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Grades Nine through Twelve

Principal

Larry Misel

Assistant Principals

John Murphy
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2005-2006

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Las Virgenes Unified School District

Agoura High School

2005-2006 School Accountability Report Card

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.

School Mission Statement

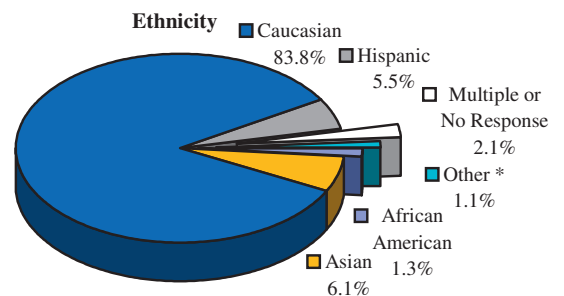
The mission of Agoura High School is to create a community of life-long learners who can think critically, communicate effectively, work both independently and collaboratively as contributing members of a global society.

Community & School Profile

Las Virgenes Unified School District educates students in grades preschool through twelve on a traditional calendar system. There are currently two comprehensive high schools, one continuation high school, three middle schools, eight elementary schools, one preschool, and a home schooling program in the District. Las Virgenes Unified School District is committed to providing all students with a strong instructional program which ensures excellence in education.

Agoura High School is located in the central section of the city of Agoura Hills and serves students from both Agoura Hills and Westlake Village in grades nine through twelve. In the 2005-06 school year, Agoura High School served 2,243 students. The student population consisted of 8.0% students with disabilities, 2.0% English Learners and 4.9% socioeconomically disadvantaged. Additional student body demographics are illustrated to the right.

Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of each individual student. Agoura High School is dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience possible. Agoura High School is dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience.



* Other indicates American Indian (0.2%), Filipino (0.6%), and Pacific Islander (0.3%)

School Leadership

Leadership at Agoura High School is a responsibility shared among District administration, the principal, assistant principals, instructional staff, students, and parents. Principal Larry Misel has led the school for 8 years, backed by more than 34 years in education. The school's School Site Council is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to discuss other relevant scholastic issues.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals.

These committees include: Academic Council, New Directions Committee, Administrative Team, PFC Booster Board, Aiming High Committee, School Site Council, Faculty Senate, Student Focus Group, and Cross Curricular Instruction Committees.

Contact Information

Parents who wish to participate in Agoura High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Larry Misel at (818) 889-1262.

Discipline & Climate for Learning

Agoura High School has found that good discipline is a solid foundation on which to build an effective school. 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. The Teen Issues Committee helps students learn to better deal with problems facing teens today.

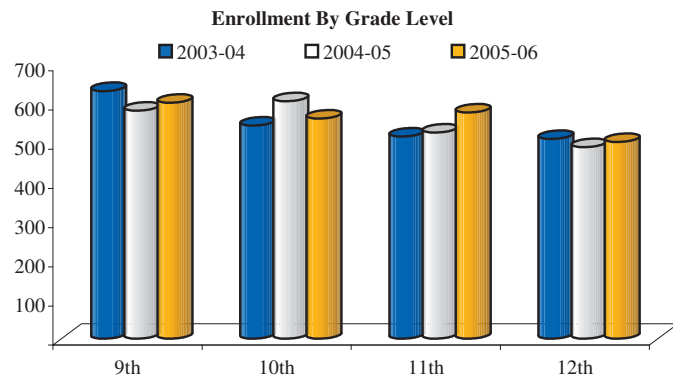
Parents and students are informed of discipline policies at the beginning of each school year through student planners and summer mailings. Rules are reinforced in classroom orientations, assemblies and through the school's website. Each infraction of the conduct code is reported to the parents by the school's assistant principals. Students who are found to exemplify the positive behaviors stressed in the discipline program are rewarded during recognition assemblies held each semester. Intervention programs that promote attendance and reduce dropout rates include: automated caller, online attendance, counseling, and the school messenger and Bridging the Gap systems.

The Suspensions and Expulsions table below displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Agoura HS			LVUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	168	107	131	722	625	632
Suspension Rate	7.6%	4.9%	5.8%	5.9%	5.2%	5.2%
Expulsions	4	5	20	8	6	56
Expulsion Rate	0.2%	0.2%	0.9%	0.1%	0.1%	0.5%

School Enrollment & Attendance

Regular attendance, punctuality and promptness at Agoura High School are necessary parts of the learning process. In addition, school districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Attendance, tardiness, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities including notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The chart below displays the enrollment trend for the past three years.

