Las Virgenes Unified School District

Agoura High School

2011-2012 School Accountability Report Card

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Agoura Hills, CA 91301
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Serving Grades Nine through Twelve

Principal

Larry Misel

District Administration

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Superintendent

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Dr. Rose Dunn
Asst. Superintendent of Personnel

Karen Kimmel
Asst. Superintendent of Business

Evan Bartelheim
Director of Instruction

Phil Scrivano
Chief Instructional Technology Officer

Robbie Amodio
Director of Classified Personnel

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www.lvusd.org

Principal's Message

Agoura High School has established a "Tradition of Excellence" in academic, co-curricular activities, and athletics. During the past ten years, students have consistently performed significantly above local and State averages on SAT, ACT, and standardized State tests. The staff is regularly involved in developing dynamic and innovative curriculums and instructional strategies which are designed to keep our students well prepared for the fast paced changes of the future. With the transition to Standards Based education, we expect our students to further demonstrate excellence as a result of a talented, professional staff that supports a rigorous curriculum. The co-curricular program is designed to involve all students through social, leadership, performance, and experiential activities. During the past twelve years, our athletic teams have won over one hundred league titles and approximately thirty CIF-SS championships. When you include the many honors and awards for our cheerleading teams, you can see that not only do our students excel academically, but they also are an athletic power to contend with, supported by a spirit-filled environment. Sportsmanship, teamwork, self-discipline, self-concept, and ethical conduct are all key elements of our athletic philosophy. We play to win with humility and lose with dignity.

Public schools exist to provide an effective educational program and to offer all students the opportunity to develop their capabilities and to reach their potential. Our program must, therefore, continue to grow and improve if we are to properly prepare our students for the 21st Century.

The Agoura High School performing arts program has earned multiple awards and exclusive national recognitions. Our music program is one of only 10 schools that have qualified internationally for the Essentially Ellington Jazz Competition in New York City and Swing Central in Savannah, Georgia. The Agoura High School Choir has been featured as a top four performing group, featured on the stage of the Disney Performance Center for the last three years. And our theater program has come away with multiple awards at several competitions. Thanks to our exceptional teachers, musicals, comedy, sports, plays, student-directed works, and talent shows highlight an outstanding program for our many talented students.

School Mission Statement

The mission of Agoura High School is to foster academic and personal excellence. To this end, we join with the home and community to cultivate skills, attitudes, and talents that will prepare our graduates not only to succeed in college and careers, but also to become informed, responsible, ethical citizens who respect diversity, value life-long learning, and lead fulfilling lives.

Community & School Profile

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

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

Agoura High School is centrally located in the city of Agoura Hills. In the 2011-12 school year, the school served 2,184 students in grades nine through twelve. The chart displays student enrollment at the school broken down by ethnicity.

Student Enrollment by Ethnic Group
2011-12

	Percentage
African American	1.1%
American Indian	0.2%
Asian	6.7%
Filipino	0.7%
Hispanic or Latino	8.1%
Pacific Islander	0.3%
White	82.1%
Two or More	0.7%
None Reported	0.0%

Discipline & Climate for Learning

The goal of Agoura High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Agoura High School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Each infraction of the conduct code is reported to parents. Students who exemplify good behavior standards are rewarded frequently at semester assemblies.

Parents and students are informed of discipline policies at the beginning of each school year through summer mailings and student planners. Rules are reinforced at classroom orientations, assemblies, and through the school's website.

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	43	118	132	296	385	394
Suspension Rate	2.0%	5.7%	6.0%	2.5%	3.4%	3.5%
Expulsions	8	2	19	26	14	40
Expulsion Rate	0.4%	0.1%	0.9%	0.2%	0.1%	0.4%

Student Recognition

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

- Academic Awards
- Community Service Awards
- CSF Awards
- Honor Society
- National Merit Scholars
- Salutatorian & Valedictorian

Extracurricular Activities & Athletics

Students are encouraged to participate in the school's academic and extracurricular activities which are an integral part of the educational program. Opportunities for involvement include, but are not limited to, the following:

- Associated Student Body
- Athletics: Baseball, Basketball, Cross Country, Football, Golf, Soccer, Softball, Swimming, Tennis, Track, Volleyball, Water Polo, and Wrestling
- Comedy Sports
- LINK Crew
- National Honor Society
- Talent Shows
- Theatre & Drama

School Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The office staff makes daily phone calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Dropout & Graduation Rates

Intervention programs that promote attendance and reduce dropout rates include: automated caller, online attendance, counseling, Student Study Team, parent town hall meetings, and Bridging the Gap systems. The chart displays the graduation and dropout rates for the school, district, and state, for the most recent three-year period. At the time of publication, data for the 2011-12 school year was not available.

