are far behind in credits are referred to Glendale Unified School District's credit recovery school, Allan F. Daily High School.

Academic success leads to success in a student's future career. The curriculum focuses on providing students with skills that they can use in their post-secondary endeavors. For example, resume writing and the "personal statement" are integral parts of the senior English curriculum. Students are able to use the work developed in class directly on their college or job applications. ROP classes are offered throughout LA County, and several of the classes meet on CVHS's campus. ROP classes offer direct instruction in career related skills which can be used directly after high school. EMR, Biotechnology, Foods, Cinematography, and Retail Marketing are offered at CVHS, and many students can use these skills to find jobs in their field of choice.

The Academy of Science and Medicine focuses students directly on a career in the sciences while connecting them with professional opportunities. As a part of their curriculum requirements, every student must volunteer at an area hospital or medical facility. They work side by side with professionals in the field. The Robotics program, in association with the national "FIRST" program, trains students in the area of computer engineering. Working with volunteer professionals, students create a "robot" which is entered in the national competition. The Stage Arts program trains students in technical theater, providing skills students can use after high school. Many students receive internships and job opportunities in the field. In the Special Education department, the course "Future Choices" is offered, which teaches job skills to students. In addition, students in Special Education can be placed in jobs in our community through the Workability program.

E4. To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

Crescenta Valley High School provides students with support services to enhance personal, academic, and future success oriented growth. The areas in which Crescenta Valley provide services are: personal support services, extra-curricular activities, opportunities at school, and opportunities within the community.

Personal support services strive to address students holistically whether it is through multiple programs, administration, teachers, or professional personnel. We have five counselors who offer support to address both personal and academic needs. First, counselors schedule classes for students, provide resources for college readiness, and advise students in taking specific courses (AP, honors, sheltered courses, etc.). Counselors also create 504 plans to provide students specific support. In addition to academic support, counselors support social and emotional issues through meeting with the students on an individual level, and involving parents whenever necessary. In addition to counselors, the school psychologist aids in emotional support and in special cases, Crescenta Valley also provides outside psychologists and specialists. The health clerk and visiting Registered Nurse are available to address physical well being and health services. Our special education department provides students with a case carrier to work with counselors and general education teachers to implement accommodations and modifications for all classes via an Individualized Education Plan (IEP). The school security guards, sheriff, administrators and teachers maintain student safety with activities and programs including, but not limited to: Every 15 minutes, evacuation drills, health surveys, drug dogs, anti-harassment group, Rachel's Challenge/ Legacy, TUPE (smoking cessation program), Prom Plus, etc. Aside from in-class education, individual and small group tutoring are provided the Academy of Science and Medicine, the California Scholarship Federation (CSF), and by teachers. A list of times that each teacher is available (snack, lunch, after-school, by appointment) is posted in the counseling office. This list is available to parents upon request.

Crescenta Valley offers a variety of extra-curricular activities for students. There are approximately 750 students involved in our 21 athletic programs for both boys and girls, with multiple levels including varsity, junior varsity and freshman teams. School teams compete in the California Interscholastic Federation (CIF) Southern Section, and play in the Pacific League. Student athletes must meet specific academic standards set forth by the CIF, as well as the athletic student code of conduct. Along with athletic programs there are 127 students involved in cheer, song, hip hop, and flags, performing at school events and in competitions. Crescenta Valley offers opportunities in the arts through the Visual and Performing Arts (VAPA) program. There are 292 students involved in our music program which include: orchestra (string and symphony), marching and jazz bands, wind ensemble, and several choirs. The drama department consists of approximately 200 students and offers three levels of drama and stage arts. The Dance program includes approximately 200 student who fall into beginning, intermediate and advanced levels. Other school programs include journalism, yearbook, speech and debate, mock trial, robotics, science and medicine academy, ROTC, CVHSTV, and Comedy Sportz. There are approximately 68 different clubs available for students to be involved in on campus.

Students have opportunities to enhance their academic experience through programs offered in the surrounding community. Students take advantage of various opportunities available to them in the community through partnerships and outside programs. Students are given the opportunity to perform community service hours through the collaboration with local businesses, schools, and community based organizations. Examples of such partnerships are: Kiwanis Club, Lions Club, Quarter Back Club, and Rotary Club. The local YMCA offers multiple programs such as Future Government Leaders, Youth and Government, and volunteerism. Local businesses and community organizations offer scholarships to support further education for seniors. Through the Workability I program, businesses participate in offering employment for special education students giving them the opportunity to learn and apply basic job skills. The Regional Occupational Program (ROP) provides job training for multiple fields such as retail marketing, plumbing, EMR, and life guard. The Biotech program is a specialized ROP that focuses on high level biotechnology, emphasizing on medical research in partnership with various higher educational institutions and hospitals.

