SIMI VALLEY UNIFIED SCHOOL DISTRICT

875 Cochran Street • Simi Valley, CA 93065 • (805) 306-4500 • www.simivalleyusd.org

SANTA SUSANA HIGH SCHOOL

A US News and World Report's "America's Best High Schools" Silver Medalist

California State CTE Arts, Media & Entertainment Demonstration Site

SCHOOL ACCOUNTABILITY REPORT CARD

2013-14 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2015

SUPERINTENDENT'S MESSAGE

Simi Valley Unified School District (SVUSD) joins the state and the nation in the implementation of the Common Core State Standards. Common Core standards emphasize collaboration, critical thinking, creativity, and communication. We will prepare our students for college and career by combining these new standards with cutting-edge assessments through the Smarter Balanced Assessment Consortium (SBAC). These rigorous, researched-based standards are internationally benchmarked to ensure that our students are able to compete in a global economy.

PRINCIPAL'S MESSAGE

Santa Susana High School is a vibrant community of learners focused on demonstrating outstanding scholarship, skills and humanity in the areas of Accelerated Academics, Technical Arts, and Visual Performing Arts. As a magnet school, Santa Susana High School (SSHS) attracts students that come to school expecting to share in the benefits of a smaller school campus, while being challenged by a rigorous and relevant academic and top-notch elective program. With an enrollment of approximately 1,250 students, SSHS attracts students that desire a high school experience out of the ordinary. Santa Susana does have a rigorous college prep and Advanced Placement (AP) and Honors program, as well as exceptionally strong and unique arts and technology programs. The bell schedule includes flexible nine-period days, including "block" periods and a student advisory period two days each week. SSHS has no interscholastic sports or cheerleaders or marching band.

Santa Susana High School's mission is to promote academic excellence, provide a challenging curriculum emphasizing academics, visual and performing arts, and technology, and prepares students to meet the demands college and career preparation. Guided by the research on small school environments, the SSHS community has fashioned an extraordinary environment that is well suited to students choosing to engage themselves and their talents in a setting of cooperation, respect, and compassion for one another. The school is formally structured into three Schools (Academics, Technical Arts, and Visual & Performing Arts) and within those schools, Academies and emphasis reflect the talents and interest of our student body. Students are challenged by the opportunity to earn "Certificates of Achievement" based on individual performance and senior project. Completion of their course of study for their emphasis certification has been recognized by the California School Board Association and the AME-CTE component of the California Department of Education.

SSHS students are committed to excellence. Santa Susana has a high ranking on the State Academic Performance Index (API) with a score of 871. We have, of course, met our federal Adequate Yearly Progress (AYP) goals as well. SSHS was the only secondary school in Ventura County to score a 10/9 on both the state and similar school rankings on state testing last year.

SANTA SUSANA HIGH SCHOOL

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BOARD OF TRUSTEES

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Ron Todo
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Daniel Houghton
Assistant Superintendent
Personnel

Vacant
Assistant Superintendent
Educational Services

Sean Goldman
Executive Director of
Student Support Services

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The statistical information disclosed in this report is obtained from the California Department of Education and the Simi Valley Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials data and school facilities reports were acquired in December 2014.

Faculty is well aware of Common Core State Standards and dedicated to Standards-based instruction in every department. Technology and the arts is used in each classroom where we are in the process of retrofitting each classroom with wireless internet access, SMART Boards, and will pilot a one-to-one laptop program this year on campus. Santa Susana High School has been recognized for our excellence by a number of outside agencies. We havecaptured three large competitive grants: Two Specialized Secondary Program (SSP) grants from the State, and a Smaller Learning Communities (SLC) grant from the U.S. Department of Education. As made possible through these grants, we now stand as a model school site where educators visit to learn about our school and our specialized programs. In addition, we have twice received the California School Board Association's Golden Bell Award, and have been named twice as a silver medalist in US News and World Report's "America's Best High Schools."

