

Interpreting to Diverse Audiences

January 26-30, 2014

Training Syllabus



William Penn Mott Jr. Training Center



M e m o r a n d u m

Date: January 13, 2014
To: Supervisor
From: Theresa Bober, Department Training Officer
Training Section
Department of Parks and Recreation
Subject: Employee Attendance at Formal Training
Interpreting to Diverse Audiences Group 6

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work.

You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that specific employee needs are identified and, if necessary, called immediately to the attention of the Training Specialist.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace and review the due date of the Post-Training Evaluation form.
3. Support the employee's use of the training at the work place.

Prior to Three Months Following Training

1. Employee after discussion with the supervisor login to the Employee Training Management System (ETMS) to complete the Post-Training Evaluation form.
2. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.

Attachment

cc: Participant

TABLE OF CONTENTS

Formal Training Guidelines	1
Program Attendance Checklist.....	4
Post-Training Assignment	6
Agenda.....	8
Program Outline	10
Objectives	11
Maps	23

***Mission Statement
Training Section***

***The mission of the Training Section is to improve
organizational and individual performance and
productivity through consulting, collaboration,
training, and development.***

TRAINING SECTION STAFF

Theresa Bober Department Training Officer
Chuck Combs Office Manager / Training Specialist
Sara M. Skinner Training Specialist
Dave Galanti Training Specialist
Karyn Lombard Training Specialist
Matt Cardinet Cadet Training Officer
Connie Breakfield Field Training Program Manager
Pamela Yaeger Assistant Program Coordinator
Edith Alhambra Assistant Program Coordinator
Rogers Williams Program Assistant

THE MISSION

of the California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources. (Pre-training assignments are listed in the "Training Attendance Requirements" section.)
3. **TRAVEL:** Arrange your travel to and from the training site through your District or Office. (No reimbursement for travel expense – including per diem costs – will be

approved for travel not specifically authorized in advance by the District Superintendent). Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6.

4. HOUSING: The Department provides your room and board expense, on a shared room basis, at The Anza – A Calabasas Hotel only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed in the rooms unless registered beforehand at the front desk.

Please note: You will be assigned a room at a motel while attending training. If so you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Please be prepared to handle this appropriately.

5. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging you must cancel your reservation for lodging, you must contact the Mott Training Center or Training Specialist assigned to the course at least 72 hours prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than 72 hours notice.

The Mott Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

6. MEALS: Breakfast will be available for those staying at the hotel.
7. CLOTHING: Field uniforms as found in "Description of Required Field Uniforms", DOM Chapter 2300, Uniform Handbooks, not including optional items, will be worn daily by all uniformed employees during formal training sessions **unless otherwise specified in the Program Attendance Checklist**. Non-uniformed employees shall wear apparel normally worn on the job. Appropriate attire includes apparel suitable for professional office dress. It does not include such items as shorts, t-shirts, tank tops, or sandals.

Because we are on the grounds with many other groups, and the image we project as State Park employees is important not only during working hours but off duty hours as well, your informal sportswear should be appropriate.

8. REGISTRATION: When you arrive at the The Anza – A Calabasas Hotel, go directly to the front desk for your room key.

9. **COURSE LEADERS:** The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.
10. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Specialist and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
11. **TRAINING MATERIALS:** May be made available to you at both your unit and the Mott Training Center. Handout materials issued at your unit should be brought to training for possible use. A conference binder or notebook will be issued to you at the training session for note taking and convenience in handling materials. Copies of DAM and DOM will be available to you for self-study. Bring your own pens and pencils.
12. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Department Training Officer may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Specialist.
13. **CELL PHONES:** As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not be receiving or making cell phone calls during class time. Please limit those calls to your breaks.
14. **TELEPHONE:** Limit phone calls during classroom hours to urgent business or emergencies. Anyone wishing to contact you by telephone during working hours should call (818) 880-0363.
15. **POST-TRAINING ASSIGNMENTS:** In connection with formal training are to be completed under the direction of your supervisor. See "Program Attendance Requirements" in this syllabus.