With all the support services, programs, clubs, activities, and community opportunities, the faculty and staff at Crescenta Valley finds it important to understand and value student perceptions of the services available to them. Student voices are heard through different meetings for multiple groups such as Rachel's Challenge, Every 15 Minutes and the Anti-Harassment Group. Along with these meetings, our school conducts formal surveys to find student perceptions. According to the most recent survey conducted in December of 2010, 96.1% of students rated Crescenta Valley High School as good to excellent. Eighty-eight percent of students surveyed feel there are many opportunities to participate in extra-curricular activities like clubs, sports and the arts at CVHS. Approximately 76% of students feel the teachers and school staff are available to help students with student problems and concerns.

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

- The staff at CVHS is caring and dedicated.
- Students subscribe to the school culture and expectation that all students will meet and exceed the a - g requirements, including, four years of math and three years of science.
- An active student body contributes time and talent to improve the school community.
- A daily, student-produced informational program on CVTV keeps the campus community apprised of events, meetings and activities.
- The Science and Medicine Academy has a significant presence on campus.
- In response to the achievement gap, the Latinos del Futuro club was created currently supports the academic needs of Latino students.
- There is an abundance of opportunities for parent involvement at the school.
- There is an active PTSA. The Armenian American Parents Club and the Korean American Parents Club also contribute significantly to the life of the campus.

- A variety of school-to-home communications tools are used, including the eBulletin, mass phone messages, regular mailings, e-mail and emergency text messages, PTSA, School Site Council and special parent nights.
- The partnership between CVHS and the CV Drug and Alcohol Prevention Coalition provides education and safe opportunities for students and their families.
- The Anti-Harassment group comprised of students and faculty is working to educate the campus community and create a safe learning environment for all shareholders.
- The Instructional Leadership Team significantly impacts the way decisions are made and the overall operation of the school.
- An array of academic, extra-curricular, and intervention programs exist to the meet needs of the whole person.

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

- Expand the efforts of the Anti-Harassment group to create a more accepting school climate.
- Continue education and prevention efforts for students and parents regarding the abuse of drugs and alcohol.
- Increase involvement of students in school clubs, organizations and athletics to provide a meaningful connection to the school.

PRIORITIZED AREAS OF GROWTH NEEDS FROM CATEGORIES A THROUGH E

Prioritize the growth areas from the five categories.

1. Expand the array of instructional strategies, interventions and support systems to meet the needs of struggling students, including Special Education, English Language Learners and Latino/Hispanic students.
2. Continue to expand efforts to connect students with career and leadership opportunities in the community.
3. Create opportunities for student self-assessment and personal goal setting based on their personal data and interests.
4. Expand the efforts of the Anti-Harassment group to create a more accepting school climate.
5. Increase collaboration within and among departments to enhance the goals of the school.
6. Continue refining course Common Formative Assessments and expand their use to gather coursewide data for alignment with the California State Standards.

CHAPTER V
SCHOOLWIDE ACTION PLAN

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ACTION PLAN #1

Self-Study findings, state assessment data, results from student, parent and staff surveys indicate a need to prepare students for life beyond high school, specifically by promoting the use of critical thinking skills in and out of the classroom.

Tasks	Responsible Party	Process / Next Steps / Professional Development	Timeline	Resources
Incorporate Common Core Standards into the current curriculum.	District Liaison Principal Department Chairs and members Standards Resource Teachers	Participate in the District Cadre on Common Core and bring back implementation to the site Collaborate to create common lessons Collaborate to develop potential assessments, based on Common Core standards	2012-2017	Department Meetings Release Days District Cadre Meetings Realign site-based fiscal and human resources
Provide opportunities for cross-curricular lesson sharing to extend student learning from one subject area to another, promoting intellectual courage and intellectual humility.	Principal Instructional Leadership Team Departments	Create lessons	2013	Faculty Meetings Co-Department Release Days Realign site-based fiscal and human resources
Promote a culture of professional collaboration through release days, peer observations and walkthroughs to ensure the use of critical thinking strategies in all classrooms.	Instructional Leadership Team All certificated staff	Pull-out day for 20:20, teachers not on ILT to walkthrough	2013	Department Release Days Realign site-based fiscal and human resources
Teachers will attend conferences by the Foundation for Critical Thinking and outside	Principal Instructional Leadership Team	Attend conference Staff training by Dr. Enoch Hale Study the Critical Thinking	2012	Conference Funding

experts will provide on-campus workshops.		handbooks		
Create pathways within our four-year plans to promote post-high school planning and goal setting for college and career goals.	Counselors	Revise four-year forms to include pathways for student goal setting Presentations at feeder middle school and evening parent meetings Provide information packet and presentations for staff	2012	No additional resources required
Identify areas of need for professional development to facilitate students' ability to think critically.	Principal Instructional Leadership Team Departments	Staff surveys Focus on Results work days	Annually	No additional resources required

1

ACTION PLAN #2

Self-Study findings, state and national assessment data and school D/F data indicate a need to further support the needs of struggling students, including those students not meeting standards, in addition to Special Education, English Language Learners and Latino/Hispanic students.

