



Agoura High School

28545 W. Driver Ave., Agoura Hills, CA 91301 • (818) 889-1262 • Fax (818) 597-0816

Serving Grades Nine through Twelve

CDS Code: 19-64683-1930080

Brian Mercer, *Principal* • bmercerc@lvusd.org

2016-2017 School Accountability Report Card

Las Virgenes Unified School District

4111 Las Virgenes Road
Calabasas, CA 91302
(818) 880-4000
www.lvusd.org

District Administration

Dr. Dan Stepenosky
Superintendent
Superintendent@lvusd.org

Dr. Clara Finneran
Asst. Superintendent of Education

Dr. Rose Dunn
Asst. Superintendent of Personnel

Karen Kimmel
Asst. Superintendent of Business

Dr. Derek Ithori
Director of Pupil Services

Ryan Gleason
Director of Education and Leadership

Jim Klein
Chief Technology Officer

Robbie Amodio
Director of Classified Personnel

Steve Scifres
Director of Curriculum and Athletics

Board of Education

Dallas Lawrence, President
Linda Menges, Vice President
Mathy Wasserman, Clerk
Angela Cutbill, Member
Lesli Stein, Member

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Welcome to the new school year! The Agoura students, staff and surrounding community work together to create an effective learning environment and one that promotes success both academics and extra-curricular activities. As our mission statement reads: "Agoura High School develops inquiring, knowledgeable, and caring CHARGERS who are active citizens engaged in 21st Century Learning." Engaging the 21st Century learner with emphasis on the 3Rs: Rigor, Relevance and Relationships is the focus of our institution as we move forward as an effective learning community. The evidence shows that we are a highly successful school with approximately 98% of our students continuing on to colleges and universities. Additionally, our proficiency levels in both English Language Arts and Mathematics are increasing. The staff is regularly involved in developing dynamic and innovative curricula and instructional strategies which are designed to keep our students well prepared for the fast paced changes of the future. The co-curricular program is designed to involve all students and their interests in leadership, performance, and social activities.

During the past fourteen 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. On the performing arts side, we are fortunate to have a state-of-the-art facility called the "PAEC" (Performing Arts and Education Center) that enables us to support our top notch Music, Theater and Dance programs. We are proud to have earned a number of national and regional awards with our performing arts teams.

I look forward to the continuing success at Agoura High School and I am so blessed to be a part of such a wonderful and positive learning community.



School Mission Statement

Agoura High School develops inquiring, knowledgeable, and caring CHARGERS who are active citizens engaged in 21st Century Learning.

Community & School Profile (School Year 2017-18)

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.

School Enrollment (School Year 2016-17)

Agoura High School is centrally located in the city of Agoura Hills. In the 2016-17 school year, the school served 2,087 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
9th	556	487	525
10th	562	552	485
11th	514	534	537
12th	536	502	540

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	2.0%
American Indian or Alaska Native	0.6%
Asian	6.1%
Filipino	0.6%
Hispanic or Latino	10.6%
Native Hawaiian or Pacific Islander	0.1%
White	76.1%
Two or More Races	3.5%
EL Students	1.4%
Socioeconomically Disadvantaged	6.7%
Students with Disabilities	10.3%

School Attendance (School Year 2016-17)

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.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	92	98	77	452
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

Teacher Misassignments and Vacancies

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 semester or year.

	Misassignments/Vacancies		
	15-16	16-17	17-18
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

Textbooks & Instructional Materials (School Year 2017-18)

