

Santa Susana Spotlights

- Santa Susana High School has an Academic Performance Index (API) of 866
- WASC accreditation for a full six-year clear term
- Santa Susana High School is a magnet school formally organized into a unique structure of Schools and Academies leading to “Certificates of Proficiency” when a four-year course of study is completed
- Santa Susana High School teachers employ a concentrated and creative use of technology within and across the entire curriculum
- There is an integration of the arts throughout the school and in day-to-day instruction
- Santa Susana High School offers all students a rigorous and relevant college prep program that fulfills A-G requirements for the University of California and California State University
- Santa Susana High School offers a full compliment of Honors and Advanced Placement Courses
- Santa Susana High School offers highly developed, specialized courses focused on the Arts (dance, music, theatre, musical theatre, stage production, and fine arts); Technical Arts (computer programming, multi-media, digital art, animation, graphics/publishing, e-business, and internet development,); and Academics (humanities, mathematics and sciences, and law and society)
- Entertainment industry professionals serve as Artists-in-Residence to work regularly with performing arts students
- Santa Susana hosts a state of the art Performing Arts Theatre, the largest performing arts venue in Simi Valley
- Santa Susana High School, in collaboration with the Ventura County Superintendent of Schools Office, offers four (4) Regional Occupation Programs (ROP) on our campus in which students may receive a “certificate of proficiency” from the County ROP: Digital Graphics and Publication, Stagecraft Technology, Video Production, and Internet Development and Web Design
- Internships and experience are available to qualified students combining a strong academic program with a school-to-career component in all academies
- Santa Susana students attend elite competitions across the country in academics, technology and the arts. SSHS vocal music department consistently receives Superior Ratings and regional and national competition
- Santa Susana High School students take advantage of a unique extended-day bell schedule allowing for blocks of time for projects, rehearsals, labs, and performances on specified days
- All Santa Susana High School students are enrolled in an advisory class twice a week where they receive individual attention and academic guidance from their advisory teacher with whom they remain during their stay at SSHS
- Santa Susana California Scholarship Federation (CSF) students serve as tutors after school for peers who need academic assistance
- Santa Susana High School offers over forty clubs to students on our campus
- SSHS staff maintains a clean, safe environment with a small-campus atmosphere where knowing each student as an individual is a high priority
- The Santa Susana Career and Counseling Clerk and counselors assist with students college application and help them seek out grant and scholarship opportunities
- Ninety-five percent (95%) of Santa Susana graduates continue with their post-secondary education and attend CSU, UC and other elite colleges and universities across the country
- Santa Susana Parents provides multiple opportunities for parent involvement through, SSPAB, PTSA, Boosters, our Mentor and Speaker Connection (MASC) and other volunteer activities

- \$20,000 Got Milk Video competition winners
- Glee Give A Note video competition top vote received in Western Region
- Recipient of over \$1,000,000 in federal and state grant money
- National yearbook competition winners of the American Scholastic Press Association nation yearbook competition in New York (09-10 - #1 out of all 423 schools entered, 10-11 - #1 out of 75 in our division) of Most Outstanding High School Yearbook two years running as well as #1 in the state three years running and Best Yearbook in Ventura County multiple years.
- Winner of multiple national competitions
- Santa Susana High School has one of the top Advanced Placement Studio Art (Digital Photography) courses in the nation. In the past five years we've had a perfect College Board pass record since 2007 where 140 out of 140 students have passed the College Board portfolio review and received college credit. In the past seven years, 201 out of 203 have passed and received college credit.

Santa Susana ESLRs

Vision Statement:

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

Scholarly

- demonstrate academic excellence
- exceed expected educational standards for the 21st century
- use reliable resources and technologies to access, interpret and utilize information
- develop innovative and creative problem-solving skills through critical thinking
 - write and speak logically, analytically and reflectively
 - choose and follow the path of a school and academy, including a four-year educational plan and senior project
 - establish personal and professional goals

Skilled

- effective communicators
- demonstrate life and career preparedness
- incorporate the skills and concepts of academics, the arts, and information technology
 - distinguish fact from opinion
 - critically evaluate the validity and reliability of information
 - read and listen comprehensively and effectively
- express themselves via the creation or performance of existing or original works through music and movements, poetic and dramatic forms, and visual imagery

Humane

- ethically use technologies to obtain, process and convey information
- become informed, thoughtful and responsible global citizens who work both independently and collaboratively
- demonstrate compassion and mutual respect for differences among people
 - be academically honest
 - be honorable

District Administration

Dr. Kathryn Scroggin, Superintendent
Don Gaudioso, Assistant Superintendent
Lowell Schultze, Associate Superintendent
Dan Houghton, Director of Secondary Education

Board of Education

Janice DiFatta, Board President
Rob Collins, Clerk of the Board
Jeanne Davis, Member of the Board
Arleigh Kidd, Member of the Board
Debbie Sandland, Member of the Board

Santa Susana High School Administration

Jason Peplinski, Principal
Tee Buckle, Assistant Principal
Wendy Mayea, Assistant Principal
Jillian Bischoff, Counselor (A-Gl)
Marilyn Erickson, Counselor (Go-N)
Stacie Davis, Counselor (O-Z)

Visiting Committee Members

Chair: Dr. Alan Brandenburg, Retired School Admin/UCI Advisor
Member: Dr. Jennifer Earl, Principal of Herbert Hoover High School
Member: Mr. Brian Jeffrey, English Teacher, Secondary
Member: Ms. Valerie Park, Teacher, Mira Costa High School
Member: Mr. Luis Rodriguez-Cazares, Assistant Principal, Los Angeles Unified School District
Member: Mr. Victor M. Uribe, Principal, Fontana Unified School District

PREFACE

Santa Susana High School is dedicated to producing Scholarly, Skilled, and Humane Students.



Santa Susana High School is comprised of a forward-thinking staff committed to moving away from doing “business as usual” in order to provide a rigorous, relevant curriculum for all students. In these times of declining budgets, SSHS continually strives to research and implement reform strategies and structures to educate students in a learning environment customized to the demands and realities of the 21st century.

Santa Susana's reform efforts have been recognized through three large competitive grants (*Specialized Secondary Programs (2) and Smaller Learning Communities*). These grants have allowed the school to improve its structure and programs to most effectively prepare students for success in the postsecondary world. Santa Susana has led the way in the area of effective high school reform by implementing a structure of Schools and Academies, a nine-period extended-day flexible schedule, an extensive system of personal and academic support, intervention and support programs to those who might “fall through the cracks,” and a rigorous advanced standards-based curriculum based on student interest. All our students are held to high expectations and are given ample opportunity for success beyond the four walls of the classroom. Seeking relevance in the curriculum, SSHS is also focused on creating a school environment of student learning that expands beyond the barriers of the school-yard and into the community through ROP (Regional Occupation Program), work experience and valuable internships according to student needs and preferences. The school structure, programs and schedule provide students access to a wider array of curricular choices while meeting the personal needs of students and teachers.

Staff development at Santa Susana High School aims to improve teacher ability to engage students in a challenging, rigorous and relevant curriculum. In response to a call for high school reform by California Superintendent of Public Instruction, Jack O'Connell, in addition to research presented in notable documents such as *Breaking Ranks, Aiming High and Redesigning Schools*, SSHS has dedicated

itself to identifying and adapting successful practices. It is therefore the goal of SSHS Leadership to offer as many professional development opportunities as possible to its faculty. The continued development of its teaching staff is a priority of the school, as faculty continually strive to maintain the highest quality and most effective programs and instructional practices.

Santa Susana High School is formally organized into a unique structure of “Schools & Academies” in which students focus on a specially designed four-year course of study. Under the umbrella of three “Schools” of study (Academics, The Arts and Information Technology), each student identifies with one or more of ten “Academies” which include capstone courses to incorporate a school-to-career component into each course of study. The academy-specific curricular paths combine interest-based courses with core academic foundations to guide students through their high school careers. This “School-Within-a-School” model allows students to pursue their academic interests as they build skills for a postsecondary life.

The establishment of the Troubadour Advisory Program (TAP) class was driven by extensive research confirming that advisory programs are vital to the academic and personal success of high school students. A support system providing personal and academic guidance within the school's structure of Schools and Academies, TAP advisement involves teacher advocates who regularly monitor student academic progress as related to graduation requirements and preparation for career and postsecondary education. During TAP sessions, students receive assistance monitoring grades, four-year high school plans, and graduation certification requirements and are provided information essential to postsecondary preparation.

The school's interest-based programs help create an environment of tolerance and mutual respect among students, teachers, staff and administration. All programs are based on student achievement findings indicating a need for personalized learning, student

support systems, and the consistent analysis of data to guide instruction and program structures.

SSHS is a California Distinguished School, a Silver Medalist in *US News and World Report's*, “America's BEST High Schools,” a California School Board Association Golden Bell recipient, a California Specialized Secondary Program demonstration site for the state of California and a California Business for Education Excellence California Honor Roll School.

Finally, the stakeholders at Santa Susana High School have addressed the five expected outcomes of the 2006 self-study through a collaborative process, which included input from all stakeholder groups.

Growth Areas as noted in 2006 self-study.

1. Students will demonstrate proficiency of the essential standards in all content areas.
2. All students will receive the support necessary to accelerate student achievement.
3. Continue to refine the Schools and Academy structure as a foundation for student success in all curricular areas.
4. Provide rigorous and relevant course offerings delivered through effective instruction that recognizes varied learning styles in order to prepare all students for post secondary life in the 21st century.
5. Continue to articulate the purpose goals of SSHS to students, parents, district personnel, and the community at large.

CHAPTER I

Student/Community Profile – Overall

Community Profile

Santa Susana High School, Ventura County's first magnet high school, opened on September 5, 1996. The class of 2011 marked Santa Susana's thirteenth graduating class. As a school emphasizing Academics, and the Visual, Performing and Technical Arts, Santa Susana currently has students in grades nine through twelve, with a total enrollment of 1,254. The school provides students and families with an educational environment specifically designed to prepare students in areas of interest, while maximizing their success in a rigorous and relevant academic program.

Santa Susana High School is located in the City of Simi Valley (population; 125,329), which is approximately thirty-seven miles northwest of Los Angeles and encompasses the communities of Simi, Santa Susana, Community Center, the Susana Knolls, and Wood Ranch. The average household income in Simi Valley is relatively high because in most families both adult members of the household work. Simi Valley has served as a commuter community since the city's growth began in the early 1960's. However, the city, incorporated in 1969, has enjoyed an increase in some industry, technology and retail, thus providing an ever-enlarging job base in the city.

Simi Valley offers a talented and diversified labor pool with over one-third of the City's population designated as professional, technical or managerial. Others in the community are chiefly classified in



skilled services, sales, crafts, and clerical categories.