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

Graduation & Dropout Rates	08-09	09-10	10-11
Dropout Rate	0.70%	3.00%	4.10%
Graduation Rate	95.74%	95.86%	94.44%

Professional Development

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

Teacher Assignment

Las Virgenes Unified School District recruits and employs only the most qualified credentialed teachers who meet all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	78	87	92	506
Without Full Credentials	0	0	0	16
Working Outside Subject	11	6	0	6

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching EL students) does not hold a legally recognized certificate or credential.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: *http://www.cde.ca.gov/nclb/sr/tq/*.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	0.0%	0.0%
District	0.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals. The academic counselor-to-pupil ratio is 1:360. The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Counselor	6	5.0
Health Clerk	1	1.0
Librarian	1	1.0
Occupational Therapist	1	As Needed
Psychologist	2	0.8
Speech/Language/ Hearing Specialist	1	As Needed

The school uses all available resources in the community to assist students in their emotional and academic development, including: Child Protective Services, County Mental Health, Juvenile Intervention Offices, and County Sheriff's Department.

Agoura High School offers additional academic assistance to students who are performing below grade-level standards. At-risk students may participate in subject-specific lab (reading/writing, math, foreign language) sessions, peer mediation, and study skills classes.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The Student Study Team (SST) develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in a Special Day Class, Resource Specialist Program, and/or sessions with other support staff (e.g., Speech/Language/Hearing Specialist).

English Learner (EL) students receive specialized services and instruction from appropriately credentialed teachers. The school offers supplementary instruction to assist in English language acquisition.

Class Size

The Class Size Distribution table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution

	Average Class Size			Classrooms Containing: 1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	28	28	28	7	17	13	44	25	31	14	27	28
Math	27	27	29	9	14	13	52	19	22	9	18	30
Science	30	31	31	2	7	10	32	10	10	18	24	26
Social Science	32	31	32	2	10	9	26	1	2	27	24	27

School Leadership

Leadership at Agoura High is a responsibility shared among district administration, the principal, three assistant principals, instructional staff, students, and parents. Principal Larry Misel has led the school for 13 years. Mr. Misel has more than 39 years of experience as an educator.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- Academic Council
- Cross Curricular Instruction Cmte.
- Faculty Senate
- PFC Booster Board
- Student Focus Group
- Theater & Music Boosters
- Aiming High Committee
- Charger Club
- Parent Faculty Club
- School Site Council
- Student Study Team

Parent & Community Involvement

Parents and the community are very supportive of the educational program at Agoura High School. Numerous programs and activities are enriched by the generous contributions from:

- Charger Club
- Parent Faculty Club
- Volunteers for Safe/Sober Grad Night
- Music Boosters
- Spirit Boosters
- Theater Arts Boosters

Contact Information

Parents who wish to participate in the school's leadership teams, committees, activities, or become volunteers may contact the office at (818) 889-1262, or visit the district's website at *www.lvusd.org*.

Student Achievement & Testing

Las Virgenes Unified School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. In addition to the Standardized Testing and Reporting (STAR) Program, district- and site-developed assessments, the California English Language Development Test (CELDT), and report card grades are used to determine whether students are performing below, at, or above grade-level standards.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	9	9	10
Similar Schools	8	7	8
Group	**09-10**	**10-11**	**11-12**
All Students at the School			
Actual API Change	12	16	-8
Asian			
Actual API Change	8	22	-13
Hispanic or Latino			
Actual API Change	5	11	32
White			
Actual API Change	13	15	-12
Socioeconomically Disadvantaged			
Actual API Change	-37	19	3
Students with Disabilities			
Actual API Change	-11	-14	-105

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,568	859	8,560	890	4,664,264	788
Black or African American	15	863	169	820	313,201	710
Asian	103	923	598	942	404,670	905
Filipino	12	959	61	935	124,824	869
Hispanic or Latino	134	835	723	837	2,425,230	740
White	1,285	855	6,783	892	1,221,860	853
Socioeconomically Disadvantaged	113	784	605	789	2,779,680	737
English Learners	61	633	593	794	1,530,297	716
Students with Disabilities	187	560	1,197	692	530,935	607

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: *http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp*.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	6.25%

Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at *http://star.cde.ca.gov*.