Santa Susana High School is a unique school within the Simi Valley Unified School District and surrounding communities. Santa Susana has a strong commitment to ensuring the success of its students through rigor, relevance, and relationships. Staff are innovative, creative, and forward-thinking. Santa Susana High School succeeds because our students do.

District & School Profiles
Simi Valley Unified School District
Simi Valley Unified School District offices are located in the northeast region of the city of Simi Valley. During the 2013-14 school year, the district's twenty-one elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 18,353 students in grades K-12. The district's student population is comprised of 9.1% identified as English learners, and 31.3% enrolled in the Free & Reduced-Price Meal program.

District Vision
We are improving the world one student at a time.

District Mission
The mission of the Simi Valley Unified School District, in partnership with families and communities, is to provide each student the opportunity to develop values, knowledge, goals, skills necessary for both college and career readiness, and the self-confidence to be life-long learners and responsible citizens in a global economy.

Santa Susana High School
During the 2013-14 school year, Santa Susana High School served 1,282 students in grades 9-12. Student enrollment included 9.4% receiving special education services, .9% qualifying for English learner support, and 22.8% enrolled in the Free & Reduced-Price Meal program.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	1.1%	Grade 9	383
American Indian or Alaskan Native	0.5%	Grade 10	340
Asian	9.4%	Grade 11	258
Filipino	3.2%	Grade 12	301
Hawaiian or Pacific Islander	0.1%		
Hispanic or Latino	22.0%		
White (not Hispanic)	61.1%		
Two or More Races	2.7%	Total Enrollment	1,282

School Mission Statement
Santa Susana High School strives to produce Scholarly, Skilled, and Humane Students.

Local Control Accountability Plan (LCAP)
As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes –State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement
Parents are encouraged to get involved in Santa Susana High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance:
- Volunteer Docents
- Library Helper
- Parent Teacher Student Association (PTSA)
- Santa Susana Performing Arts Boosters
- With special projects (mailers, fundraisers, assessment monitoring, schedule distribution)
- Home Show

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	SSHS			SVUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	79	80	79	65	67	64	54	56	55
Math	38	42	45	57	57	56	49	50	50
History	72	69	70	58	58	56	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting
All Students
Percentage of Students Scoring at Proficient and Advanced Levels

	SSHS			SVUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	88	84	86	71	70	71	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science
2013-14

	Percentage of Students Scoring at Proficient and Advanced Levels
SVUSD	71
SSHS	86
Male	88
Female	84
African American	
American Indian or Alaskan Native	
Asian	95
Filipino	
Hispanic or Latino	78
Hawaiian or Pacific Islander	
White (not Hispanic)	86
Two or More Races	
Economically Disadvantaged	72
English Learners	
Students with Disabilities	48
Migrant Education	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient and Advanced Levels

	SSHS			SVUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts	82	83	81	66	68	48	56	57	56
Math	80	76	80	66	68	49	58	60	62

California High School Exit Exam
Tenth Grade Results by Student Group
2013-14

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
SVUSD						
All Students	33	27	41	31	41	28
SSHS						
All Students	19	24	57	20	41	39
Male	23	28	48	17	34	49
Female	17	21	63	22	46	32
Hispanic or Latino	26	31	43	26	46	28
White (not Hispanic)	18	23	59	19	40	41
Economically Disadvantaged	36	22	41	33	43	24
Students with Disabilities	70	15	15	67	26	7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Parent representation is an integral component of the School Site Council, Parent Teacher Student Association, and Booster Clubs. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe, supportive, and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact Teri Hypes, Office Manager, or the PTSA President, Laurie Hoffman, at (805) 520-6800.

Santa Susana High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

• Back to School Night
• Choice Tours
• Mentor to Senior Projects
• Open House
• Parent Education Workshops
• Performing Arts Events
• Senior Project Panelist
• State of the School Addresses
• Student Performances

School News

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

• Aeries (Grades/Homework/Calendar)
• Troubador Express (bimonthly newsletter)
• Email & Facebook page
• Parent Link (automated phone messaging system)
• School Marquee
• Parent Nights (Held each semester)
• School Website & Teacher Websites

Student Achievement

To obtain accurate and valid measures of educational progress, Santa Susana High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, CAHSEE results, and results of standardized tests.