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 October 17, 2017, 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 October 2017 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	Title	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/Language Arts	English Composition & Grammar (3rd, 4th, 5th, and Complete)	Harcourt Brace	2005	Yes	0.0%
11th	English/Language Arts	Elements of Literature	Holt, Rinehart, & Winston	2007	Yes	0.0%
12th	English/Language Arts	The Language of Literature - World Literature	McDougal Littell	2007	Yes	0.0%
9th-12th	Foreign Language	Que Chevere Level 1, 2, 3, 4, and 5	EMC Publishing	2015	Yes	0.0%
10th-12th	Foreign Language	Galeria de Arte y de Vida	Glencoe	2002	Yes	0.0%
9th	Health	Health	Glencoe/McGraw Hill	2005	Yes	0.0%
9th-12th	Algebra I	Algebra I California	McGraw Hill	2015	Yes	0.0%
9th-12th	Geometry	Prentice Hall Geometry	Prentice Hall	2004	Yes	0.0%
9th-12th	Algebra II	Algebra II	Glencoe	2004	Yes	0.0%
9th-12th	Pre-Algebra	Pre-Algebra	Prentice Hall	2004	Yes	0.0%
11th-12th	Mathematics	Finite Math for Business, Economics & Life	Prentice Hall	2004	Yes	0.0%
11th-12th	Pre-Calculus	Pre-Calculus with Limits	McDougal Littell	2008	Yes	0.0%
12th	Calculus	Calculus	DC Heath	1995	Yes	0.0%
12th	Statistics	The Practice of Statistics	Bedford, Freeman & Worth	2014	Yes	0.0%
9th-10th	Science	IPS P Conceptual Integrated	Pearson/Prentice Hall	2007	Yes	0.0%
9th-12th	Earth Science	Prentice Hall Earth Science	Prentice Hall	2007	Yes	0.0%
10th-12th	Biology	Prentice Hall Biology	Pearson/Prentice Hall	2008	Yes	0.0%
10th-12th	Biology	Biology - Cycle of Life	Pearson/AGS Globe	2007	Yes	0.0%
10-12th	Chemistry	Chemistry	Holt, Rinehart & Winston	2007	Yes	0.0%
11th-12th	Science	Human Anatomy & Physiology	Pearson/Prentice Hall	2007	Yes	0.0%
10th-12th	Physics	Physics	Holt, Rinehart & Winston	2006	Yes	0.0%
10th-12th	Environmental Science	Cunningham Environmental Science	McGraw Hill	2008	Yes	0.0%
9th	Social Science/History	World Cultures, A Global Mosaic	Prentice Hall	2006	Yes	0.0%
10th	Social Science/History	World History: Modern Times	Glencoe/McGraw Hill	2006	Yes	0.0%
11th	Social Science/History	American Vision: Modern Times	Glencoe/McGraw Hill	2006	Yes	0.0%
12th	Social Science/History	U.S. Government: Democracy in Action	Glencoe/McGraw Hill	2006	Yes	0.0%
12th	Economics	Economics	Prentice Hall	2006	Yes	0.0%

School Facilities (School Year 2017-18)

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, one main athletic field, two baseball fields, one softball fields, and a practice 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.

The chart displays the results of the most recent school facilities inspection. Facilities data collected in November 2017.

School Facility Conditions				
Date of Last Inspection: 10/30/2017				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			J1: Black room in back of classroom has various ceiling tile stains. May be roof or plumbing. Work order submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			T3: Organize/remove unneeded shop equipment. Work order submitted.
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Large Pool Area: Small areas around deck need recoating. Rust and surface chipping observed in several locations. Work order submitted.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	66	68	--	70	72	--	48	48
Mathematics (Grades 3-8 and 11)	--	48	48	--	59	60	--	36	37
Science (Grades 5, 8, and 10)	81	82	--	82	77	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	533	494	92.68	67.95	488	91.56	48.36
Male	269	251	93.31	59.6	248	92.19	47.18
Female	264	243	92.05	76.54	240	90.91	49.58
Asian	34	34	100.00	67.65	34	100.00	67.65
Hispanic or Latino	46	43	93.48	48.84	41	89.13	29.27
White	414	381	92.03	70.53	377	91.06	49.87
Two or More Races	20	18	90.00	55.56	18	90.00	44.44
Socioeconomically Disadvantaged	32	31	96.88	51.61	29	90.63	24.14
English Learners	12	12	100.00	16.67	12	100.00	8.33
Students with Disabilities	44	40	90.91	15	40	90.91	5

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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.

Agoura High School 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
Students Enrolled in Courses Required for UC/CSU Admission (2016-17)	98.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)	60.5%

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

Workforce Preparation (School Year 2016-17)

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, please contact one of the school's academic counselors or the 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
- Business and Entrepreneurship
- Careers in Education
- Computer Animation
- Co-Op Child Care
- Co-Op Food Services
- Co-Op Retail Sales
- Culinary Arts
- Fashion Merchandising/Design
- MOS Certification
- Sports Medicine
- Stagecraft
- Television Production
- Theater III
- 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 (School Year 2016-17)

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 participated in CTE programs?	266
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	89.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

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			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.6%	22.8%	51.8%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2017-18)

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:

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

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

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 2016-17 school year was not available.