Tasks	Responsible Party	Process / Next Steps / Professional Development	Timeline	Resources
Provide annual support to teachers for identifying struggling students in their classes.	Technology Coordinator Clerical Staff Departments	Additional staff training on efficient use of student information system	2012	Staff Time Faculty Meetings
Develop specific curriculum in all disciplines for instructing reading comprehension strategies for narrative, as well as informational text.	English Department	Information gleaned from departments and District Cadre on Common Core Incorporate at faculty and department meetings	Initiate in 2013	District-based resources
As Common Core assessments are developed, use the new data to identify the areas where students need to use higher level thinking skills, and use these results to strengthen instruction.	Departments Standards Resource Teachers	Review released pilot questions Develop conversation guides Collaborate to develop practice assessments based on Common Core Use data to identify students currently struggling to meet standards	2013	Department Meetings Release Days Realign site-based fiscal and human resources
Initiate a dialogue on grading practices, including a review of student work, with a focus on ensuring equity across classrooms.	Departments	Develop questions that promote conversations	Initiate in 2014	Department Meetings
As a staff, identify the elements of high quality teaching (strategies for instruction) that meet the needs of all students.	Instructional Leadership Team	Identify strategies that will be more effective with struggling students. Share strategies during faculty meetings.	2013	Faculty Meeting Department Meetings

ACTION PLAN #3

Self-Study findings and the results from student, parent and staff surveys indicate a need to focus on developing "the whole student" through character development and positive connections to the school and community.

Tasks	Responsible Party	Process / Next Steps / Professional Development	Timeline	Resources
Expand education and outreach efforts of the Anti-Harassment group.	Principal Anti-Harassment Group Health and Contemporary World Affairs Teachers	Collaborate with feeder middle on education process. Survey student body and staff on campus climate. Deepen implementation of the 40 Developmental Assets curriculum in ninth grade Health and Contemporary World Affairs classes.	2012	Faculty Meetings Release Days
Increase student involvement in the Anti-Harassment efforts.	Anti-Harassment Group Associated Student Body Student Clubs	Investigate opportunities for student-led outreach groups Coordinate efforts between student government and clubs. Plan activities and events that promote a safe, positive school culture.	2012	ASB funds
Increase awareness of all career course and extracurricular offerings.	Principal Counselors Associated Student Body Student Publications	Investigate options for orientation and peer mentoring program for incoming students Expand Club Expo program Revise forms and publications Meet with incoming families during programs	2012	ASB funds
Collaborate with PTSA, parent and community	Principal PTSA	Evaluate Many Opportunities for	2012	No additional resources required

groups to provide additional career and volunteer opportunities for students.	School Site Council	Volunteering and Employment event and make necessary adjustments		

ACRONYMS LIST

ACT	American College Testing
AMO	Annual Measurable Objectives
AP	Advanced Placement
APEX	Digital curriculum provider for credit recovery
API	Academic Performance Index
ASB	Associated Student Body
ATS	Alternative to Suspension
AYP	Adequate Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CAHSEE	California High School Exit Exam
CAPA	California Alternate Performance Assessment
CBEDS	California Basic Educational Data System
CDE	California Department of Education
CELDT	California English Language Development Test
CFA	Common Formative Assessment
CIF	California Interscholastic Federation
CMA	California Modified Assessment
CSC	Curriculum Study Committee
CSF	California Scholarship Federation
CSEA	California School Employees Association (classified bargaining unit)
CST	California Standards Test
DELAC	District English Learner Advisory Committee

ED	Emotionally Disturbed
EL	English Learner
ELL	English Language Learner
ELAC	English Learner Advisory Committee
ELD	English Language Development
ESLR	Expected Schoolwide Learning Result
ETIS	Educational Technology Information Services
F.A.C.T.S.	Foothill Area Community Transition Services
FAFSA	Free Application for Federal Student Aid
FEP	Fluent English Proficient
FOR	Focus on Results
GATE	Gifted and Talented Education
GCC	Glendale Community College
GTA	Glendale Teachers' Association
GUSD	Glendale Unified School District
IEP	Individual Education Plan
ILT	Instructional Leadership Team
LEP	Limited English Proficient
NCLB	No Child Left Behind
PDC	Professional Development Center
PSAT	Preliminary Scholastic Assessment Test
PTSA	Parent Teacher Student Association
RFEP	Redesignated Fluent English Proficiency

ROP	Regional Occupational Program
RSP	Resource Specialist Program
SARB	Student Attendance and Review Board
SARC	School Accountability Report Card
SAT	Scholastic Achievement Test
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SELPA	Special Education Local Plan Agency
SH	Severely Handicapped
SPSA	Single Plan for Student Achievement
SRO	School Resource Officer
SRT	Standards Resource Teacher
SSC	School Site Council
SST	Student Study Team
STAR	Standardized Testing and Reporting
TUPE	Tobacco Use Prevention Education
UC/CSU a - g	Classes required for University of California and California State University admissions
VAPA	Visual and Performing Arts