Standardized State Assessments

Students at Santa Susana High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Santa Susana High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST, CMA, and CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website http://star.cde.ca.gov.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 95% of Santa Susana High School's tenth grade students who took the test in 2013-14 passed the math portion of the exam and 97% passed the language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API.

API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Santa Susana High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether

Academic Performance Index Three-Year Performance Comparison			
	SSHS Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	10	9	10
Similar Schools Rank	10	10	8
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	27	1	4
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	49	3	18
Hawaiian or Pacific Islander			
White (not Hispanic)	24	-1	
Two or More Races			
Other Subgroups			
Economically Disadvantaged	35	8	19
English Learners			
Students with Disabilities		25	

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	SSHS	SVUSD
Overall Performance	No	*
Participation Rate		
Language Arts	Yes	*
Math	Yes	*
Percent Proficient		
Language Arts	No	*
Math	No	*
Graduation Rate	Yes	*
AYP Performance Level		
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	13/17	*

A "" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.*

students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/ nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Santa Susana High School did not receive Title I funding and is therefore not required to comply with program mandates.

Title I PI Status 2014-15		
	SSHS	SVUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2011-2012
Year in PI	N/A	Year 3
# Schools Currently In PI		4
% Schools Currently In PI		14%

*Note: Cells with N/A values do not require data.
DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ay/.

Physical Fitness

In the spring of each year, Santa Susana High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. 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." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14		
	Number of Standards Met:	
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Ninth	18.5%	22.1%	36.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Facilities & Safety

Facilities Profile

Santa Susana High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1970. Ongoing maintenance ensures school

Campus Description	
Year Built	1970
	Quantity
# of Permanent Classrooms	52
# of Portable Classrooms	4
# of Restrooms (student use)	4
Auditorium	1
College & Career Center	1
Computer Labs	4
Library	1
Multipurpose Room/Cafeteria	1
Staff Lounge	1
Staff Work Room	1

facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2013-14 Campus Improvement Projects
• Installation of new cabinetry
• Installation of new doors throughout the campus
• Installation of SMART Boards in all classrooms
• Remodel the administration offices
• Modernize the exterior of the campus
• Addition of new computers
• Addition of six Chromebook labs

Supervision & Safety

All staff share in the supervision of students throughout the day. As students arrive on campus each morning, during the lunch period, and when students are dismissed at the end of the day, assistant principals, counselors, campus supervisors, and the activities director are located throughout the campus to ensure student activities occur in a safe and orderly manner. Campus supervisors patrol the campus during class time and passing periods to minimize student loitering in buildings, restrooms, and parking lots.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office, obtain and wear a visitor's badge, and then return to the office upon departure.

School Site Safety Plan

The Comprehensive School Safety Plan (CSSP) was developed for Santa Susana High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, the sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in August 2014.

The Simi Valley Unified School District maintains a firm policy prohibiting all forms of bullying. Everyone is to be treated with respect and dignity. Bullying by anyone, including students, teachers, administrators, or other adults will not be tolerated by any circumstances. Administrators will respond to all reports of alleged bullying in a timely manner.
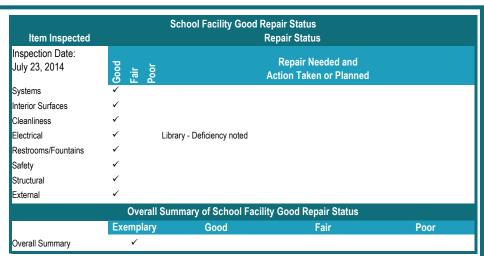
FACILITIES MAINTENANCE

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Santa Susana High School's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A team comprised of a plant manager, maintenance workers and custodians are assigned to Santa Susana High School for routine maintenance, daily custodial duties, and special events preparations. The plant manager, custodians, and maintenance workers communicate biweekly regarding campus cleaning needs and safety concerns. The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris, and emptying trash receptacles. Custodians check restrooms twice a day as a proactive measure in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned. A team of groundskeepers is responsible for general landscaping, irrigation, litter/trash removal, and athletic field maintenance.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from qualified supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

SCHOOL INSPECTIONS

Every morning before school begins, site maintenance workers inspect the campus for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to

School Facility Good Repair Status				
Item Inspected				Repair Status
Inspection Date: July 23, 2014	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			Library - Deficiency noted
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Santa Susana High School took place on July 23, 2014. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2013-14 school year, 100% of restrooms were fully operational and available to students at all times.