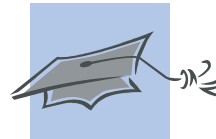


Regular daily attendance is a priority at Agoura High School. Absence reports are regularly reviewed by an assistant principal. Parents are advised of absences through the automated caller system, letters, and during parent conferences.

Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB).

Las Virgenes Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District and members of the community, including representatives from law enforcement, welfare, probation and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

To prevent dropouts, the school formulates academic and life plans and goals with students to help them set a coherent path towards successfully completing high school. Academic and emotional counseling resources are available to help students deal with any issues that may be causing them to lean towards dropping out. The table below illustrates the percent of dropouts and the percent of graduates for the last four years.



	Graduation & Dropout Rates			
	02-03	03-04	04-05	05-06
Dropout Rate	0.36%	0.23%	0.41%	*
Graduation Rate	99.0%	99.2%	98.5%	*

* Data not available at time of publication.

Instructional Time & Minimum Days

During the 2005-06 school year, all instructional minutes offered at Agoura High School exceeded state requirements. Students received 67,870 instructional minutes while the state requires a minimum of 64,800 instructional minutes annually.

For the 2005-06 school year, Agoura High School offered 180 days of instruction comprised of 157 regular days, six minimum days, used for final examinations, and seventeen modified days for SDD and collaboration.

Class Size

Agoura High School maintained a schoolwide average class size of 30.3 students in the 2005-06 school year. The table below 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.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-20 Students			21-32 Students			33+ Students		
04	05	06	04	05	06	04	05	06	04	05	06	
English	23	24	24	55	61	58	10	4	7	17	24	21
Mathematics	28	28	28	23	22	26	11	17	16	26	29	27
Science	30	32	33	3	1	2	14	16	14	11	25	27
Social Science	35	37	40	3	1		4	2		29	39	28

Counseling & Other Support Services

It is the goal of Agoura High School to assist students in their social and personal development as well as academic development. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The school employs qualified personnel to provide counseling and support services. Psychologists are devoted to helping students deal with problems and assisting them identify and reach positive goals.

The chart below displays the support service staff available to students attending Agoura High School.

Counseling & Support Services Staff		
	# of Staff	Full Time Equivalent
Counselor**	4	3.6
Librarian	1	1.0
Health Clerk	1	1.0
Psychologist	2	0.8
Speech/Language/Hearing Specialist	1	*
Occupational Therapist	1	*

* Services are provided on an as-needed basis.

**Counselor to Pupil Ratio - 1:561.

Las Virgenes 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, materials, and programs.



Agoura High School offers assistance and specialized instruction to students with special needs. Students who are falling below grade level or performing below standards on assessments participate in subject-specific lab (reading/writing, math, foreign language) sessions, peer mediation, and study skills classes.

English Learners (EL) receive specialized services and instruction in an environment conducive to maximizing English learning. Special Education students receive either sheltered instruction in the classroom or have sessions with a Resource Specialist. The school offers Special Day Classes, Speech and Language therapy, and special assistance and community-based instruction for emotionally disturbed and severely handicapped individuals. Inclusion of Special Education students is maximized, based on their individual abilities, to provide them with learning opportunities in the least restrictive environment.

Parent & Community Involvement

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

Teacher Assignment

Las Virgenes Unified School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Agoura High School had 79 fully credentialed teachers.

	Teacher Credential Status			
	Agoura HS			LVUSD
	03-04	04-05	05-06	05-06
Fully Credentialed	76	83	79	508
Without Full Credentials	6	5	10	37
Teaching Outside Subject Area	7	2	7	61

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

For the 2006-07 school year, the most current data are reported.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	1	1	34
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	1	1	34
Vacant Teacher Positions	6	0	0

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By:	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
Agoura HS	100.0%	0.0%
LVUSD	96.0%	4.0%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	96.0%	4.0%

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession: Engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and designing learning experiences for all students, developing as a professional educator.



Substitute Teachers

Las Virgenes Unified School District has approximately 200 substitute teachers available from its current pool of substitutes. The District requires all substitutes to have passed the CBEST (California Basic Educational Skills Test) and hold a bachelor's degree.

Generally, the District does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available, credentialed staff and/or administrators take the role of the substitute.

In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, the District advertises employment opportunities in local newspapers, the Internet, fliers, and postings. In addition, the District attends job and recruitment fairs throughout the year.



Student Achievement

Various measures of student achievement are used as an ongoing part of the quality instructional program at Agoura High School. These assessments provide a measurement of students' actual progress as well as the effectiveness of the instructional program.

California Standards Tests (CST)

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Social Science for the most recent three-year period, is shown at right. Summative scores are not available for Math, Science, and ninth grade Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.