Seventy-eight percent of the housing is owner-occupied; 22% of the housing is rental. The median home value is \$239,900 and the median rent is \$1,500 dollars. The median household income is \$70,370.00. The major employers in the city are the Simi Valley Unified School District (3,207 employees), Farmers Insurance Group (1,200 employees), and Simi Valley Hospital (927 employees). From 1998 to 2008 Countrywide Home Loans was ranked as the number one principal employer however, when acquired by Bank of America, their headquarters were shifted to Texas, leaving only a small division here in Simi Valley. Farmers Insurance has notified the city that they plan to leave Simi Valley as well.

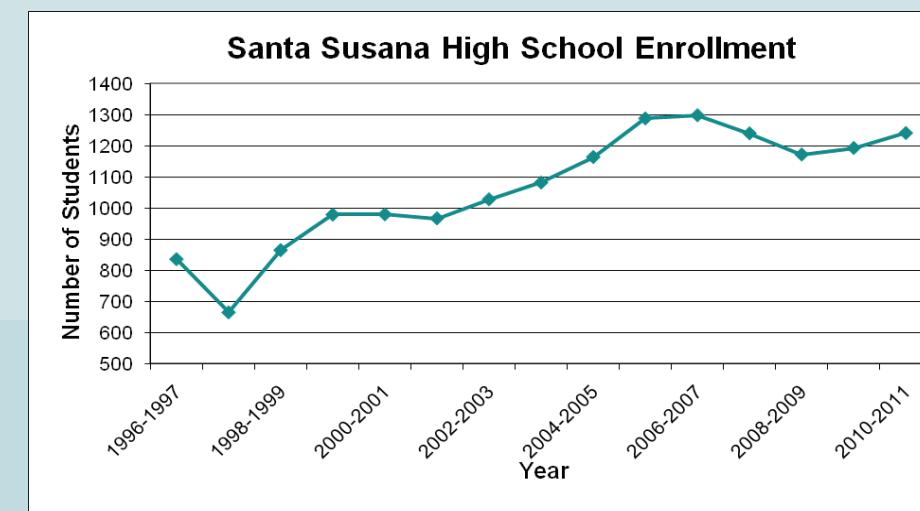
Simi Valley is centrally located to some of the country's most prestigious colleges and universities including UCLA, USC, Pepperdine, Cal Lutheran University, California State University at Northridge, and California State University at Channel Islands, just to name a few. Two community colleges, Moorpark and Pierce, are only a few minutes away and Simi Valley Adult School offers a variety of vocational programs.

Santa Susana High School is one of four public high schools in the Simi Valley Unified School District. There are two traditional comprehensive high schools as well as one continuation school and Santa Susana Magnet High School. Santa Susana High School, as a school of choice, draws students from all over Simi Valley plus students from outside the district who are interested in the specialized programs of the school. The Santa Susana High School site is approximately 25 acres and the buildings date from 1970. The site was used as a junior high school (grades 7-8-9) until the spring of 1996 when the school began preparations to open as a high school the following September. As a whole, the Simi Valley Unified School District serves more than 20,500 students yet has been experiencing declining enrollment over the last several years. Santa Susana High School has received strong support for its specialized programs from district officials and the Board of Education.

As a school of choice with no attendance boundaries within the Simi Valley Unified School District, Santa Susana must recruit students who are interested in our three smaller learning communities referred to as "Schools" of focus: The School of Academics, The School of Visual and Performing Arts, and The School of Technical Arts. Students may enroll at SSHS through a formal procedure adopted by the Board of Education. Although there are no CIF athletic programs at Santa Susana, the school provides a full range of student activities including student government, clubs, ROP, and dance programs. Seventy-seven percent of our student body is comprised of Simi Valley students and 13% from outside Simi Valley.

Enrollment Data

Since the 1999-2000 school year, attendance has risen from just over 850 students to approximately 1,300 students (site capacity is 1,289). Since 2006, Santa Susana found it necessary to put applicants on a waiting list to maintain enrollment at approximately 1,200-1,300 students annually.

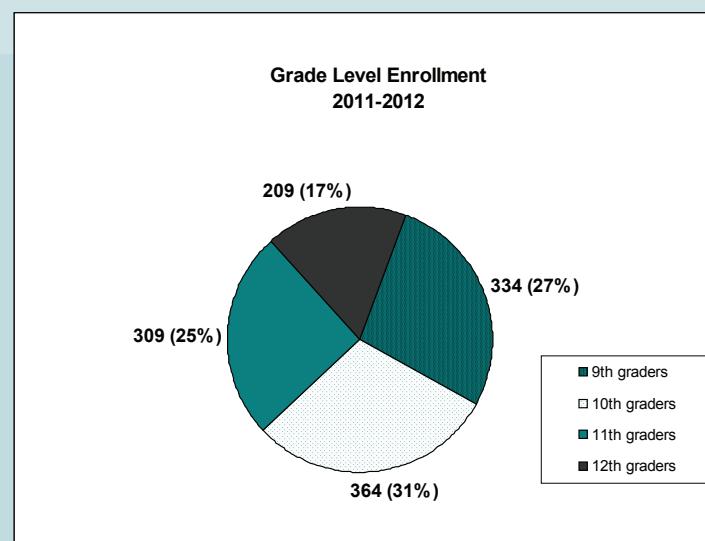


Santa Susana High School student demographic data has been relatively consistent in growth, and in ethnic and gender distribution. The student body remains predominately white (70%) with more females (56%) than males (44%). The ethnic distribution of Santa Susana's students is similar to that of the district's two other high schools. The loss of students between years is most prominent in the first two years of the school's operation. During the 1996-1997 school year, the eighth-grade class was a "carry-over" class from the junior high school; under Board of Education policy, students were able to choose their high school of attendance in the spring of 1997. Since then, cohort attrition from year to year has varied.

The largest cohort attrition occurs between the tenth and eleventh grade years. We have determined two main reasons for this occurrence: SSHS has no attendance boundaries so when students leave there are few, if any, replacements. Second, per board policy, there is no selection process for incoming students. As a result, those who come to SSHS because they "live across the street" instead of having a genuine interest in our specialized programs find that, by their junior year, our specialized elective choices are limiting and then they choose to leave to comprehensive high schools or alternative educational programs such as continuation school, online schools, and independent study programs..

Student Enrollment 2006- 2011 (CBEDS)

School Year	9 th	10 th	11 th	12 th	Girls	Boys	Total
2006-2007	371	359	299	269	695 (54%)	603 (46%)	1298
2007-2008	270	365	339	266	679 (55%)	561 (45%)	1240
2008-2009	278	263	340	291	629 (54 %)	543 (46%)	1172
2009-2010	386	280	236	290	683 (57%)	510 (43%)	1193
2010-2011	417	369	246	209	668 (54%)	573 (46%)	1241
2011-2012	334	364	309	209	700 (56%)	550 (44%)	1254



Santa Susana High School serves a wide variety of special needs including SDC, RSP, and SH students. Special education students participate fully in the school's programs as prescribed by their IEPs. Currently, 22 students have 504 plans. In addition, Santa Susana High School has 196 identified Gifted and Talented Education (GATE) students whose programs include honors and/or AP classes.

Each year, SSHS serves approximately 16 English Language Learners (ELL) which represents approximately 1.3% of the student body. The number of students designated Fluent English Proficient (FEP) is 135 students or 7.0% of the student body. The percent of ethnic distribution and EL population of the school has been stable over the history of Santa Susana, though the school's enrollment has increased from about 970 to the present level of 1,250 students. Services are provided for all specialized populations on campus as required by law.

To best service English Language Learners, 49 teachers have been trained and or are CLAD certified. Students who are Reclassified Fluent English Proficient (RFEP) are monitored and supported by their counselors for two years after reclassification. Appropriate interventions are administered by counselors and teachers if RFEP students demonstrate attendance, behavioral or academic challenges.

Special Needs Student Profile, 2006 – 2011(CDE)

School Year	Total Enrollment	ELL	FES/FEP	GATE	RSP	SDC	SH
2006-2007	1298	18	146	161	63	30	15
2007-2008	1240	19	138	151	62	24	11
2008-2009	1172	15	133	142	67	21	9
2009-2010	1193	16	132	167	70	18	10
2010-2011	1241	14	137	184	71	31	11
2011-2012	1254	16	135	196	79	24	13

Student Ethnic Profile, 2006 – 2011 (CBEDS)

School Year	Amer. Indian	Asian	Islander	Filipino	Hispanic	Black	White
2005-2006	16 (1.2%)	66 (5.1%)	4 (0.3%)	23 (1.8%)	177 (13.8%)	25 (1.9%)	962 (75.0%)
2006-2007	17 (1.3%)	74 (5.7%)	4 (0.3%)	27 (2.1%)	176 (13.6%)	16 (1.6%)	969 (74.7%)
2007-2008	12 (1.0%)	65 (5.2%)	4 (0.3%)	21 (2.0%)	177 (14.3%)	21 (1.7%)	926 (74.7%)
2008-2009	14 (1.2%)	72 (6.1%)	5 (0.4%)	19 (1.6%)	174 (14.8%)	23 (2.0%)	856 (73.0%)
2009-2010	12 (1.0 %)	70 (5.9%)	5 (0.4%)	21 (1.8%)	205 (17.2%)	19 (1.5%)	852 (71.4%)
2010-2011	11 (0.9 %)	82 (5.8%)	2 (0.16%)	22 (17.7%)	223 (18.0%)	19 (1.5%)	868 (70.0%)

Free and Reduced Lunch Program (District/Site Records)

The number of students eligible to participate in the Free and Reduced Lunch program has varied over time (from 93 to 151 students) due to increased school enrollment. However, the percentages of students who have participated in the program over the last five years (2006-07 through 2011-12) have increased concurrent with the down turn of the economy in the last several years. Currently, 25% of the student body is eligible for free and reduced lunch.