DEFERRED MAINTENANCE

Simi Valley Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Santa Susana High School did not participate in the deferred maintenance program.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. Behavior management practices and discipline policies are based upon district standards, board policies, and California Education Codes. Student Learning Objectives (SLOS) are posted in every classroom. Teachers have developed individual classroom management and incentive programs for behavior and academics. At the beginning of the school year, school rules, district policies, and academic expectations are clearly addressed in the student handbook and reviewed by school administrators counselors in classroom visits or via videos played in classrooms as part of the back-to-school process.

Santa Susana High School has implemented the CHAMPS program schoolwide. CHAMPS is a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the assistant principal of discipline, a counselor,

Suspensions and Expulsions									
	SSHS			SVUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	21	20	15	1383	1084	663	366629	329370	279383
Expulsions (#)	0	0	3	0	0	32	9553	8266	6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

the psychologist, or the principal for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Santa Susana High School offers positive behavior support often through an RtI process involving student study teams, class interventions, and other accomodations and modifications.

TEACHING LOAD DISTRIBUTION

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
2011-12				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	28.4	12	3	26
Math	32.1	4	7	21
Science	32.3	4	6	23
History	28.6	10	3	18
2012-13				
English	25	7	19	18
Math	26	13	17	12
Science	22	16	12	19
History	32	3	8	20
2013-14				
English	29	11	19	18
Math	29	8	16	15
Science	23	16	16	16
History	29	4	15	11

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Santa Susana High School sponsors many school clubs, college prep courses, performing arts programs, and interscholastic athletic programs. Detailed information about these programs can be found in the student handbook, in the athletics office, in the activities office, in the course catalogue, or on the school website.

ACTIVITIES INCLUDE:

- Instrumental Music
- Dance
- Drama
- Vocal Music
- Performing & Technology Arts
- School of Accelerated Academics
- Technology with emphasis in STEM & Robotics
- Film (Stagecraft & Broadcast Journalism)

DROPOUTS & GRADUATION RATES

Santa Susana High School's teachers and administrative staff have been trained and are skilled in developing ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. A total of 19 dropouts were recorded for the 2012-13 school year.

Behavior and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, CAHSEE support programs, Troubador Advisory Class (2 times per week 40 mins. each), online grade recovery classes, concurrent enrollment in community college, concurrent enrollment in adult school, and referral to Monte Vista independent study program are available to resolve issues for those students having difficultly with subject area content or social interactions.

Administrators, counselors, and school staff review CAHSEE exam results, CST performance, and teacher recommendations to monitor student behavior and cedit accumulation efforts. Department teams review student performance data to collaborate and identify students for referral to the Student Study Team (SST) for intervention planning. Counselors meet with students and may recommend SST support based upon individual circumstances and status of course credits. In the following Dropout & Graduation Rates table, 2012-13 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	SSHS		
	10-11	11-12	12-13
Dropout Rate (%)	8.8	5.6	6.6
Graduation Rate (%)	88.24	89.8	92.3
	SVUSD		
Dropout Rate (%)	10.1	8.1	9.6
Graduation Rate (%)	81.6	85.6	84.7
	CA		
Dropout Rate (%)	14.4	13.1	11.4
Graduation Rate (%)	76.3	78.7	80.4

Beginning with the graduation class of 2010, the California Department of Education has developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates.

Cohort Dropout Rates and NCES Dropout Rates cannot be compared since each is based on different methods of calculation. Detailed information about dropout rates and graduation rates can be found on the DataQuest website at http://dq.cde.ca.gov/dataquest/.