PROGRAM ATTENDANCE CHECKLIST

To assist you in preparation for formal training at the King Gillette Ranch and Angeles District Admin Center, the following list is provided:

1. Read and understand the Interpreting to Diverse Audiences syllabus prior to your arrival.
2. Courses on Monday, Tuesday, and Thursday will start at the King Gillette Ranch (Dormitory):
King Gillette Ranch (Map on page 23)
26800 West Mulholland Highway
Calabasas, CA 91302
Directions from The Anza – A Calabasas Hotel to King Gillette Ranch:
<http://goo.gl/maps/55Sy0>

Wednesday Morning Class: Angeles District Administration Center.
Angeles District Administration Center (Map on page 24)
1925 Las Virgenes Road
Calabasas, CA 91302 (818) 880-0363
Directions from The Anza – A Calabasas Hotel to Angeles District Admin Center:
<http://goo.gl/maps/JD2FY>
3. Arrange your travel through your District / Unit Office.
4. Remember to bring the following with you to training:
 - Interpreting to Diverse Audiences Syllabus.
 - Pens and pencils.
 - A tote bag or day-pack to carry materials on the field trips.
 - Optional: camera and binoculars.
5. Uniforms are not required for this course. However, when packing your suitcase please consider we represent the Department when in class and during on-site visits:
 - We will do a lot of walking indoors and outdoors (easy to moderate pace).
 - We will be taking trips by vehicle. The time it takes to get to our destination will range from 20 minutes to two hours.
 - The weather in January has the potential for sun, wind, fog, torrential downpour – or any combination thereof.

PROGRAM ATTENDANCE CHECKLIST

6. We may do a group lunch order on some of the days to save time. Please bring enough small bills to cover your share of lunches (you can be reimbursed for up to the maximum allowable amount on a Travel Expense Claim).

7. If you are staying at the hotel for this training, **do not contact** The Anza – A Calabasas Hotel to make any personal arrangements. All special arrangements must be made via the Training Section. You will be asked for your credit card at the desk, the Department is paying for your room, but if you add anything to the bill (such as phone calls, etc.) you will be billed for those. When you checkout, make sure the charges are correct (extras to you and room / taxes to the Department.) If you have questions or need help, contact Training Specialist Sara M. Skinner via e-mail at sara.skinner@parks.ca.gov. **Breakfast will be provided for those staying at the hotel.** Dinner will be on your own and reimbursed on a Travel Expense Claim.
 - Please review the roster and make arrangements for carpooling, in state vehicles, from the hotel to the King Gillette Ranch (allow ample time for travel due to traffic).

 - For general information about The Anza – A Calabasas Hotel you may visit it on the web at: <http://www.theanzahotel.com>. Address and information: The Anza – A Calabasas Hotel, 23627 Calabasas Road, Calabasas, California 91302. Phone: (818) 222-5300.

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee. Then both the supervisor and employee should login to the Employee Training Management System (ETMS) and complete the Post-Training Evaluation form (an email will be sent to both employee and supervisor notifying them that the evaluation needs to be completed).

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Section in providing a return on the investment the Department has on training.

INTERPRETING TO DIVERSE AUDIENCES GROUP 6
January 26-30, 2014

Sunday

January 26

1500-	REGISTRATION: Check-in at The Anza - A Calabasas Hotel	All
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Monday

January 27

0800-0900	Registration and Orientation	Skinner
0900-1000	Program Overview	Cabral/Croonquist/ Mendez
1000-1100	Knowing Your Interpretive Audience	Lethbridge
1100-1200	Children's Outdoor Bill of Rights	Hasenauer
1200-1300	Lunch	
1300-1500	Engaging and Welcoming Indigenous Peoples	High/ McCarthy
1500-1700	Using Social Media to Reach Diverse Audiences	Lindsey/ Perry