Physical Fitness

In the spring of each year, Agoura High School is required by the State to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2005-06 school year, 40.3% of ninth grade students at Agoura High School met or exceeded state fitness standards in all six fitness areas.

No Child Left Behind

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 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 at right.

Federal Intervention Programs

Program Improvement (PI)

Program Improvement Status	Agoura HS	LVUSD
	Not in PI	Not in PI
First Year of PI	-	-
Year in PI (in 2006-07)	-	-
Number of Schools Currently in PI	-	0
Percent of Schools Identified for PI	-	0.0%

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9			10			11			10			11		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
All Students															
Agoura HS	64	74	77	63	64	72	62	59	67	46	55	53	58	68	64
LVUSD	66	75	77	65	67	71	61	61	67	47	55	55	59	64	63
California	37	43	44	35	36	37	32	36	36	27	31	30	32	37	35
Females															
Agoura HS	68	79	80	66	69	75	65	61	71	39	44	49	56	64	58
LVUSD	72	81	79	71	72	76	67	66	68	41	65	52	60	62	57
California	41	48	48	40	41	42	35	39	39	25	28	27	31	36	34
Males															
Agoura HS	61	70	72	61	60	68	58	57	64	53	63	57	60	72	69
LVUSD	62	71	74	60	61	67	56	57	65	53	63	58	57	67	68
California	32	38	40	31	32	33	29	33	33	31	34	33	34	37	37
English Learners															
Agoura HS	11	17	17	* 15	9		* * 17			* 15	18		* * 25		
LVUSD	16	13	16	20	11	15	6	* 18		19	23	20	11	* 24	
California	4	7	7	4	3	4	3	4	4	5	6	5	6	7	7
Socioeconomically Disadvantaged (SED)															
Agoura HS	* 66	77		* 31	67		* * 56			* 31	58		* * 47		
LVUSD	37	64	66	25	36	65	44	19	45	0	32	57	47	44	39
California	20	26	27	18	20	21	17	21	21	15	18	17	19	23	21
Students with Disabilities															
Agoura HS	17	24	37	10	18	15	7	5	24	14	21	18	17	17	28
LVUSD	16	29	37	12	20	28	6	14	19	17	24	27	18	25	26
California	6	8	9	5	5	6	5	5	6	6	7	8	8	8	8
Asian															
Agoura HS	72	89	87	70	63	91	76	72	76	72	71	91	69	86	66
LVUSD	76	79	94	74	74	83	72	74	81	64	75	79	68	78	78
California	57	64	66	53	56	58	47	53	55	47	52	53	49	56	54
Caucasian															
Agoura HS	66	75	77	64	66	72	61	59	68	45	54	52	58	68	65
LVUSD	68	77	77	66	68	73	62	61	67	47	55	55	59	64	63
California	56	61	63	53	53	54	46	50	50	40	44	45	44	48	48
Hispanic															
Agoura HS	52	46	63	28	53	48	59	35	64	22	52	39	59	47	53
LVUSD	52	49	58	39	53	45	55	37	58	21	46	40	53	44	51
California	21	26	28	19	20	21	17	21	21	15	17	17	19	23	21

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

	Adequate Yearly Progress (AYP)			
	Agoura HS		LVUSD	
	Yes		Yes	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

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.

API School Results

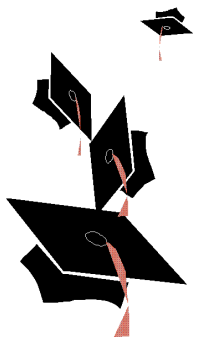
	03-04	04-05	05-06	2006 API Growth Score
Statewide Rank	1	10	10	
Similar Schools Rank	1	5	7	
All Students				
Actual API Growth	-5	28	2	820
Asian				
Actual API Growth	-	-	10	905
Caucasian				
Actual API Growth	-8	29	3	822
Students with Disabilities				
Actual API Growth	-	-	36	618

"T" means the school has some invalid data and CDE cannot calculate a valid similar schools rank for this school

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

The table at right displays the percent of students who successfully passed the CAHSEE in the 2005-06 school year.

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 Pierce College's "College on Campus" program where students earn college credits.

Agoura High School contains a College and Career Center that provides students with a wealth of information in regards to 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.