California Standards Test (CST)									
Subject	**School**			**District**			**State**		
	2010	**2011**	**2012**	**2010**	**2011**	**2012**	**2010**	**2011**	**2012**
English/Language Arts	81	82	81	79	81	81	52	54	56
Mathematics	51	53	52	70	72	71	48	50	51
Science	73	77	80	81	83	84	54	57	60
History/Social Science	65	68	65	68	72	69	44	48	49

California Standards Test (CST)				
	Subgroups			
Subject	**English/ Language Arts**	**Mathematics**	**Science**	**History/ Social Science**
District	81	71	84	69
School	81	52	80	65
African American/ Black	81	54	*	62
Asian	89	68	84	79
Filipino	100	67	*	*
Hispanic or Latino	73	43	80	59
White	81	52	79	64
Males	80	57	82	72
Females	82	47	77	57
Socioeconomically Disadvantaged	61	40	68	51
English Learners	25	33	*	18
Students with Disabilities	34	27	33	24

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

California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Physical Fitness (School Year 2011-12)

In the spring of each year, Agoura High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at *http://www.cde.ca.gov/ta/tg/pf/*.

Percentage of Students in Healthy Fitness Zone 2011-12			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
9	14.8%	27.7%	50.7%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2009-10			**2010-11**			**2011-12**		
	School	District	State	School	District	State	School	District	State
English	84.0	82.0	54.0	83.0	83.0	59.0	81.0	81.0	56.0
Mathematics	80.0	79.0	54.0	79.0	82.0	56.0	79.0	80.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			**Mathematics**		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	19.0	24.0	57.0	20.0	42.0	38.0
All Students School	19.0	26.0	56.0	21.0	45.0	35.0
Male	22.0	25.0	53.0	17.0	45.0	38.0
Female	16.0	26.0	59.0	17.0	45.0	38.0
Asian	16.0	16.0	68.0	11.0	38.0	51.0
Hispanic or Latino	16.0	33.0	51.0	23.0	49.0	28.0
White	20.0	25.0	55.0	22.0	44.0	34.0
Socioeconomically Disadvantaged	26.0	29.0	45.0	29.0	47.0	24.0
Students with Disabilities	69.0	14.0	17.0	70.0	17.0	13.0

Completion of High School Graduation Requirements - Class of 2012

Students in California public schools must pass both the English/Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the twelfth grade, the table displays the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements

	School	District	State
All Students	98.0%	97.0%	*
Socioeconomically Disadvantaged	100.0%	100.0%	*
African American/Black	100.0%	92.0%	*
American Indian	86.0%	87.0%	*
Asian	100.0%	100.0%	*
Filipino	100.0%	100.0%	*
Hispanic or Latino	93.0%	91.0%	*
White	94.0%	94.0%	*
English Learners	100.0%	90.0%	*
Students with Disabilities	86.0%	88.0%	*
Two or More Races	100.0%	100.0%	*

** Data was not available at the time of publication.*

Admission Requirements for California's Public Universities

University of California

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

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

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

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

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

College Preparation

Agoura High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and local colleges.

Pierce College's "College on Campus" program allows students to earn college credit while attending high school. Agoura High School also offers a College & Career Center that provides students with information regarding colleges, universities, financial aid, and the application process. The school's E-Choices Program provides an interest inventory to all students for college and workforce choices.

Students are encouraged to take University of California (UC) and California State University (CSU) courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment

	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	80.9%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	42.7%

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

Advanced Placement Classes (School Year 2011-12)

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

The 2009-10 Advanced Placement program at the school consisted of college-level courses in Studio Art, English Language & Composition, Statistics, Chemistry, Physics B, U.S. History, European History, and World History.

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	1
Computer Science	2
English	4
Mathematics	1
Science	7
Social Science	14
Totals	29
Percent of Students in AP Courses	8.4%

Workforce Preparation

Agoura High School places great emphasis on ensuring that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness.

The school addresses the needs of all students, as well as those in career preparation, through guidance and counseling from school personnel regarding career paths and courses of study. The College & Career Center exposes students to a broad array of career opportunities and facilitates selection of a career path based on individual interests, goals, strengths, and abilities.

For more information about Career/Technical Education and/or the Regional Occupation Program, please contact one of the school's academic counselors or the part-time day clerk through the school office.