Tuesday

January 28

0800-1000	Travel to Baldwin Hills Scenic Overlook	All
1000-1200	Educational and Public Programs in Urban Parks	Dandurand/Perry
1200-1300	Lunch	
1300-1500	Educational and Public Programs in Urban Parks – continued	Dandurand/Perry/ Vigallon
1500-1700	Travel to King Gillette Ranch	All

Wednesday

January 29

**Morning courses will be held at Angeles District Administration Center in
Malibu Creek State Park**

0800-0900	Bilingual Exhibits (Video Conference)	Renner
0900-1100	Breaking Bread and Celebrating – Secrets to Successful Community Partnerships	Akbar/Cabral/Luna
1100-1200	Building Urban Community Partnerships	Bonilla/Vega
1200-1300	Lunch (and travel to King Gillette Ranch)	
1300-1500	Taking Programs from General to Target Audience	Reetz
1500-1700	Building our Future Park Stewards	Garcia

INTERPRETING TO DIVERSE AUDIENCES GROUP 6
January 26-30, 2014

Thursday
January 30

0800-0900	Travel to Autry National Center	All
0900-1200	Convergence: Learning Western Diversity As a Tool for Speaking to Diverse Audiences	Greenberg/Ruzicka
1200-1300	Travel to El Pueblo / Lunch on your own	All
1300-1500	Exploring LA Plaza de Cultura y Artes	All
1500-1600	Conclusion and Evaluation	Cabral/Croonquist/ Mendez/Skinner
1600-1700	Travel to King Gillette Ranch	All

INTERPRETING TO DIVERSE AUDIENCES

HOURS

PROGRAM OUTLINE

<u>ORIENTATION AND TRAINING</u>	2
Registration and Orientation.....	
Program Overview.....	
<u>DIVERSITY IN RECREATION USE</u>	3
Knowing Your Interpretive Audience	
Children’s Outdoor Bill of Rights	
Taking Programs from General to Target Audience (Part 1)	
<u>INTERPRETING CALIFORNIA’S DIVERSE VOICES</u>	6
Engaging and Welcoming Indigenous Peoples	
Convergence: Learning Western Diversity as a Tool for Speaking to Diverse Audiences	
<u>TOOLS FOR CONNECTING WITH DIVERSE AUDIENCES</u>	3
Using Social Media to Reach Diverse Audiences	
Bilingual Exhibits	
<u>EDUCATIONAL AND PUBLIC PROGRAMS IN URBAN PARKS</u>	8
<u>COMMUNITY ENGAGEMENTS</u>	4
Programs for “General Public” to “Target Audience” (Part II)	
Exploring LA Plaza de Cultura y Artes	
<u>CREATING AND SUSTAINING PARTNERSHIPS</u>	3
Breaking Bread and Celebrating – Secrets to Successful Community Partnerships	
Building Urban Community Partnerships.....	
<u>BUILDING OUR FUTURE PARK STEWARDS</u>	2
<u>TRAINING REVIEW AND EVALUATION</u>	1
TOTAL HOURS	32

INTERPRETING TO DIVERSE AUDIENCES

KNOWING YOUR INTERPRETIVE AUDIENCE

Purpose: The purpose of this course is to introduce participants to the issue of increasing diversity in California and to the challenges this presents to the profession of interpretation within public land agencies.

Performance Objectives: By the end of this course participants will

1. Describe how a public agency such as the Mountains Recreation and Conservation Authority is meeting the challenges of interpreting for diverse audiences.
2. Identify at least two actual or potential impacts of increasing diversity on their agencies and their programs.
3. Discuss with other participants possible ways to address the issue of increasing diversity at their work locations within the context of interpretive services presented there.