Special Programs – Numbers of students/percent

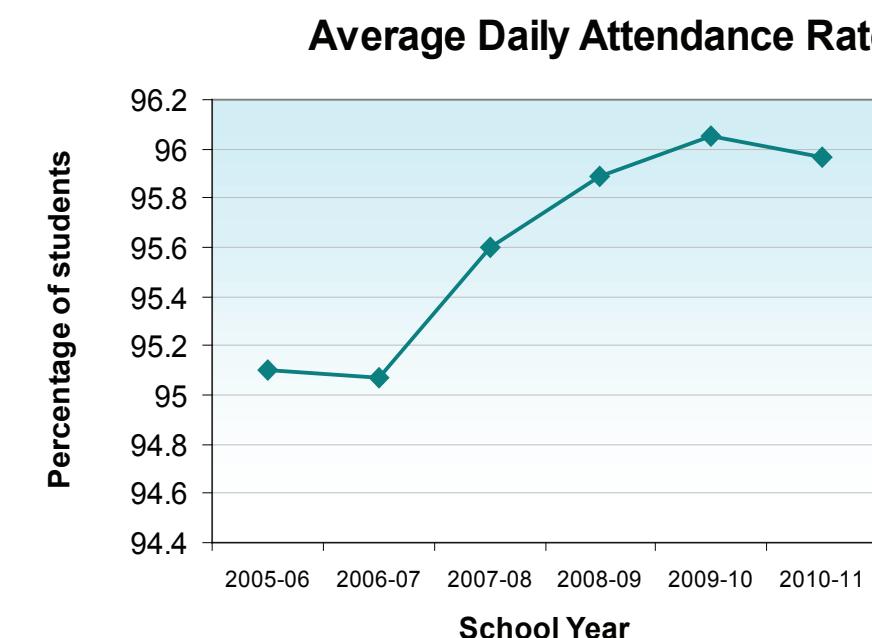
School Year	English Learners	Free/ Reduced meals
2005-2006	16 / 1.2%	193 / 15%
2006-2007	18 / 1.4%	136 / 10.5%
2007-2008	19 / 1.5%	152 / 12.5%
2008-2009	15 / 1.3%	180 / 15.4%
2009-2010	19 / 1.5%	204 / 17.4 %
2010-2011	18/ 1.4%	239 / 19 %
2011-2012	17/ 1.3%	313/ 25%

Attendance

Currently, there are 1,254 students enrolled in grades nine through twelve. Although student attendance has ranged between 95-96%, SSHS still strives to increase it every year. Longitudinal data indicates that SSHS has been effective in slowly, but steadily increasing the student attendance rates. To improve student attendance, the district contracts with School Innovations and Advocacy for identifying truant students, and those with excessive absences, to communicate and document concerns with families. The School Attendance Review Board (SARB) process is occasionally recommended for chronic truants. In 2010-2011, four students were brought to the School Attendance Review Board. Positive student attendance is also communicated every day, in classrooms, by creating a school culture where students feel welcomed, supported, and part of the school community.

Attendance Rate: 2005 – 2011 (District Records)

by percent, actual attendance of all students, entire year

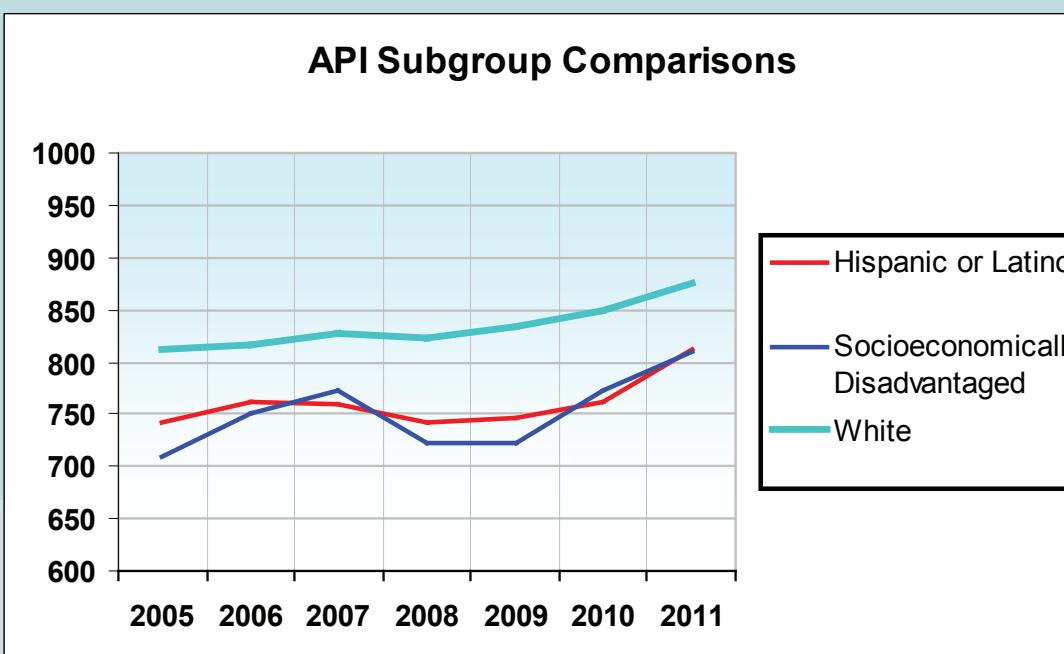
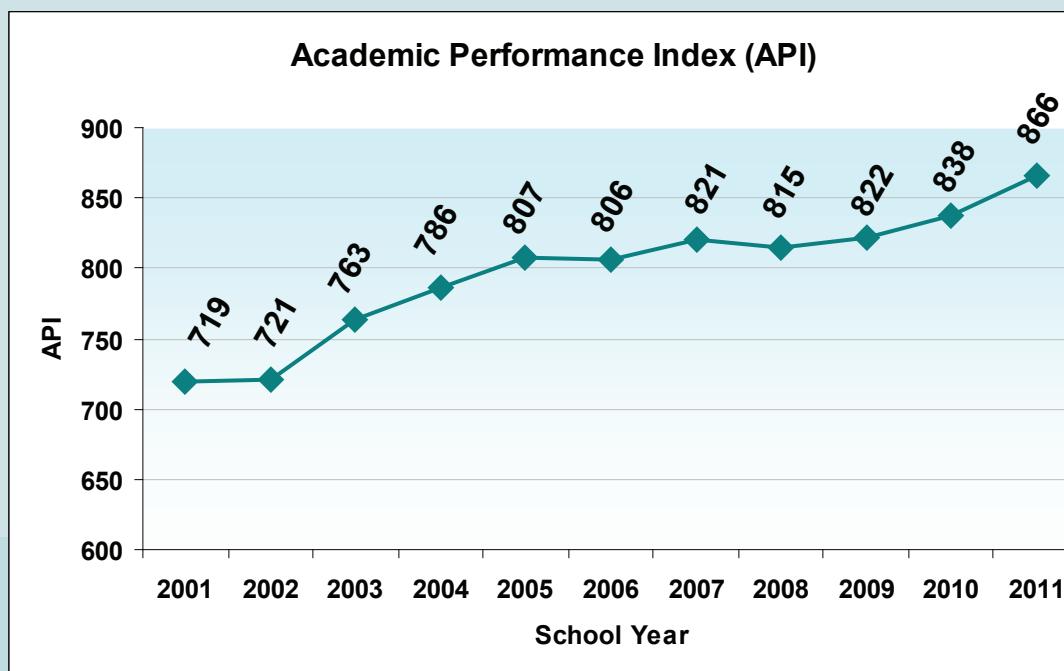


Student Academic Achievement

Santa Susana High School has exhibited continual improvement in its Academic Performance Index (API) for the last ten years. During the last seven years, Santa Susana High School has consistently scored over 800 on its API. Santa Susana's current API score is 866, which is its highest mark to date. Annual Yearly Progress (AYP) is an additional federal accountability measure of student performance the also seeks to identify achievement gaps. Since 2006, Santa Susana High School has met all AYP goals with only one exception. In 2011, the Hispanic/Latino subgroup did not meet AYP goals in the area of mathematics proficiency. Only 50.7% of the Hispanic/Latino students scored proficient and above on the California Standard's Test in Mathematics, compared to 72.9% schoolwide.

Santa Susana High School's API History and Ranking

	API Base	State Ranking	Similar School Rank
2000-01	719	8	8
2001-02	717	8	8
2002-03	763	9	6
2003-04	786	9	8
2004-05	807	8	10
2005-06	806	9	10/9
2006-07	821	10	9
2007-08	815	9	7
2008-09	822	9	9
2009-10	838	9	10
2011-12	866	TBA	TBA



California High School Exit Exam (CAHSEE)

Beginning with the class of 2013, all students must pass the CAHSEE in math and English Language Arts to graduate from high school. The faculty at SSHS has been extensively in-serviced on the CASHEE during Friday Morning Meetings (FMMs), department meetings, and staff development days. Teachers in math and English are very familiar with the exam. In addition, the district provides CAHSEE remediation courses for students who have not yet passed the exam, on our campus.

Santa Susana High School's pass rate on the Math and ELA CAHSEE remains high at 95% and 96%, respectively. An achievement gap exists for Hispanic, socioeconomically disadvantaged, and students with disabilities. For Hispanic students, passing rates equate to 93% in Math and 89% in ELA. The pass rate for SED students is 88% on both exams. For students with disabilities, passing rates decrease to 81% for both Math and ELA exams. Currently, students with disabilities do not need to pass the CAHSEE exams for a high school diploma. To provide necessary support, regular education teachers work with special education teachers to make sure their instruction prepares all students for success on the CAHSEE. Counselors and teachers also assist those who require support in making accommodations for students in need and in providing an after school CAHSEE Preparation course.

Six-Year AYP Progress—ELA (CAHSEE) by Subgroup

Year	Groups	# Tested	% of Total	Significant Subgroup	Not Prof.		Proficient	
					#	%	#	%
05-06	All Students	301	100%	Y	14	5%	287	95%
06-07	All Students	329	100%	Y	17	5%	312	95%
07-08	All Students	346	100%	Y	14	4%	332	96%
08-09	All Students	237	100%	Y	12	5%	225	95%
09-10	All Students	266	100%	Y	11	4%	255	96%
10-11	All Students	329	100%	Y	13	4%	316	96%
05-06	Disadvantaged	22	7.3%	N	1	5%	21	95%
06-07	Disadvantaged	19	2.7%	N	3	16%	16	84%
07-08	Disadvantaged	21	6.0%	N	2	10%	19	90%
08-09	Disadvantaged	19	8.0%	N	1	4%	18	96%
09-10	Disadvantaged	36	13.5%	Y	5	14%	31	86%
10-11	Disadvantaged	69	20.9%	Y	8	12%	61	88%
05-06	Hispanic/Latino	51	16.9%	Y	5	10%	46	90%
06-07	Hispanic/Latino	49	14.8%	Y	7	14%	42	86%
07-08	Hispanic/Latino	44	12.7%	Y	3	7%	41	93%
08-09	Hispanic/Latino	38	16.0%	Y	4	11%	34	89%
09-10	Hispanic/Latino	40	15.0%	Y	5	12%	35	88%
10-11	Hispanic/Latino	70	21.2%	Y	8	11%	62	89%
05-06	White/Non-Hispanic	222	73.7%	Y	9	4%	213	96%
06-07	White/Non-Hispanic	242	73.5%	Y	9	4%	233	96%
07-08	White/Non-Hispanic	262	75.7%	Y	10	4%	252	96%
08-09	White/Non-Hispanic	174	73.4%	Y	7	4%	167	96%
09-10	White/Non-Hispanic	194	69.8%	Y	5	3%	189	97%
10-11	White/Non-Hispanic	218	66.2%	Y	5	2%	213	98%
05-06	Special Ed	27	8.9%	N	5	19%	22	81%
06-07	Special Ed	23	6.9%	N	5	22%	18	78%
07-08	Special Ed	25	7.2%	N	5	20%	20	80%
08-09	Special Ed	17	7.1%	N	8	47%	9	53%
09-10	Special Ed	27	10.0%	N	4	15%	23	85%
10-11	Special Ed	36	10.9%	N	7	19%	29	81%