GRADUATION REQUIREMENTS

Students must accumulate 230 course credits, pass the math portion of the CAHSEE, pass the language arts portion of the CAHSEE, and complete the Algebra I course to graduate from Santa Susana High School. Alternative methods of acquiring a diploma are available through the district's adult school, continuation schools, community day school, and community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Santa Susana High School.

Completion of High School Graduation Requirements for the Graduation Class of: 2013			
	SSHS	SVUSD	CA
All Students	93%	82%	84%
African American	100%	95%	75%
American Indian or Alaskan Native	100%	72%	77%
Asian	100%	95%	92%
Filipino	100%	90%	92%
Hispanic or Latino	85%	72%	80%
Hawaiian or Pacific Islander	100%	100%	84%
White (not Hispanic)	93%	85%	90%
Two or More Races	100%	92%	89%
Economically Disadvantaged	96%	74%	82%
English Learners	-	10%	53%
Students with Disabilities	77%	51%	60%

CURRICULUM & INSTRUCTION

DISTRICT-SPONSORED STAFF DEVELOPMENT

All curriculum and instructional improvement activities within the Simi Valley Unified School District are being aligned to the Common Core State Standards. Staff development is selected and identified based upon student assessment results, state content standards, professional development staff surveys, and district/school goals. The district and site level staff development committees work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels. The district-level committee is a collective of district and school level representatives who share curricular goals and objectives as well as evaluate staff development programs and opportunities. Site level committees are responsible for overseeing the staff development budget and approving training programs and opportunities. Both district and site level committees consider objectives identified in school plans, Federal Program Monitoring (FPM) review results, and input from various state and federal agencies to identify staff development needs to improve instructional practices and student achievement. Professional Development initiated by district and/or site administration involves all stakeholder groups and is data driven and research based.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	3	3

Simi Valley Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies and methodologies. During the 2013-14 school year, supplemental training opportunities were offered for:
• Common Core State Standards
• Technology Training
• CHAMPS
• Response to Intervention (RtI)

SITE-BASED STAFF DEVELOPMENT

During the 2013-14 school year, Santa Susana High School focused staff development efforts on student achievement, common core state standards, and use of instructional teachnology. Supplemental training

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	McDougal-Littell; *The Language of Literature*	0%	9-12
2003	Yes	Mc Graw-Hill; *The Prose Reader*	0%	11
Math				
2007	Yes	Prentice Hall; *Pacemaker Pre-Algebra*	0%	9-12
2008	Yes	McDougal Littell; *California Math Algebra I*	0%	9-12
2007	Yes	McDougal Littell; *California Math Geometry*	0%	9-12
2008	Yes	Glencoe/McGraw-Hill; *Geometry - Concepts & Applications*	0%	9-12
2007	Yes	McDougal Littell; *California Math Algebra II*	0%	9-12
Science				
2006	Yes	Prentice Hall; *Earth Science*	0%	9-12
2006	Yes	Prentice Hall; *Conceptual Physics*	0%	9-12
2006	Yes	Prentice Hall; *Physical Science with Earth & Space Science*	0%	9-12
2008	Yes	Prentice Hall; *Biology*	0%	9-12
2008	Yes	Prentice Hall; *Chemistry*	0%	9-12
2008	Yes	Prentice Hall; *Essentials of Human Anatomy & Physiology*	0%	9-12
2008	Yes	Holt, Rinehart & Winston; *Physics Building World Problem Solutions*	0%	9-12
2008	Yes	Wiley Publishing; *Fundamentals of Physics*	0%	9-12
2008	Yes	Thomson Learning; *Physics for Scientists & Engineers*	0%	9-12
2008	Yes	Holt, Rinehart & Winston; *Environmental Science*	0%	9-12
2008	Yes	Glencoe; *Food Science*	0%	9-12
2008	Yes	Thomas/Brooks Cole; *Introductory Botany: Plants, People and the Environment*	0%	9-12
2008	Yes	Glencoe; *Chemistry Concept and Applications*	0%	9-12
Social Science				
2003	Yes	McDougal Littell; *Modern World History*	0%	9-12
2003	Yes	McDougal Littell; *The American*	0%	9-12
2003	Yes	Pearson-Prentice Hall; *Magruder's American Government*	0%	9-12
2003	Yes	Pearson-Prentice Hall; *CA Economics-Principals in Action*	0%	9-12
2003	Yes	Glencoe/McGraw-Hill; *Street Law*	0%	9-12
2003	Yes	Glencoe/McGraw-Hill; *Understanding Psychology*	0%	9-12
2003	Yes	Glencoe/McGraw-Hill; *Sociology and You*	0%	9-12
2005	Yes	McGraw Hill; *World Geography*	0%	9-12
2003	Yes	Pearson AGS; *World History*	0%	9-12
2003	Yes	Pearson AGS; *U.S. History*	0%	9-12
2003	Yes	Pearson AGS; *U.S. Governement*	0%	9-12
2003	Yes	Pearson AGS; *Economics*	0%	9-12
Foreign Language				
2003	Yes	McDougal Littell; *En Espanol, Level 1, 2 & 3*	0%	9-12
2003	Yes	Holt, Rinehart & Winston; *Komm Mit!, Level 1, 2 & 3*	0%	9-12
2003	Yes	McDougal Littell; *Discovering French, Nouveau! Bleu, Level 1, 2 &3*	0%	9-12
2008	Yes	Dawn Sign Press; *Signing Naturally*	0%	9-12