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

	Graduation & Dropout Rates					
	Dropout			Graduation		
	13-14	14-15	15-16	13-14	14-15	15-16
School	3.5%	5.8%	6.4%	94.9%	92.5%	91.8%
District	3.9%	7.5%	6.9%	94.4%	90.8%	91.6%
State	11.5%	10.7%	9.7%	81.0%	82.3%	83.8%

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. Data from the 2015-16 school year was the most recent available at the time of publication.

Completion of High School Graduation Requirements			
	School	District	State
All Students	93.4%	90.4%	87.1%
African American/Black	100.0%	81.8%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	95.1%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	86.7%	84.3%	84.6%
White	93.6%	90.9%	91.0%
Two or More Races	100.0%	100.0%	90.6%
English Learners	100.0%	84.6%	55.4%
Socioeconomically Disadvantaged	88.5%	82.3%	85.5%
Students with Disabilities	95.7%	86.0%	63.9%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

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 table displays the number and percentage of students suspended and expelled at the school, in the district, and throughout the state for all grade levels. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.22	1.37	1.75	0.00	0.00	0.00
District	0.90	1.16	1.16	0.00	0.00	0.01
State	3.79	3.65	3.65	0.09	0.09	0.09

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, Lacrosse, Soccer, Softball, Swimming, Tennis, Track, Volleyball, Water Polo, and Wrestling
- ComedySportz
- LINK Crew
- National Honor Society
- Talent Shows
- Theatre & Drama

School Safety (School Year 2017-18)

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 June 2017. 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

School Leadership

Leadership at Agoura High is a responsibility shared among district administration, the principal, three assistant principals, instructional staff, students, and parents. Principal Brian Mercer joined the school in the fall of 2013.

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
- Charge! Committee
- Cross Curricular Instruction Committees
- Faculty Senate
- Parent Faculty Club
- PFC Booster Board
- School Site Council
- Student Focus Group
- Student Study Team
- Theater & Music Boosters

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

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	-	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	66.7%

Professional Development

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

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.

Counseling & Support Staff (School Year 2016-17)

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 1:349. The chart displays a list of support services that are available to students at the school. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
College Advisor	1	1.0
Counselor	6	6.0
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 table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	15	16	17	15	16	17	15	16	17	15	16	17
By Subject Area												
English	26	27	25	25	20	26	32	30	29	30	24	27
Mathematics	28	29	26	15	12	17	26	26	33	32	28	23
Science	26	31	26	21	8	14	15	12	19	27	29	21
Social Science	29	29	27	19	16	17	12	11	20	35	33	28

Advanced Placement Classes (School Year 2016-17)

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.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	1
Computer Science	2
English	1
Foreign Language	2
Mathematics	1
Science	4
Social Science	3
Totals	14
Percent of Students in AP Courses	26.8%

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.

District Expenditures (Fiscal Year 2015-16)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2015-16 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.

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,332
From Supplemental/Restricted Sources	\$2,482
From Basic/Unrestricted Sources	\$6,850
District	
From Basic/Unrestricted Sources	\$6,850
Percentage of Variation between School & District	0.0%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	4.2%

School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$71,158
District	\$75,700
Percentage of Variation	-6%
School & State	
All Unified School Districts	\$77,824
Percentage of Variation	-8.6%

Average Teacher & Administrative Salaries (Fiscal Year 2015-16)

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		
2015-16		
	District	State
Beginning Teachers	\$44,827	\$48,522
Mid-Range Teachers	\$73,980	\$75,065
Highest Teachers	\$94,207	\$94,688
Elementary School Principals	\$112,722	\$119,876
Middle School Principals	\$122,862	\$126,749
High School Principals	\$140,446	\$135,830
Superintendent	\$211,835	\$232,390
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	37.0%
Administrative Salaries	5.0%	5.0%

District Revenue Sources (Fiscal Year 2016-17)

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

- Title I
- Title II
- Title III
- Vocation Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).