The following is a listing of the Career Technical Education (CTE) programs offered at the school:

- Architectural Drawing
- Auto Technology
- Careers in Education
- Computer Animation
- Co-Op Food Services
- Co-Op Retail Sales
- Digital Photography
- Emergency Medical Training
- MOS Certification
- Television Production
- Audio Technology
- Building Construction
- CISCO Networking
- Co-Op Child Care
- Co-Op Office Occupations
- Creative Cooking
- Electronics
- Fashion Merchandising/Design
- Sports Medicine
- Woodworking

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

Career Technical Education (CTE) Participation

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	1,002
What percent of the school's pupils complete a CTE program and earn a high school diploma?	100.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Additional Internet Access/Public Libraries

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

Curriculum Improvement

Las Virgenes Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Textbooks & Instructional Materials (School Year 2012-13)

Las Virgenes Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The district held a Public Hearing on September 11, 2012, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California.*

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

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

The table displays information collected in September 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Harcourt Brace	2005	Yes	0.0%
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	English/ Language Arts	McDougal Littell	2007	Yes	0.0%
9th-12th	Foreign Language	Glencoe	2002	Yes	0.0%
9th	Health	Glencoe/ McGraw Hill	2005	Yes	0.0%
9th-12th	Mathematics	Glencoe	2002	Yes	0.0%
9th-12th	Mathematics	Harcourt School Publishers	2008	Yes	0.0%
11th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2002	Yes	0.0%
10th-12th	Science	Pearson	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
10th-12th	Social Science/ History	Glencoe/ McGraw Hill	2006	Yes	0.0%
9th	Social Science/ History	Prentice Hall	2006	Yes	0.0%
9th-12th	Visual and Performing Arts	Glencoe/ McGraw Hill	2006	Yes	0.0%
11th-12th	Visual and Performing Arts	Thompson	2006	Yes	0.0%

School Safety

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

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed. The plan was last updated and reviewed with school staff in September 2011. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency, policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

School Facilities

Originally constructed in 1964, Agoura High is situated on 54 acres. In addition to 18 permanent buildings which house 77 classrooms, the campus consists of four shop buildings, a pool, a gymnasium, a media center, a cafeteria/multi-purpose room, four computer labs, an administration building, and one athletic field. Installation of a pre-fabricated building, which replaced older portable buildings and houses 16 new classrooms, was completed in summer 2008. A new restroom was also constructed on the athletic field in fall 2008.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Las Virgenes Unified School District to ensure that school grounds and facilities remain in excellent repair.

A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the district budgeted $450,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

Deferred Maintenance Projects

The district's governing board has approved deferred maintenance projects for this school that include painting exterior trim, new asphalt for front parking lot, fire sprinkler testing and repairs, re-roofing cafe bldg areas, pole light re-wiring in parking lot, repalcing L-Bldg main mechanical pump, bleacher inspections and repairs, upgrading gas meter, and new flooring for J-bldg.

The chart displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 12/03/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			B-Bldg. Girls Restrooms: Work order since completed.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)		X		Lifted concrete: Various. Work order to grind down.

District Expenditures (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,481
From Supplemental/Restricted Sources	$2,960
From Basic/Unrestricted Sources	$4,522
District	
From Basic/Unrestricted Sources	$4,522
Percentage of Variation between School & District	0.00%
State	
From Basic/Unrestricted Sources	$5,455
Percentage of Variation between School & State	-17.11%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

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

District Revenue Sources (Fiscal Year 2011-12)

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

- Class Size Reduction
- Economic Impact Aid (EIA)
- Gifted & Talented Pupils
- Peer Assistance & Review
- School Improvement Program (SIP)
- Special Education Transportation
- Title I
- Drug/Alcohol/Tobacco Funds
- Educational Technology Assistance Grants
- Home-to-School Transportation
- Regional Occupational Program
- Special Education
- Staff Development
- Vocational & Applied Technology Education Act

Teacher & Administrative Salaries (Fiscal Year 2010-11)

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

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	$40,055	$40,932
Mid-Range Teachers	$66,104	$65,424
Highest Teachers	$84,177	$84,596
Elementary School Principals	$105,704	$106,806
Middle School Principals	$114,854	$111,776
High School Principals	$124,533	$120,858
Superintendent	$195,520	$204,089
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.0%	39.4%
Administrative Salaries	4.4%	5.0%

School Site Teacher Salaries (School Year 2010-11)

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

Average Teacher Salaries	
School & District	
School	$61,632
District	$68,174
Percentage of Variation	-9.60%
School & State	
All Unified School Districts	$68,488
Percentage of Variation	-10.02%

Data Sources

Data within the SARC was provided by Las Virgenes Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (*http://data1.cde.ca.gov/dataquest*), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.