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel November 2014.

takes place during the week on late start Fridays. One day each month is dedicated to staff meetings, one day is dedicated to department level meetings. The remaining two days each month are used for staff collaboration. In 2013-14, staff collaboration activities focused on Best Practices, Common Core State Standards Implementation, and Technology Training.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Classified support staff may receive additional job-related training from vendors, department supervisors, district representatives, and professional trainers. District-sponsored in-service opportunities are provided for technical staff, secretarial support staff, office management staff, customer service staff and leadership staff.

Instructional Materials

All textbooks used in the core curriculum throughout Simi Valley Unified School District are being aligned to the Common Core State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 9, 2014, the Simi Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 06-14/15 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in

a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

Professional Staff

Teacher Assignment

For the 2013-14 school year, Santa Susana High School employed 50 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments			
	SSHS		
	12-13	13-14	14-15
Total Teachers	51	50	49
Teachers with Full Credential	51	50	49
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	12	10	7
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	2	0	0
Teacher Vacancies	0	1	1
	SVUSD		
	12-13	13-14	14-15
Total Teachers	857	824	791
Teachers with Full Credential	856	824	791
Teachers without Full Credential	1	0	0
Teachers Teaching Outside Subject Area (with full credential)	89	70	63
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	13	0	0
Teacher Vacancies	0	1	1

*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. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

The table in this report identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher

and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2013-14	
SSHS	98.0%	2.0%
District Totals		
All Schools	96.0%	4.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	96.0%	4.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Support Services Staff

Santa Susana High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors and Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE*
Academic Counselor	3	3.0
Library Clerk	1	1.0
Nurse	1	1.0
Psychologist	1	0.3
Resource Officer	As Needed	
Speech Therapist	As Needed	
Average Number of Students per Academic Counselor		427

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

College & Work Readiness

College Preparation Courses

Students meet with their counselor twice a year to review their four-year plan, evaluate progress in meeting personal goals, and review status on fulfilling graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

University of California Admission Requirements

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 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 University of California website at www.universityofcalifornia.edu/admissions/general.html.

California State University Admission Requirements

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University website at www.calstate.edu/admission/.

Enrollment in and Completion of UC/CSU-Required Courses 2012-13	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	39.6

Most current data available.

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered and Student Participation Rates 2013-14		
	No. of Courses Offered	% of Students Enrolled in AP Courses
Computer Education	2	N/A
English	5	N/A
Foreign Language	1	N/A
Math	5	N/A
Science	1	N/A
Social Science	5	N/A
Totals	19	0.5%

Note: Cells with N/A values do not require data.