Ways that I can apply lessons learned during this course to my work location:

CHILDREN'S OUTDOOR BILL OF RIGHTS

Purpose: The purpose of this course is to introduce participants to the statewide campaign that encourages California's children to participate in outdoor activities and discover their heritage.

Performance Objectives: By the end of this course participants will

1. Identify the various public and private entities involved with the Children's Outdoor Bill of Rights.
2. Become familiar with the reasons why the Children's Outdoor Bill of Rights was developed.
3. Discuss with other participants possible ways to incorporate the Children's Outdoor Bill of Rights while address the issue of increasing diversity at their work locations within the context of interpretive services presented there.

Ways that I can apply lessons learned during this course to my work location:

ENGAGING AND WELCOMING INDIGENOUS PEOPLES

Purpose: The purpose of this course is to introduce participants to the variety of tribal involvement in education and interpretive programming in Southern California.

Performance Objectives: By the end of this course participants will

1. Be introduced to education and outreach programs in the Native American community.

Ways that I can apply lessons learned during this course to my work location:

USING SOCIAL MEDIA TO REACH DIVERSE AUDIENCES

Purpose: The purpose of this course is to introduce participants to social media platforms and trends that are engaging, build relationships, and provide information, visibility, and credibility to park users, partners, and stakeholders.

Performance Objectives: By the end of this course participants will

1. Receive instruction on how to manage social media for their park or site.
2. Describe California State Parks' social media guidelines and policies.
3. List common social media platforms that are utilized by California State Parks.
4. Identify techniques used to incorporate social media into park digital media and programming.
5. Participate in using hashtags and other forms of current social media in the Angeles District.
6. Discuss with other participants possible ways to apply the lessons learned to the participant's work site.

Ways that I can apply lessons learned during this course to my work location:

EDUCATIONAL AND PUBLIC PROGRAMS IN URBAN PARKS

Purpose: The purpose of this course is to introduce participants to the variety of interpretive programs provided at Baldwin Hills Scenic Overlook.

Performance Objectives: By the end of this course participants will

1. Describe the Parks Online for Teachers and Students (PORTS), an educational distance learning program.
2. Examine the equipment and technology used in the Weather, Climate, and Climate Change PORTS program to see how they support academic content standards, visitor needs and promote an understanding of the park's resources.
3. Experience activities such as "Earth Snorkeling," an innovative educational activity designed by the park staff for 3rd through 6th grade students in a summer enrichment program, as you hike to the scenic overlook.
4. Learn about community climbs and other public programs designed to reach recreational audiences.
5. Obtain an overview of the Greenhouse Program, a joint partnership between California State Parks and Los Angeles Audubon.
6. Tour the greenhouse to observe various science-based activities and environmental restoration projects completed by local high school students.

Ways that I can apply lessons learned during this course to my work location:

BILINGUAL EXHIBITS

Purpose: The purpose of this course is to introduce participants to the use of Spanish in bilingual exhibits and current research related to its effectiveness.

Performance Objectives: By the end of this course participants will

1. Identify how bilingual text is being used in exhibits.
2. Describe how bilingual exhibit research can help interpreters reach bilingual audiences.
3. Demonstrate specific methods for improving effectiveness in communicating with the bilingual community.
4. Participate in a discussion with other participants to develop possible methods and ideas for improving communication with the bilingual community.

Ways that I can apply lessons learned during this course to my work location:

BREAKING BREAD AND CELEBRATING: SECRETS TO SUCCESSFUL COMMUNITY PARTNERSHIPS

Purpose: The purpose of this course is to emphasize successful practices in order to reach nontraditional park users and provide community groups with resources they need by hearing from our partners themselves.

Performance Objectives: By the end of this course participants will

1. Describe how a local public agency such as the Mountains Recreation and Conservation Authority has partnered with multiple community groups to provide interpretive programming.
2. Identify at least three new connections participants could make with potential community partners at their own agency.
3. Discuss with other participants possible ways to address the issue of increasing community partnerships at their work locations.