SAT I Test Results

	2003-04	2004-05	2005-06
% Seniors Tested			
Agoura HS	60.4%	65.6%	67.3%
LVUSD	65.3%	67.5%	74.1%
California	35.3%	35.9%	40.5%
Average Verbal			
Agoura HS	561	579	550
LVUSD	558	567	552
California	496	499	495
Average Math			
Agoura HS	588	599	575
LVUSD	588	593	578
California	519	521	516
Average Writing			
Agoura HS	-	-	571
LVUSD	-	-	568
California	-	-	495



Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

California High School Exit Exam

Beginning with the graduating class of 2006, students in California public schools must pass both the English/Language Arts and Mathematics sections of the California High School Exit Examination (CAHSEE) to receive a high school diploma.



California High School Exit Exam

	Graduating Class of 2006		
	Agoura HS	LVUSD	California
All Students	91%	92%	60%
Asian	93%	96%	77%
Hispanic	74%	79%	50%
Caucasian	93%	93%	79%
Socioeconomically Disadvantaged (SED)	100%	99%	48%
English Learners	54%	68%	32%
Students w/ Disabilities	55%	73%	22%



Students at Agoura High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The accompanying 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

% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
72.1%	44.2%

Scholastic Assessment Test (SAT)

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development.

Advanced Placement (AP) Classes

Agoura High School offers eight Advanced Placement 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.

Advanced Placement Classes

	# of Courses	# of Classes	Enrollment
Art	1	2	51
English	1	7	133
Mathematics	1	3	91
Science	2	2	84
Social Science	3	14	485

Work Force Preparation

It is the goal of Agoura High School 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 skills and to promote student achievement.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Tenth grade counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Counselors and other school personnel are available to students to address the needs of all students in career preparation. Agoura High School's career-path and work experience classes include:

- Architectural Drawing
- Woodworking
- CISCO Networking
- TV Production
- Co-Op Office Occupations
- MOS Certification
- Electronics
- Creative Cooking
- Audio Technology
- Co-Op Retail Sales
- Building Construction
- Auto Tech
- Careers in Education
- Emergency Medical Training
- Computer Animation
- Mechanical Drawing
- Digital Imaging
- Co-Op Foods Services

Through participation in these programs, students are able to receive job entry-level skills to demonstrate a combination of academic and vocational proficiencies needed to be successful upon graduation from high school. The school measures success of its efforts to prepare students for the work force based on student grades, teacher supervision and evaluation, and employee follow-up. The courses are offered on-campus.

Speakers from the community, job shadowing and work experiences, use of technology, career related research projects, career fairs, the College & Career Center, and community service projects are made available for the students, to heighten student awareness of options for education, training, and employment beyond high school.

Career Technical Education (CTE) Participation	
How many of the school's pupils participate in CTE?	520
What percent of the school's pupils complete a CTE program and earn a high school diploma?	99%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100%

Training & Curriculum Improvement

All training and curriculum development at Agoura High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

Curricular improvements at Agoura High School during the 2005-06 school year were evident as part of a continual effort rather than a one-time enhancement in standard curriculum. Agoura High School realizes the importance of a customized educational experience, addressing the specific needs of students. All students have been involved in a more rigorous curriculum under the guidance of administration.

Staff development within the District addresses individual needs of teachers as well as broader school concerns. The District offered one staff development day during the 2005-06 school year. Staff development topics included Step Up to Writing, Subject Area meetings with curricular issues per department, and site-based data analysis.

The District participates in the Beginning Teachers Support and Assessment (BTSA) program, a State sponsored program. The goals of the BTSA program are to help new teachers succeed, foster higher retention of quality teachers, and improve instruction for students. For the 2005-06 school year, beginning teachers were assisted by the District's three support providers. The District's Peer Assistance and Review (PAR) program is designed to improve the education for students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers. During the 2005-06 school year, the District had three consulting teachers serving the District's teachers.

School Facilities & Safety

Agoura High School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1970 and are situated on 54 acres. The school buildings span 166,091 square feet and consist of 12 permanent buildings with 48 classrooms, 13 portable classrooms, four shop buildings, pool, gym, library, cafeteria/multi-purpose room, four computer labs, and administration building. The facility strongly supports teaching and learning through its ample classroom and recreation space.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. The chart to the right displays the most recent facility inspection conducted at Agoura High School.

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team, consisting of six full-time custodians are on duty both during the day and evening to ensure a clean and safe school.



School Facility Conditions			
Date of Last Inspection: 4/2/2007			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		Building E- Rodent droppings evident.
Pest/Vermin Infestation		X	
Drinking Fountains (inside/outside)		X	Building M- Drinking fountain not working.
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Safety

Safety of students and staff is a primary concern of Agoura High School. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, nutrition, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: 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. Fire drills are conducted on a monthly basis throughout the school year. Earthquake and disaster drills are held once every semester. In addition, the District practices an unannounced full evacuation drill where one school is chosen to fully evacuate all students and staff and another school must accommodate those students and staff members.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. An updated copy of the plan is available to the public at the school office.