Six-Year AYP Progress—Math (CAHSEE) by Subgroup

Year	Groups	# Tested	% of Total	Significant Subgroup	Not Prof.		Proficient	
					#	%	#	%
05-06	All Students	306	100%	Y	20	10%	276	90%
06-07	All Students	332	100%	Y	17	5%	315	95%
07-08	All Students	349	100%	Y	26	7%	323	93%
08-09	All Students	240	100%	Y	9	21%	219	91%
09-10	All Students	266	100%	Y	11	4%	255	96%
10-11	All Students	333	100%	Y	17	4%	316	96%
05-06	Disadvantaged	21	6.8%	Y	3	14%	18	86%
06-07	Disadvantaged	21	6.3%	Y	2	10%	19	90%
07-08	Disadvantaged	22	6.3%	Y	7	32%	15	68%
08-09	Disadvantaged	24	10.0%	Y	5	21%	19	79%
09-10	Disadvantaged	36	13.5%	Y	5	14%	31	86%
10-11	Disadvantaged	69	20.7%	Y	8	12%	61	88%
05-06	Hispanic/Latino	50	16.3%	Y	11	22%	39	78%
06-07	Hispanic/Latino	53	15.9%	Y	9	17%	44	83%
07-08	Hispanic/Latino	46	13.0%	Y	11	24%	35	76%
08-09	Hispanic/Latino	44	18.3%	Y	11	25%	33	75%
09-10	Hispanic/Latino	41	15.4%	Y	2	5%	39	95%
10-11	Hispanic/Latino	69	20.7%	Y	5	7%	64	93%
05-06	White/Non-Hispanic	228	74.5%	Y	19	8%	209	92%
06-07	White/Non-Hispanic	250	74 %	Y	14	5%	236	95%
07-08	White/Non-Hispanic	269	77%	Y	14	5%	255	95%
08-09	White/Non-Hispanic	184	75.8%	Y	20	8%	170	92 %
09-10	White/Non-Hispanic	193	72.5%	Y	8	4%	185	96%
10-11	White/Non-Hispanic	219	67.1%	Y	5	4%	210	96%
05-06	Special Ed	27	8.8%	N	12	44%	15	56%
06-07	Special Ed	25	7.4%	N	6	24%	19	76%
07-08	Special Ed	27	7.7%	N	6	22%	21	78%
08-09	Special Ed	23	9.5%	N	8	36%	15	65%
09-10	Special Ed	28	10.5%	N	2	14%	26	86%
10-11	Special Ed	36	11.%	N	7	19%	29	81%

Standardized Testing and Reporting (STAR)

STAR testing is comprised of the California Standards Tests (CST) and the California Alternate Performance Assessment (CAPA). The CSTs are administered to general education and special education students who learn core content based on the California State Content Standards. Each year, the CAPA exam is administered to less than seven students identified as severely handicapped. Consequently, the bulk of our schoolwide academic performance on the STAR measures student performance on CST exams.

English Language Arts CST – 2006-2011

CST data reflect overall growth in the percentage of students who scored proficient and advanced in the last six (6) years in English Language Arts, most noticeably in the ninth grade. However, following a cohort, one notices a decline in the percent proficient and advanced as they move from ninth through eleventh grade. To improve student achievement, the ELA department continually reviews standardized test data and ensures that all students are receiving the standards-based instruction necessary to increase their proficiency on the ELA CST.

All numbers are the percentage of students that scored Proficient & Advanced.

English Language Arts						
Grade	2006	2007	2008	2009	2010	2011
9 th	64%	77%	72%	80%	80%	85%
10 th	59%	62%	70%	69%	65%	79%
11 th	59%	65%	59%	63%	66%	76%

History CST – 2006-2011

CST results reflect steady growth in the number of students who score advanced and proficient in history and in science reflecting standards-based instruction in both disciplines.

History Overall				
Year	# That Took Test	# of Advanced & Proficient	% of Advanced & Proficient	# Not Taking Any History Test
2006	559	332	59%	14
2007	579	326	56%	21
2008	648	371	57%	9
2009	561	380	68%	4
2010	477	371	77%	10
2011	546	389	71%	12

The left column within each year indicates the percentage of students that scored Proficient & Advanced.

The right column indicates the number of students tested.

World History (10 th) & US History (11 th)												
Grade	2006	2007	2008	2009	2010	2011						
10 th	49%	303	58%	329	54%	190	62%	236	64%	265	66%	215
11 th	60%	256	53%	250	61%	184	74%	314	77%	212	79%	174

Science CST – 2006- 2011

Science Overall				
Year	# That Took Test	# of Advanced & Proficient	% of Advanced & Proficient	# Not Taking Any Science Test
2006	896	520	58%	41
2007	897	505	56%	45
2008	881	512	58%	33
2009	815	470	57%	17
2010	828	522	63%	36
2011	935	755	80%	22

Science CST Subgroups – 2006 – 2011

*The left column within each year indicates the percentage of students that scored Proficient & Advanced.
The right column indicates the number of students tested.*

Earth Science										
Grade	2006	2007	2008	2009	2010	2011				
9 th	62%	235	68%	330	57%	242	59%	268	67%	345
10 th	n/a	2	n/a	3	n/a	1	n/a	n/a	2	n/a
11 th	n/a	3	n/a	1	n/a	9	n/a	n/a	8	n/a

Biology										
Grade	2006	2007	2008	2009	2010	2011				
9 th	n/a	6	92%	12	n/a	9	100%	143	92%	13
10 th	62%	281	59%	305	73%	331	66%	72	73%	250
11 th	57%	35	56%	16	59%	48	72%	31	n/a	10

Chemistry										
Grade	2006	2007	2008	2009	2010	2011				
9 th	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a
10 th	n/a	10	n/a	9	n/a	9	n/a	9	83%	12
11 th	43%	195	37%	216	37%	221	45%	263	39%	181

Physics										
Grade	2006	2007	2008	2009	2010	2011				
9 th	n/a	0	n/a	0	n/a	n/a	n/a	n/a	0	n/a
10 th	n/a	2	n/a	0	n/a	n/a	n/a	1	n/a	0
11 th	n/a	7	n/a	5	72%	11	n/a	1	n/a	7

Mathematics Overall CST – 2006 – 2011

The number of students scoring proficient and advanced in Math is significantly lower than in other subjects. As a result, the math department has analyzed disaggregated standardized test data and student work and has modified the curriculum and instruction to ensure improved student achievement in math.

Mathematics				
Year	# That Took Test	# of Advanced & Proficient	% of Advanced & Proficient	# Not Taking Any Math Test
2006	835	231	28%	102
2007	894	262	29%	76
2008	835	231	27%	117
2009	808	242	30%	37
2010	833	258	31%	38
2011	917	348	38%	40

CST results reflect an increase overall in the number of students scoring proficient and advanced in all math courses except Algebra 1 in which there is a steady decline. New state requirements have caused the middle schools to accelerate student placement into pre-Algebra/Algebra 1 courses, and we find that more incoming ninth graders are lacking in the basic math skills necessary for success in Algebra 1. As a result, the SSHS math department has tried several interventions to remediate these weaknesses. These interventions have included: DART-Math, an after-school tutoring program, and an voluntary summer two-week DART-Math program aimed at an intense review of basic math skills just prior to the first day of school. In the past two years, math teachers have put increasing emphasis on the use of a curriculum pacing calendar, common assessments, analysis of performance data via Edusoft and School City, and have began work in strengthening their professional learning community, which coincided with a slight improvement in Geometry in the last year. Additional support strategies for Algebra will be tried in the 2011-2012 school year.

Mathematics CST Subgroups- 2006 – 2011

The left column within each year indicates the percentage of students that scored Proficient & Advanced.

The right column indicates the number of students tested.

Algebra I												
Grade	2006		2007		2008		2009		2010		2011	
9 th	25%	215	61%	221	18%	163	36%	183	25%	195	27%	190
10 th	12%	95	55%	111	17%	89	12%	70	28%	90	8%	49
11th	2%	42	49	43	15%	40	9%	31	8%	26	37%	16

Geometry												
Grade	2006		2007		2008		2009		2010		2011	
9 th	56%	95	53%	114	44%	72	61%	75	51%	146	68%	183
10 th	19%	124	15%	124	22%	143	40%	90	18%	102	26%	134
11th	15%	53	15%	63	6%	73	4%	76	15%	34	22%	49

Algebra II												
Grade	2006		2007		2008		2009		2010		2011	
9 th	n/a	4	n/a	6	n/a	7	n/a	4	50%	5	n/a	5
10 th	58	67	50%	83	43%	102	38%	66	16%	68	48%	128
11th	22	77	15%	62	16%	92	10%	109	33%	78	13%	75

Summative HS Math												
Grade	2006		2007		2008		2009		2010		2011	
9 th	n/a	0	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a
10 th	n/a	2	n/a	5	n/a	7	n/a	7	n/a	6	n/a	5
11th	36%	61	41	62	46%	73	58%	79	39%	71	47%	67

Advanced Placement

Advanced Placement (AP) classes started in 1997-1998, the first year that there were juniors on campus. At that time, one U.S. History class was offered. An additional three students (two in Spanish and one in Statistics) took the exam after attending off-site AP classes. Since then, the AP program has grown. Currently, Santa Susana offers 15 AP courses with AP Chemistry, AP Biology, and AP Environmental Science offered every other year.

Although SSHS has general criteria to enroll in honors and AP courses, students who do not meet traditional criteria may also enroll in these more rigorous and challenging courses upon teacher recommendation and/or parent and student request. The average pass rate for the last five years is approximately 72.6%. The number of tests taken has averaged 330 plus per year during the last five years as well.