Ways that I can apply lessons learned during this course to my work location:

BUILDING URBAN COMMUNITY PARTNERSHIPS

Purpose: The purpose of this course is to provide participants with information on working with urban conservation groups and methods used to adapt environmental programs to reach a greater diverse and urban population.

Performance Objectives: By the end of this course participants will

1. Describe how to outreach to diverse groups in the urban community.
2. Identify how to adapt environmental interpretive services to fit the cultural context of diverse urban groups.

Ways that I can apply lessons learned during this course to my work location:

TAKING PROGRAMS FROM GENERAL TO TARGET AUDIENCE

Purpose: The purpose of this course is to introduce participants to diversity in recreation use by offering culturally diverse public programs in local parks.

Performance Objectives: By the end of this course participants will

1. List the latest trends and research in the field of diversity in recreation use in our parks.
2. Organize the necessary cultural needs of their community to properly plan acceptable public programs for community engagement in their region.
3. Identify the steps for program development and implementation for diversity in community-based programs.

Ways that I can apply lessons learned during this course to my work location:

BUILDING OUR FUTURE PARK STEWARDS

Purpose: The purpose of this course is to introduce participants to the environmental education, outreach, recruitment, and training provided by the Southern California Consortium (SCC), a program of the USDA Forest Service. This course will include methods practiced by SCC to interpret to diverse audiences.

Performance Objectives: By the end of this course participants will

1. List their personal biases to gain an understanding of what it means to have different perspectives that are unique to each individual.
2. Discuss with other participants how our biases play a role in connecting with diverse audiences.
3. Describe how the Southern California Consortium has applied this method to reaching their diverse audiences.

Ways that I can apply lessons learned during this course to my work location:

CONVERGENCE: LEARNING WESTERN DIVERSITY AS A TOOL FOR SPEAKING TO DIVERSE AUDIENCES

Purpose: Through guided tours, discussion, and observation of education programs, participants will understand that the cultural and ethnic diversity of western history provides opportunities to reach the diverse audiences of contemporary California.

Performance Objectives: By the end of this course participants will

1. Observe and assess museum exhibitions which inform visitors about cultural differences and commonalities through a convergence of those cultures in the same exhibition space.
2. Observe practices in museum education through viewing Autry educational programs in action.

Ways that I can apply lessons learned during this course to my work location:

EXPLORING LA PLAZA DE CULTURA Y ARTES

Purpose: The purpose of this course is to engage participants in the interactive exhibits and dynamic programs provided at LA Plaza de Cultura y Artes.

Performance Objectives: By the end of this course participants will

1. Experience the variety of programs provided to visitors in the site's historic buildings and gardens.
2. Learn about programs designed to reach the diverse community that surrounds the site.

Ways that I can apply lessons learned during this course to my work location:

LAS VIRGENES ROAD

PARK
ENTRANCE

PICNIC AREA

VISITOR
CENTER

BOTANICAL
CENTER

PARKING

POND

GILLETTE
MANSION

STOKES CREEK

MULHOLLAND HWY



PARKING

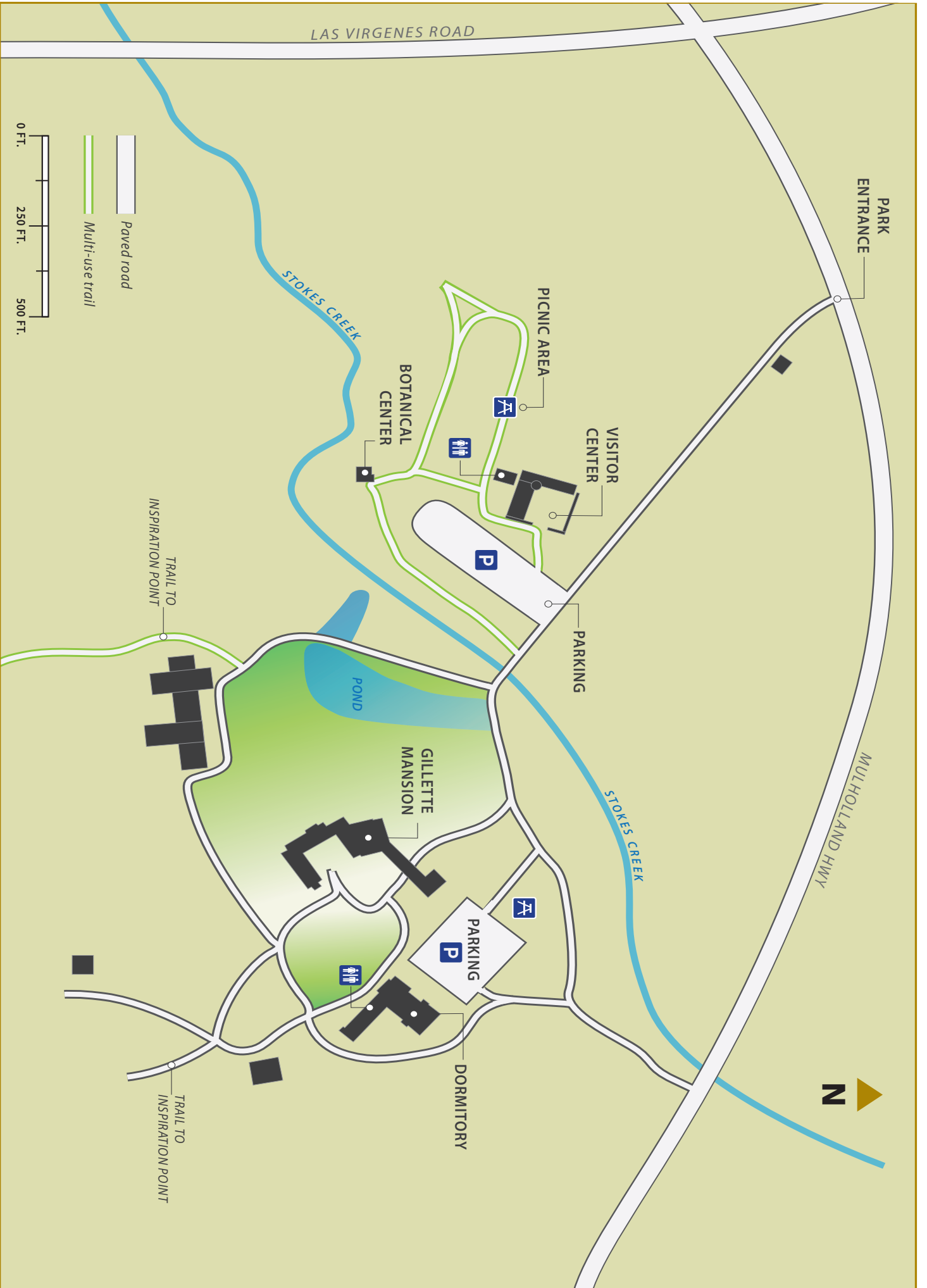
DORMITORY

TRAIL TO
INSPIRATION POINT

TRAIL TO
INSPIRATION POINT

Paved road

Multi-use trail



Directions from The Anza – A Calabasas Hotel to King Gillette Ranch



23627 Calabasas Rd, Calabasas, CA 91302

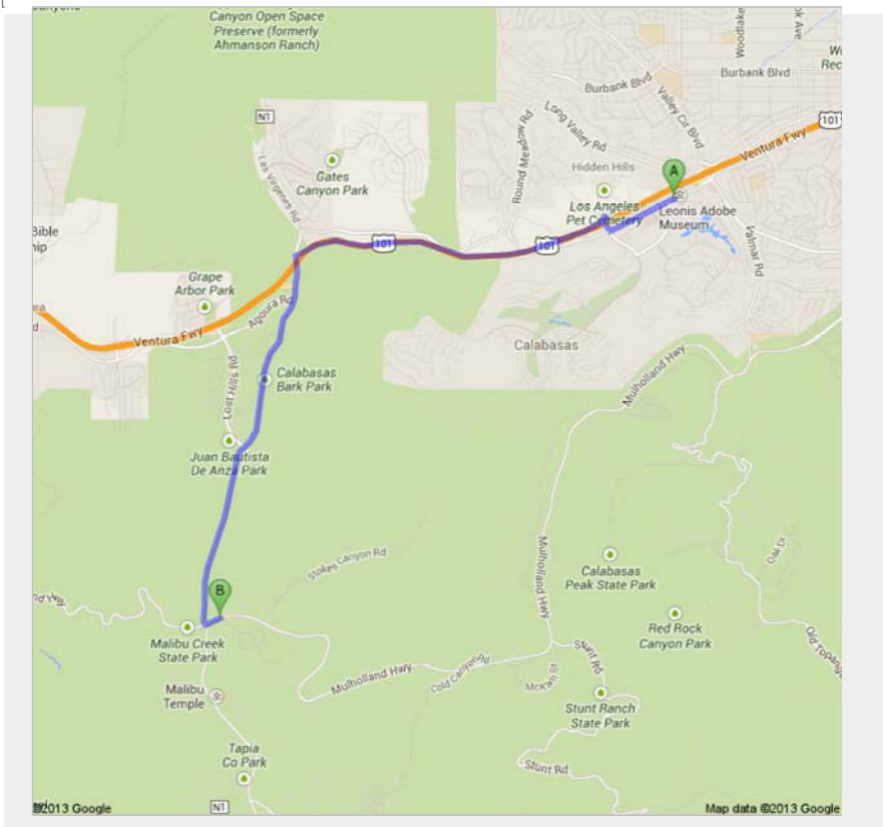
- | | |
|---|---------------------------|
| 1. Head southwest on Calabasas Rd toward Park Granada
About 2 mins | go 0.6 mi
total 0.6 mi |
| 2. Turn right onto Parkway Calabasas | go 0.1 mi
total 0.7 mi |
| 3. Slight right to merge onto US-101 N
About 3 mins | go 2.7 mi
total 3.4 mi |
| 4. Take the Las Virgenes Rd exit toward Malibu Canyon | go 0.2 mi
total 3.6 mi |
| 5. Turn left onto Las Virgenes Rd
About 5 mins | go 3.3 mi
total 6.9 mi |
| 6. Turn left onto Mulholland Hwy
Destination will be on the right
About 57 secs | go 0.1 mi
total 7.0 mi |



26800 Mulholland Hwy, Calabasas, CA 91302

These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the map results, and you should plan your route accordingly. You must obey all signs or notices regarding your route.