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 2006-07 school year, the District budgeted \$461,000 for the deferred maintenance program. This represents 0.005% of the District's general fund budget.

Deferred Maintenance Projects

For the 2006-07 school year, the District's governing board approved deferred maintenance projects for this school that will result in heating, painting interior, and painting exterior. The District's complete deferred maintenance plan is available at the District office.



Textbooks & Instructional Materials

Las Virgenes Unified School District held a Public Hearing on September 26, 2006 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 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.

Each classroom at Agoura High School contains three to four computers for student use. In addition, each of the school's four computer labs contain from 30 to 36 computers. All computer resources are networked and connected to the Internet so students are able to access resources and information on-line to improve their research skills.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular basis. Software includes programs to develop subject area proficiency, technological, word processing, graphic, and other skills.

	Computer Resources		
	03-04	04-05	05-06
Computers	438	438	438
Students per computer	5.0	5.0	5.1
Classrooms connected to Internet	81	81	81



Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Harcourt Brace	9-12	2005	All textbooks at Agoura HS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0.0%
	Holt, Rinehart, & Winston	11	2007		0.0%
	McDougal Littell	12			0.0%
Math	Prentice Hall	9-12	2002, 2004, 2005		0.0%
	Glencoe	10	2004		0.0%
	Wm. C. Brown	11-12	1995		0.0%
	D. C. Heath				0.0%
Social Science	Prentice Hall	9 & 12	2006		0.0%
	Thomson Learning	10			0.0%
	Glencoe/McGraw/Hill	10-12			0.0%
Foreign Language	Glencoe	9-12	2002	0.0%	
	Macmillan	9-12	1985	0.0%	
		10-12	1986, 1987	0.0%	
	Amsco	10-12	2002	0.0%	
	National	11-12	1983	0.0%	
	Holt, Rinehart, & Winston	11-12	2002	0.0%	
Health	Glencoe/McGraw/Hill	9	2005	0.0%	
Science	Holt, Rinehart, & Winston	9-12	2005	0.0%	
		10-12		0.0%	
		11-12		0.0%	
	Glencoe	9-12	2001	0.0%	
	Prentice Hall	10-12		0.0%	
	Brooks/Cole			0.0%	
	McGraw-Hill	11-12		0.0%	
	Saunders			0.0%	
	Mosby			0.0%	
Houghton-Mifflin		0.0%			

Science Laboratory Equipment: Agoura HS stocks an adequate supply of Science Laboratory Equipment for its students. Inventory includes, but is not limited to, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders test tube brushes, crucible tongs, flasks, beakers, and bunsen burners.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state, having between 10,000-19,000 Average Daily Attendance (ADA). The table below (left) illustrates the average teacher salary at Agoura High School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Agoura HS	\$57,228
	LVUSD	\$57,441
	Percentage of Variation: 0.4%	
School & State	Agoura HS	\$57,228
	All Unified School Districts	\$57,838
	Percentage of Variation: 1.1%	



The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information Teachers - Principal - Superintendent 2004-2005		
	LVUSD	California
Beginning Teachers	\$35,122	\$37,172
Mid-Range Teachers	\$57,964	\$58,436
Highest Teachers	\$73,127	\$73,583
Elementary Principals	\$92,559	\$93,347
Middle School Principals	\$101,680	\$97,873
High School Principals	\$103,671	\$105,556
Superintendent	\$170,142	\$159,227
Salaries as a Percentage of Total Budget		
Teachers Salaries	42.1%	42.1%
Administrative Salaries	4.5%	5.3%

Expenditures & Services Funded

Las Virgenes Unified School District spent an average of \$6,785 to educate each student (based on 2004-05 audited financial statements). The table below 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		
Agoura HS	Total	\$6,455
	From Restricted Sources	\$2,124
	From Unrestricted Sources	\$4,331
LVUSD	From Unrestricted Sources	\$323
	Percentage of Variation between School & District: 1241%	
California	From Unrestricted Sources	\$4,743
	Percentage of Variation between School & State: 8.7%	

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

- Title I
- Special Education
- Home-to-School Transportation
- Gifted and Talented Pupils
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Regional Occupational Program
- Staff Development
- Vocational and Applied Technology Education Act
- Peer Assistance and Review Program
- Special Education Transportation
- Drug/Alcohol/Tobacco Funds
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Mandated Costs Reimbursements
- Vocational Ed, Handicapped Students
- Class Size Reduction