AP Exam Ten Year Summary (College Board)

Ten-year Summary				
Year	No. AP Courses	Number Taken	Number Passed	% Passed
2010-11	14	278	155	71.0 %
2009-10	14	339	271	79.0 %
2008-09	14	338	269	79.0 %
2007-08	17	376	254	68.0 %
2006-07	16	341	225	66.0 %
2005-06	14	237	165	69.0 %
2004-05	17	234	131	55.9 %
2003-04	14	206	119	59.0 %
2002-03	12	196	119	60.7 %
2001-02	11	164	93	56.7 %
2000-01	12	144	85	59.0 %

SAT Profiles (College Board)

SAT and ACT data does not reflect a significant increase in the number of students who have taken the exam, nor in the score of the exam over the last five year period. SSHS tries to promote a “college-going” culture by posting “a-g” requirements in every classroom and through counselor “chats” encouraging all students to take the exam. The Career and College Center (CCC) makes numerous exam announcements and test information is placed in the newsletter, on the web-site and in the Troubadour Express. In the advisory period (TAP), students are also encouraged to take the SAT despite their post-secondary plans. Discussions throughout the school year center on the PSAT/SAT test (dates, importance, etc.)

SAT		Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Average Total Score	Percent Scoring over 1500
2005-06	Santa Susana	67	26.7	536	524	524	1584	17.5
	District County	1,636 10,607	32.64 33.35	520 526	536 542	522 528	1578 1596	20.54 20.51
2006-07	Santa Susana	118	43.87	550	537	528	1615	29.7
	District	1,790	30.34	529	540	523	1592	19.55
2007-08	County	11,013	34.61	523	513	491	1527	21.31
	Santa Susana	96	36.09	559	532	547	1639	71.9
2008-09	District	1,864	30.04	528	542	528	1598	66.25
	County	3,939	35.02	526	543	528	1597	63.32
2009-10	Santa Susana	101	34.7	558	541	537	1636	68.30
	District	485	26.88	532	548	523	1603	65.77
	County	3,586	31.17	526	543	523	1592	62.16
	Santa Susana	93	31.96	592	567	565	1724	79.6
	District	476	26.74	554	569	551	1674	73.32
	County	3,442	30.10	535	553	535	1623	65.22

ACT		Number Tested	Percent Tested	Average Score	Percent Scoring Greater than 21
2006-07	Santa Susana	14	5.2	23.21	78.57
	District	126	7.04	24.01	80.95
	County	1,201	10.91	23.36	71.85
2007-08	Santa Susana	32	12.03	23.63	81.25
	District	161	8.64	24.16	83.23
	County	1,399	12.44	23.85	75.27
2008-09	Santa Susana	37	12.71	23.7	72.97
	District	161	8.92	24.2	79.5
	County	1,595	13.86	23.39	69.15
2009-2010	Santa Susana	43	14.78	26.09	88.37
	District	192	10.79	25.86	89.58
	County	1,744	15.25	23.59	71.73

Staffing

The Santa Susana High School management team is composed of a principal, two assistant principals, and three counselors. There are four women and two men on the management team. There are 50 teachers, including five special education teachers and one certificated librarian. Twenty-nine of the 50 teachers are women (58%) and 21 are men (42%). Thirty-five percent of the faculty holds advanced degrees. Another 46% of the faculty has earned over 30 credits beyond the bachelor's degree. One hundred percent of the teaching staff is assigned to classes in their major, minor, or developed areas of expertise. Twenty percent of the Santa Susana High School staff has been in education 26 or more. Of the 50 teachers, 13 have taught fewer than five years. Although it has become increasingly difficult due to budget constraints, Santa Susana High School teachers continue to update their teaching skills and strategies and keep abreast of the latest educational research through the use of SIP and grant funds providing on- and off-campus professional development opportunities.

New teachers attend once-a-month meetings with the administration designed to improve their skills and to answer questions regarding the operation of the school. In addition, new teachers are required to attend BTSA (Beginning Teacher Support Assessment) meetings to help ensure their success. Department chairs observe and mentor new teachers regularly.

After ten years of stability in terms of staffing at Santa Susana, the last five years have seen a turn-over in staff due to retirements and inner-district transfers due to budget issues. There is a wide-range of experience among the certificated staff, with an average age that is slightly declining as new teachers are hired. Over the last three years, three new teachers were hired - due to retirement and four Simi Valley employees were transferred due to growth. The average number of years of experience is 24 which indicates SSHS is characterized by an experienced teaching staff. One hundred percent of Santa Susana's teachers are NCLB highly qualified per the No Child Left Behind Act for the classes they teach.

The school is proactive in providing quality academic and personal support to students, staff and parents. SSHS has three full-time counselors at a ratio of 418:1. The Troubadour Advisory Program (TAP) serves to

monitor students' academic and personal progress by supplementing the guidance and advisement students receive from the counselors who have unusually large caseloads. The counselors monitor students to keep them on track for graduation and facilitate non-disciplinary conferences with parents, students and teachers. Counselors divide their caseload alphabetically. Most responsibilities are shared by the counselors, but each is chiefly responsible for specific special programs: one oversees master scheduling, curriculum and GATE; another oversees A-G Requirements and our anti-bullying program, and yet another oversees the CAHSEE and incoming student registration. Counselors also schedule, coordinate, and lead conferences with parents, students, and teachers at the request of parents or staff. In addition, counselors are involved in School Study Team (SST) meetings, "504" meetings, and serve as administrative designees during Individual Education Plans (IEP) meetings. Lastly, counselors also conduct at least one formal meeting with each junior and senior student yearly to review progress toward graduation—but informal meetings are held far more frequently.

In addition to teachers, counselors, and administrators, specially trained part-time and full-time personnel are assigned to Santa Susana High School. Support personnel include a nurse (.4 FTE), a psychologist (.2 FTE), a speech therapist (.2 FTE), a career guidance technician (1.0 FTE), seven clerical personnel (7.36 FTE), an ASB account clerk (1.0 FTE), 16 instructional aides (5.36 FTE), a plant manager (1.0 FTE), seven custodians and grounds (6.0 FTE), 10 campus supervisors (5.0 FTE), and six cafeteria personnel (4.0 FTE).

Additional support services are available to all students with special needs. These services are provided by the school nurse, speech and language specialists, the school psychologist, instructional aides, an adaptive physical education teacher and other auxiliary personnel as needed. The Teen Assistance Resource Program (TARP) and the Tobacco Use and Prevention Education (TUPE) programs provide needed social-emotional support and smoking prevention, respectively.

The faculty and the staff at Santa Susana High School are very involved in, not only students' in-class academic learning, but in their co-curricular lives as well. "Co-curricular" activity is defined as any school-sponsored student activity outside the classroom. Since the inception of SSHS, faculty involvement (club sponsors) has always been in the 40% to 65% range. The involvement of SSHS advisors extends all the way in to the ranks of our classified personnel. Our current faculty involvement is at about forty percent 40%.

Certificated Staff Profile, 2006 – 2011 (CBEDS)

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Total Number	62	60	57	53.5	57	57
Teachers	56	53	50	47	50	50
Administrators	3	3	3	3	3	3
Student Services	3	4	4	3.5	4	4
Average District Years	12.7	12.4	11.7	13.1	9.8	10.3
Average Total Years	19.3	17.8	17.1	18.5	23	24.6
Male	21	21	20	20	21	21
Female	35	35	33	27	40	40
Education Level						
Doctorate	0	1	1	2	1	2
Masters	17	15	15	17	27	26
Bachelors	23	21	26	28	32	32
Teachers by Ethnicity						
American Indian	0	0	0	0	0	0
Asian	0	0	0	0	1	1
Pacific Islander	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic	2	3	3	3	3	3
Black	1	1	1	1	1	1
White	53	49	46	43	45	45
Other/No Response	0	0	0	0	0	0

Classified Staff Profile, 2006 – 2011(CBEDS)

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Total Employees	49	41	40	35	35	36
Office/Clerical	8	8	7	7	7	7
Classroom Aides	13	19	17	16	16	16
Other	11	21	16	12	12	12
Male	8	9	8	5	5	5
Female	41	31	32	31	31	32
Ethnic Group						
American Indian	0	0	1	1	1	1
Asian	1	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Filipino	2	2	1	1	1	1
Hispanic	6	5	5	3	3	3
Black	0	0	0	0	0	0
White	40	34	33	29	29	29

Unique Programs

Beginning in 2003 and continuing to the present, Santa Susana High School has received a Smaller Learning Communities Grant (federal) and two Specialized Secondary Program Grants (state) all of which have provided resources valuable to student learning and a more customized education for all. Through the monetary support of these grants Santa Susana has developed a unique school structure and specialized programs intended to meet the academic and personal needs of all students whereby students emphasize an area of study in one of three schools: Academics, Performing and Visual Arts, and Technological Arts.