Map data ©2013 Google



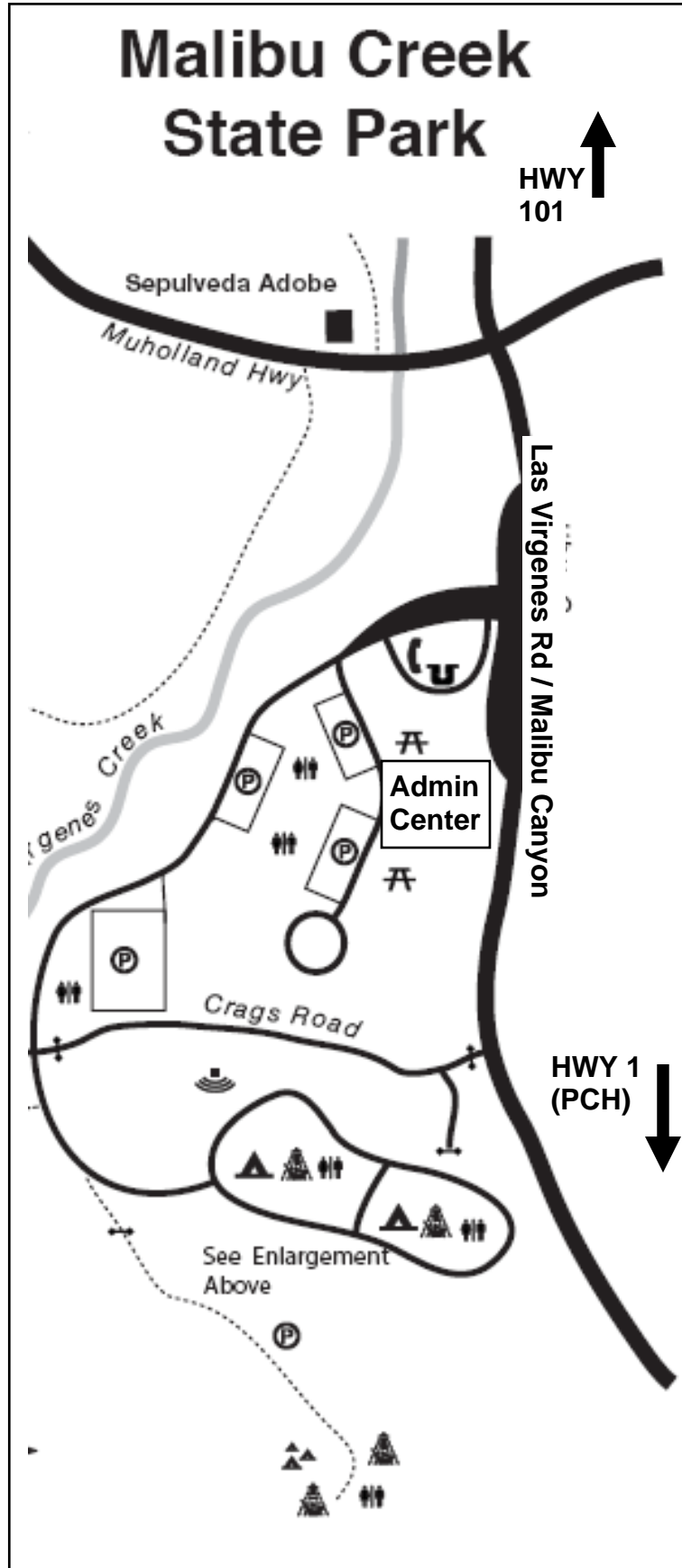
Angeles District
Admin Center
1925 Las Virgenes Rd
Calabasas, CA 91302

(818)880-0363

From Hwy 101
Exit Las Virgenes Rd (Exit 32)
going south.

Park entrance is on right,.

After passing kiosk, turn left,
park in any available space
near Admin Center; a modular
building.



Directions from The Anza – A Calabasas Hotel to Angeles District Admin Center

A 23627 Calabasas Rd, Calabasas, CA 91302

1. Head **southwest** on **Calabasas Rd** toward **Park Granada**
About 2 mins go 0.6 mi
total 0.6 mi
2. Turn **right** onto **Parkway Calabasas** go 0.1 mi
total 0.7 mi
3. Slight **right** to merge onto **US-101 N**
About 3 mins go 2.7 mi
total 3.4 mi
4. Take the **Las Virgenes Rd** exit toward **Malibu Canyon** go 0.2 mi
total 3.6 mi
5. Turn **left** onto **Las Virgenes Rd**
About 6 mins go 3.5 mi
total 7.1 mi
6. Turn **right** onto **Park Entrance Rd**
Restricted usage road
About 1 min go 0.4 mi
total 7.5 mi
7. Turn **left**
Restricted usage road
Destination will be on the right go 236 ft
total 7.5 mi

B 1925 Las Virgenes Rd, Calabasas, CA 91302