Workforce Preparation

Santa Susana High School's academy programs and regional occupational programs offer a wide range of opportunities for students to get a head start on their future. Counselors introduce and discuss vocational education opportunities and coursework with students as part of their biannual meetings. Students are provided opportunities and access to explore post-secondary options and careers through campus visits with college and military representatives and regional career fairs.

All career education courses comply with state-adopted content standards. All programs include core academic coursework which provides students with the option of moving directly into the workforce, pursuing internships, or continuing their education and/or training at a post-secondary institution.

Students integrate coursework into their four-year academic plan as core academic, vocational, elective, and technical courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Simi Valley Unified School District and Ventura County Office of Education Career Technical Education Services collaborate to support articulation with local community colleges, review employment needs with local businesses and job employment services representatives, and support common efforts between schools, local business and the community. ROP courses prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Upon graduation, students completing these programs (career path sequences) possess valuable skills which will give them a significant advantage if they choose to enter the workforce. Students choosing to continue with post-secondary education benefit from the seamless curriculum developed between high school and the post-secondary institutions which allows placement in advanced classes. Students have the opportunity to study the profession in more depth and increase employability upon graduation.

Santa Susana High offers courses in many different academy programs such as Accelerated Academics, Law & Society, Core Academics, Digital Graphics & Publication, TV & the Art of Film, Stagecraft, Internet Development, Computer Programming, Fine Arts, and Performing Arts with a focus in dance, instrumental music, theater, musical theater, and vocal music.

Regional Occupational Programs 2013-14
Broadcast Journalism
Graphic Arts
Film
Stagecraft
Web Design

Visual & Performing Arts Academies 2013-14
Academy of Fine Arts
Visual Arts
Animation
Academy of Performing Arts
Vocal Music
Instrumental Music
Theatre
Dance
Musical Theatre

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2012-13 school year, Simi Valley Unified School District spent an average of $8,111 of total general funds to educate each student (based on 2012-13 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2012-13

	SVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,015	41,318
Mid-Range Teacher Salary	66,135	65,615
Highest Teacher Salary	82,168	84,981
Average Principal Salaries:		
Elementary School	99,787	107,624
Middle School	108,011	112,817
High School	115,349	121,455
Superintendent Salary	220,785	206,292
Percentage of Budget For:		
Teacher Salaries	40	40
Administrative Salaries	4	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Current Expense of Education Per Pupil 2012-13

	Dollars Spent Per Student				
Expenditures Per Pupil	SSHS	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,967	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,009	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,957	5,681	104.9%	4,690	127.0%
Average Teacher Salary	66,806	68,855	97.0%	69,360	96.3%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received $2,695 per student for federal, state, and local aid for the following categorical, special education, and support programs:

- After School Learning & Safe Neighborhood Partnerships
- Economic Impact Aid
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Tobacco-Use Prevention Education
- Transportation
- Transportation Special Education

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Santa Susana High and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Santa Susana High's SARC and access the internet at any of the county's public libraries. The closest public library to Santa Susana High is Simi Valley Library, a branch of Ventura County Library.

Simi Valley Library
2969 Tapo Canyon Road
Simi Valley, CA
Telephone: (805) 526-1735
Hours: M-Th 10am-9pm • Fri 1pm-5pm
       Sat 10am-5pm • Sun 1pm-5pm
Computers Available: 32
Printers Available: Yes

District Beliefs

Learning and the acquisition of knowledge have value and are continuous. An appreciation of the values of representative democracy, citizenship and pride in American heritage is fundamental. Everyone has value and is worthy of respect. The development of ethics, tolerance, integrity and responsibility is integral for character. School is a place where students have a sense of hope and can excel in a safe environment. Education is an alliance of parents, community, students and all school district employees. We have a responsibility to make the best use of public funds in developing future citizens.

"A World of Learners"

www.simivalleyusd.org

www.facebook.com/simivalleyschools

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