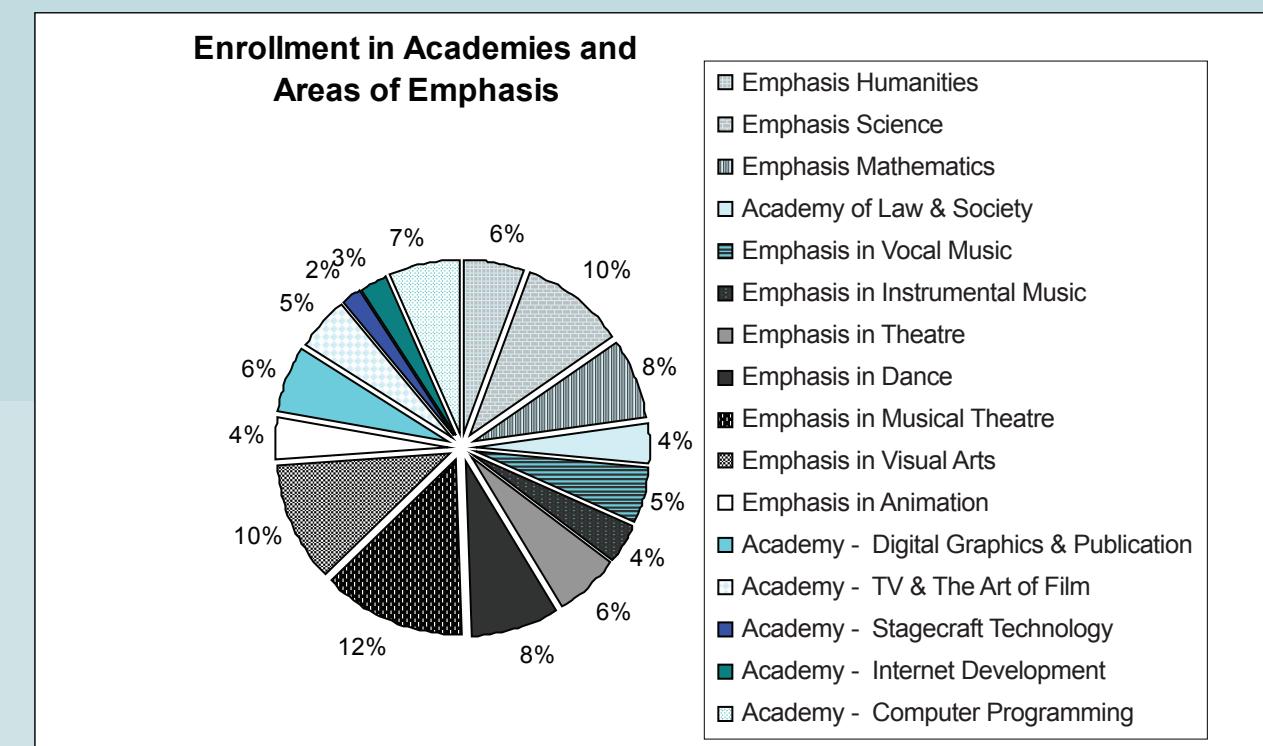
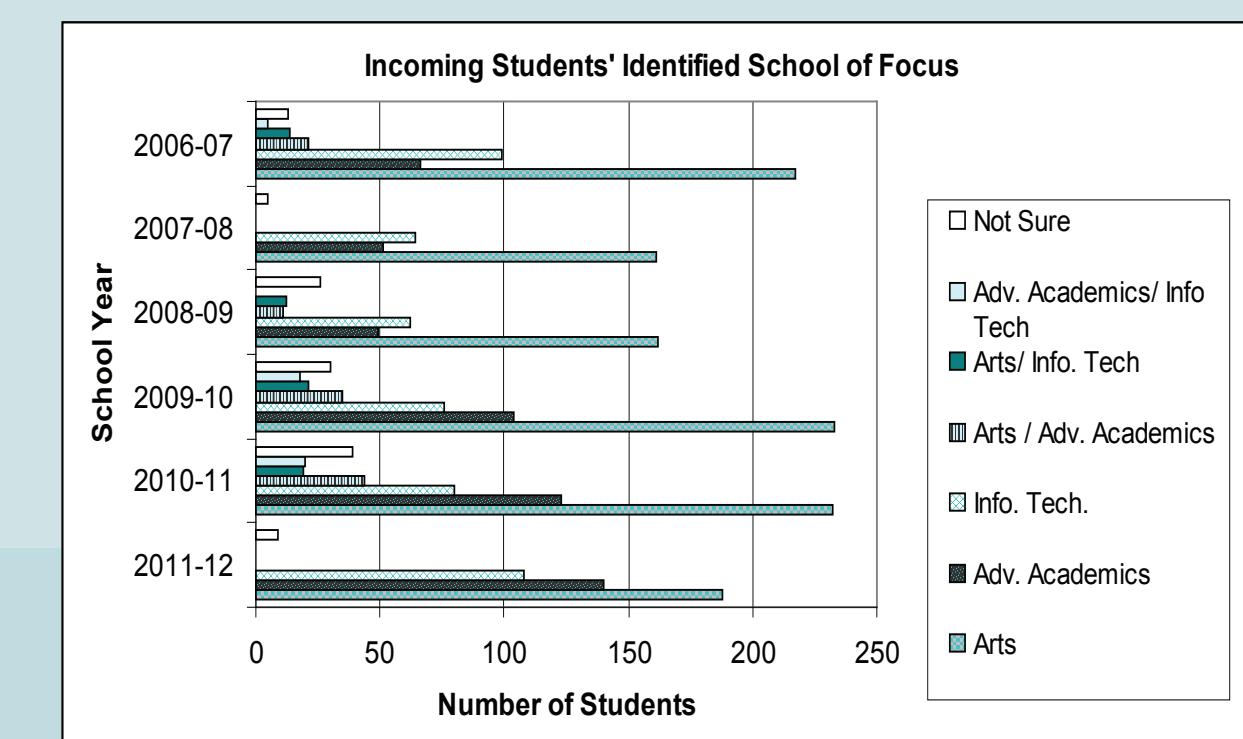
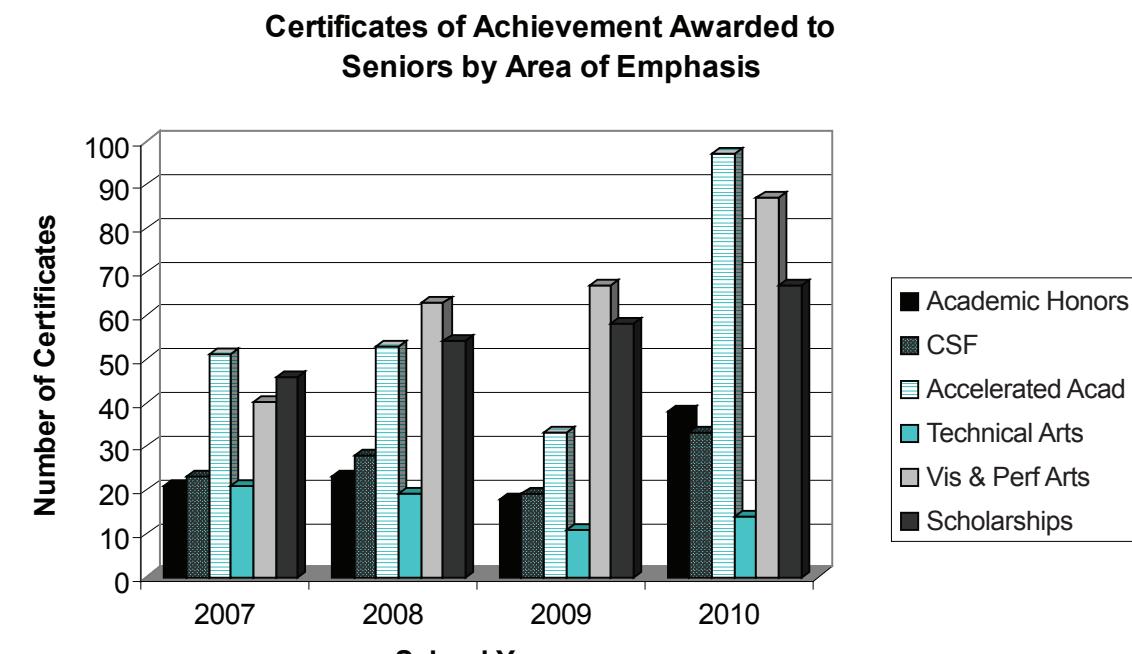
Schools & Academies

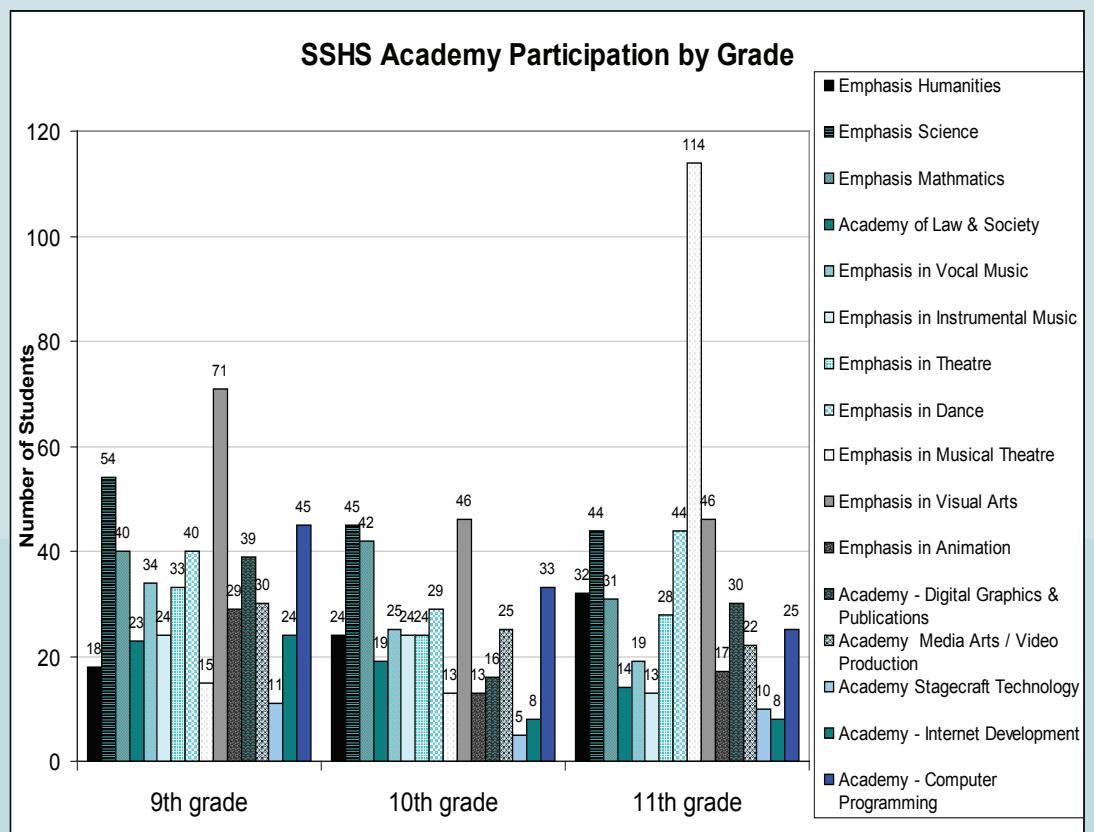
Santa Susana High School is formally organized into a unique structure of “Schools & Academies” in which students focus on a specially designed four-year course of study. The academy-specific curricular paths combine interest-based courses with core academic foundations to guide students through their high school careers. This “School-Within-a-School” model allows students to pursue their academic interests as they build skills for a postsecondary life. Students choose elective courses based on a course of study and work to earn a Certificate of Achievement upon graduation. Certificates recognize excellence in Academy-specific coursework and are rewarded based on the successful completion of a comprehensive set of courses in an elective area of focus and a Senior Research Project.

SCHOOL OF ACADEMICS	SCHOOL OF VISUAL & PERFORMING ARTS	SCHOOL OF TECHNICAL ARTS
Academy of Accelerated Academics	Academy of Performing Arts	Academy of Digital Graphics and Publication
Emphasis - Humanities	Academy of Performing Arts	Academy of TV & the Art of Film
Emphasis - Science	Emphasis - Vocal Music	Academy of StageCraft
Emphasis - Math	Emphasis - Instrumental Music	Academy of Computer Programming
Academy of Law and Society	Emphasis - Theater	Academy of Internet Development
Academy of Core Academics	Emphasis - Dance	
	Emphasis – Musical Theatre	
Academy of Fine Arts		
	Emphasis - Visual Arts	
	Emphasis - Animation	

The chart below shows the majority of Santa Susana High School students declare the School of the Visual and Performing Arts as their area of emphasis for elective courses. The School of Academics is second as their primary emphasis for elective courses. Finally, the number of students who focus their coursework in the area of Technical Arts make up the smallest population of the three schools.

Figures in the following charts reflect the primary emphasis areas declared by SSHS students. Figures do not, however, reflect secondary areas declared by students, many of whom focus their elective studies in more than one School, Academy, and/or Emphasis Area.





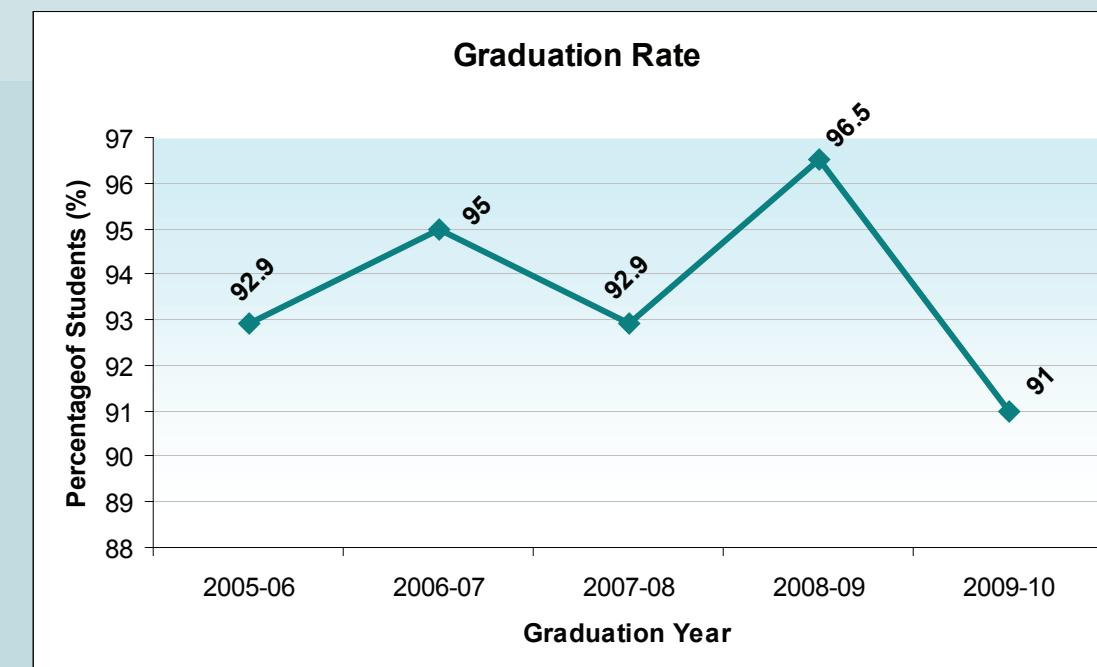
The information above is significant in illustrating the direction the school is moving and how SSHS has progressed over the last three years. The chart shows the significant increase in the number of new students attending the school due to an interest in a particular area of study rather than for the general core academic program. For example, the percentage of ninth graders declaring "Accelerated Academics", which includes emphasis in science, math, and humanities, as an elective emphasis is much lower than the percentage of eleventh grade students declaring this Academy. SSHS considers this shift noteworthy in that students are attracted to the school due to the nature of its specialized programs in Accelerated Academics, the Visual & Performing Arts, or Technical Arts.

Advisory Program

The Troubadour Advisory Program (TAP) is comprised of two advisement periods each week for a total of forty minutes. The establishment of the TAP class was driven by extensive research confirming that advisory programs are vital to the academic and personal success of high school students. A support system providing personalized academic guidance within the school's structure of Schools and Academies, TAP advisement involves teacher/administrator advocates who regularly monitor student academic progress as related to graduation requirements and preparation for career and postsecondary education. During TAP sessions, students receive assistance monitoring grades, four-year high school plans, and graduation certification requirements and are provided information essential to success in high school and postsecondary preparation.

Intervention Specialists Program

Until 2007, two faculty Intervention Specialists (IS) focused on the needs of ninth and tenth graders who were below grade level to further ensure that no student fell through the cracks. The IS worked with counselors and TAP teachers to identify struggling students through an analysis of report cards, GPAs, test scores and absences. Communication was ongoing through regularly held meetings and parent/student conferences and included concerns such as behavior, personal and social adjustment difficulties and absences. Students asked to participate in the Intervention Specialist Program signed contracts requiring that they attended structured after-school homework and tutoring sessions where their attendance and progress was monitored. Data indicated that those students who participated in the program showed an improvement in their overall GPA. Due to a lack of funds, the program was ended.



The graduation rate at SSHS has remained relatively constant, however, suffered a significant dip in 2009-2010. This dip was due to the state's change in the way graduation rates are now calculated.

Enrollment in Challenging & Rigorous Courses

All students are encouraged to participate in a full curricular program, including challenging and rigorous courses. Enrollment figures of all AP and honors classes show that girls outnumber boys (53% and 47%, respectively). Twenty-six percent of those course enrollments are of traditionally under-represented students, which is proportional to their numbers on campus.

Number of students

Course Enrollments	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
SSHS total enrollment	1298	1240	1172	1193	1241	1254
Honors English	185	182	175	180	223	212
English – Advanced Placement	75	66	106	86	83	138
<i>11th English Language, 12th English Literature & Composition</i>						
Foreign Language – Advanced Placement	35	25	0	0	0	0
Mathematics– Advanced Placement	100	100	69	69	54	70
<i>Calculus, & Statistics</i>						
Science	34	43	45	66	54	68
<i>A.P. Chemistry, A.P. Biology, A.P. Environmental Science ,AP Physics, Anatomy & Physiology</i>						
Social Studies – Advanced Placement	119	129	121	107	147	166
Art 2D Design - Advanced Placement	28	32	36	28	33	39
Computer Science Advanced Placement	12	15	12	11	7	12

Percent of Graduates Completing UC/CSU Requirements (Counseling Office)

Seventy of the 237 seniors in the Class of 2012 are on target to meet the requirements for admission to the University of California or California State University. These students are currently on track in meeting A-G requirements with a “C” or higher in each class. Additionally, students may have been enrolled in college preparatory classes but did not obtain at least a grade of “C” for the first semesters are not included in this number. The number of students completing the UC/CSU requirements is representative of the ethnic-gender diversity on campus.

Seniors Meeting UC/CSU Eligibility Requirement at Graduation

Graduation Year	Percentage of students meeting UC/CSU Requirements	Total Number of students meeting UC/CSU requirements	Total Number of Graduates
2005	18%	33	179
2006	18%	37	210
2007	35%	73	210
2008	23.5%	55	234
2009	28%	70	251
2010	31%	78	253
2011	19%	36	186

School Environment

Data indicate that Santa Susana High School is a safe, respectful, supportive learning environment for students and staff. School crime data, discipline records and student and staff surveys confirm the belief that SSHS provides surroundings that promote the highest levels of personal and academic success, this is developed specifically in classes such as TAP, beginning of the year orientations, and participation in the Connect and Respect and/or Safe School Ambassador Programs. Incoming students and our school community frequently say that SSHS is known as being a school accepting of diversity, safe, and free from bullying.

Data has shown that “crime” is not significant at Santa Susana High School, with the majority of suspensions resulting from disrupting school activities, drug possession and paraphernalia. Numbers have declined steadily over the last three years.

Summary of Key findings from the Staff Climate Survey from 2007 and 2009

The Staff Climate Survey (SCS) is a voluntary survey administered to all staff members, every other year in the Fall. According to the Staff Climate Survey administered in the fall of 2007 and 2009, Santa Susana High School is perceived to be a supportive campus, maintaining a high degree of fairness and expectations for students. SSHS also maintains a culture which appreciates diversity and is known as being relatively safe. From 2007-2009, staff reported decreases in problems related to alcohol, drugs and tobacco, bullying (-11%), gang-related activity (-17%), weapons (-13%), and depression. Staff perceived an increase (+9%) of SSHS student health and fitness.

The Staff Climate Survey identifies one key area of concern regarding student behavior and discipline. There is a discrepancy among an increase in the number of well behaved students from 89% in 2007 to 100% in 2009. At the same time *all* students were perceived well-behaved, staff also identified significant increases in both mild/moderate (+20%) and severe (+7%) disruptive student behavior during that same time period.

Summary of Key findings from the California Healthy Kids Survey from 2007 and 2009.

The California Healthy Kids Survey (CHKS) is administered every other year to students in 9th and 11th grades. Results from the Fall of 2007 and 2009 administrations were examined for this report. Student characteristics, resilience, use of illegal substances, bullying, and safety are several key topics examined from these two surveys. From 2007-2009, there was a significant increase in student response rate for both ninth (+34%) and 11th (+12%) graders. In addition, there was a significant percentage of Latino students responding (+7%) at the freshmen level in 2009.

Overall, students perceive SSHS as a safe, connected, welcoming campus that is relatively free from bullying and fighting. In the four years measured by the survey, several key gains are observed in the following areas:

Freshman appear to be more connected to school than juniors.

From 2007-2009, the percentage of 11th graders reporting earning mostly A's increased by 6%.

While there is an overall increase in alcohol and marijuana use from 9th to 11th grades, overall consumption by both grade levels decreased from 2007-2009. Students also reported that it was more difficult to obtain marijuana, but not cigarettes or alcohol.

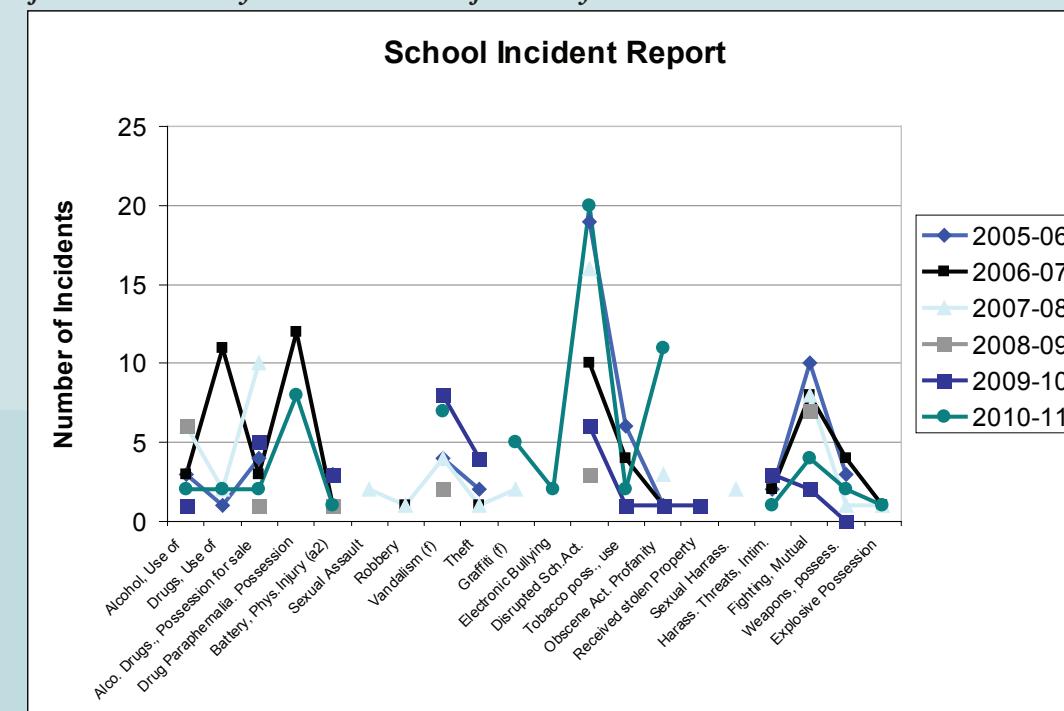
In both years, nearly half of all 9th and 11th graders, were the recipient of sexual jokes but reported a lower frequency of experience to other types of harassment.

With regards to perceptions of safety, students felt safer in 2009 than in 2007, with the largest gains for juniors (11%).

One area for growth considered by SSHS centers around meaningful participation and school connectedness. Nearly one third of all 9th & 11th graders surveyed, felt their school program at SSHS lacked meaningful participation: From 2007 to 2009, for freshmen (19% and 37%, respectively) and juniors (32% and 33%, respectively). In general, nearly half of all Latino students in 9th (41%) and 11th (48%) grades felt like participation was less than meaningful, despite feeling like higher levels of school connectedness.

School Crime Data: 2006 – 2011

Standard of reporting for the district is expressed as a percentage
number of incidents divided by ADA times number of school days



SSHS has a strong belief that students are accountable for their actions. Multiple interventions for misbehavior are taken prior to suspension, which is treated a last resort but also depends on the severity of the incident. Data indicate that, although the suspension rate has fluctuated from year to year, the level of behavior requiring disciplinary action is relatively low. Santa Susana believes this is, in part, due to the continued refinement of its school and academy structure and our TAP program. As one might expect, the rate of suspensions is higher among freshmen and sophomores than with juniors or seniors.

CHAPTER 2

Student/Community Profile – Overall Summary from Analysis of Profile Data



Student achievement data continues to be the most important tool used at Santa Susana High School to inform curricular, budget, and cultural decisions. The API has grown all but one year in existence at SSHS. The current API of 866 is the highest API in our history and the strongest secondary score in our district. As can be seen in Chapter 1, student achievement on the STAR, CAHSEE, SAT, and AP exams continues to rise. Continuing to meet and surpass our API and AYP targets are top priorities. SAT and ACT test results show that SSHS is well above the district and county average on these tests.

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There has been a definite change in our school demographic. SSHS is home to more students with disabilities and language learners compared to six years ago. SSHS now is home to the largest percentage of students on free or reduced lunch than at any time in our history. A constant and steady increase can be seen in student enrollment as well. Typically at SSHS, the year that sees the greatest loss of students is the 11th grade year, however, recent data shows that this attrition has dramatically decreased. In fact, our 10th grade class is now our largest classes, on campus. We are now at capacity with regards to our ability to service students. We believe that a focus on standards based curriculum, curriculum alignment, a welcoming culture, and high expectations for students have contributed to our overall success, as

A focus on curriculum, a welcoming culture, and high expectations contribute to success.

well as attracted new students.

There are many successes found in our data. One hundred percent (100%) of students in 9th and 11th grade tested proficient and advanced in Biology this past year. With the exception of Algebra, SSHS is above the district average in all areas tested on the STAR exams. In addition, all areas, excluding Algebra for 10th and 11th graders, showed gains over the past year in all grade levels. We feel that this is a tremendous accomplishment.

Data from the past few years, mainly in the form of CST data and local assessments, indicates that there are still areas of academic need. The number of students scoring below the proficient ranks in Algebra one, particularly Hispanic students is a primary concern. Demographic data also suggest that there is a decline in students meeting the A-G requirements. Because more than half of our students are attending SSHS for the performing arts program, many of their electives in the 11th and 12th grade are chosen in the performing arts arena. This would partially identify why fewer students are completing the fourth year of math or science in order to meet the A-G requirements.

As a result of data analysis, the 10th grade ELA curriculum was realigned and the result was a dramatic increase in the number of proficient and advanced students on this particular CST. Additionally, mathematics has emerged as an area of needed focus for all students, but in particular for our students with disabilities and Hispanic students.

The graduation rate and the number of students meeting the A-G eligibility have slightly decreased. The drop in graduation rate is attributed to the states new manner of calculation that began last year. The actual number of "non-graduates" is much lower than the state reported number. In addition, the number of students not meeting A-G requirements has dropped with the increased number of performing arts students at SSHS. This is logical as our performing arts students choose electives in the arts over electives

in math or science.

In conclusion, SSHS has seen a consistent rise in both API and enrollment. We are particularly proud of this accomplishment because we have also seen an increase in diversity during this same time period. Data continues to be a driving force for decision making at SSHS and analysis of data continues to focus our attention and efforts on our most critical areas of need.

CHAPTER 3

Progress Report on the Action Plan 2006-2012 Significant Developments at Santa Susana High School

Changes in Staff

- New principal
- Three new assistant principals
- Four new counselors
- Three new plant managers
- Two new school nurses
- Three new front office clerks
- Two new health clerks
- Two new ASB directors
- Three new cafeteria managers
- Twenty-six new teachers
- Four new custodians
- Two new speech therapists
- New school psychologist
- Two new directors of secondary education
- Four new Focus on Learning (FOL) Focus Group leaders

As Santa Susana has matured and progressed over the last six years, we have seen a number of changes in staff. New staff members have also joined the SSHS family due to retirements, promotions, and layoffs. Our staff is responding to larger class sizes, fewer resources, and an increasing demand to provide intervention for closing the achievement gap.

Faculty and staff continue to embrace change. They have united to provide additional opportunities for program development and support for students in the form of new and refined academies/ areas of emphasis. SSHS is proud that with the extensive



personnel changes, the school culture and focus has remained constant. Staff is dedicated to providing a safe, respectful, nurturing, professional, and creative environment for learning and social growth.

There has been a district and site evolution within student support services. This includes more defined roles and procedures for faculty and support staff, while servicing the needs of students. The school psychologist, speech therapist, school nurse, teachers, and administration have increased expectation relative to meeting students' diverse needs.

Curricular Changes

School and Academy Structure

During the 2010-2011 school year the academy and school structure was evaluated and revised. SSHS continues to have three distinct schools, each with a number of academies and emphasis. The schools of Academics, Visual and Performing Arts, and Technical Arts continue host 10 different academies and 10 areas of emphasis. These schools have seen academy revision and addition over the past 6 years.

Technology has become more prevalent in learning and in instruction. Many of our academies have capstone courses that require the use of and proficiency in certain technologies, such as, the academies of Digital Graphics and Publication, Television and the Art of Film, and Stagecraft. Due to the combination of staff retirements and the district decision to not replace a key position within the school Information Technology, restructuring was needed. This reorganization better reflects the demands of the job market.

With the support the school board, district office, and school leadership team, the school of Information Technology was renamed the school of Technical Arts. Course of studies within academies were realigned to help students to meet 21st century skills and technology goals for students.

The School of Academics wrote and received a Specialized Secondary Program grant in 2007, which established our newest academy, the Academy of Law and Society. This academy continues to grow in numbers and focus students on career exploration and school to career options. The county Mock Trial competition is an integral part of this academy.

Career Technical Education

Since the last FOL, school to career opportunities, through ROP, has remained consistent in number. Overall, SSHS has a large and popular ROP program. There are ten sections of ROP that service and enrollment of over 200 students. Although there have been financial constraints at the county level, SSHS has maintained an ROP program that has flourished in the areas of graphics and publication, stagecraft, website design, television and film, and journalism and broadcasting.

Although the overall number of ROP programs has remained constant, due to student demand and staffing changes, some ROP programs have been lost. Programs in Computer Networking, Computer Repair, and Virtual Enterprise are no longer offered.

Since 2007, the Academy of Law and Society has developed relationships within the community to provide opportunities for student internships. Students are partnered with working professionals in the area of law or society, criminal justice, and forensics sciences to gain real-world experience in related fields.

Standards-Based Curriculum and Instruction

In the last six years student achievement has increased as measured by the California Standards Tests and California High School Exit Exam. Improved student achievement is due to changes in standards-based curriculum, instruction, and assessments. Analysis of student achievement data has

defined daily instruction. For example, as a result of continually analyzing student achievement data, in 2010, the Language Arts Department restructured the 10th grade curriculum to better align with World History standards and pacing. The result was a dramatic increase in 10th grade CST achievement data that same year.

With decreasing budgets and grant money, as well as a lack of data that supported student achievement resulting from DART, the DART for math was dissolved and not replaced. As in years past, Math achievement continued to be an area of focus. However, with the 2011 CST data, an increased momentum focuses attention on student achievement of Algebra 1. The math department has already begun to adjust their pacing calendar in preparation for the exam and will implement a new intervention in Algebra 1 classes this spring.

As a social sciences department, teachers have chosen to allocate funds through the Single School Plan for Student Achievement to support curricular alignment and the development of common assessments. Data from these assessments was used to improve instruction specifically in the area of increasing Visual Aides and manipulatives to better meet diverse student learning needs. Achievement growth continues to be steady year after year.

Advanced Placement Course Offerings

SSHS continues to provide every possible opportunity for Advanced Placement courses. In 2006, 17 AP courses were offered. In 2011, only 15 AP courses are offered. This was due in part because the AP College Board no longer offers the AP Computer AB Exam. Second, AP Spanish Language is no longer offered due to the low numbers of students enrolling in language, preferring electives in the Performing, Visual, and Technical Arts. This choice makes sense since students choose to enroll in SSHS specifically for these outstanding, nationally recognized programs.

School Research Focus

SSHS prides itself on implementing current educational research to drive its instructional program. In the last six years, research by Robert Marzano, and Aiming High and Breaking Ranks initiatives were used to guide professional development. Currently, the school focus from the leadership team is derived from Dr. Randolph Sprick's Safe and Civil Schools. This research serves as the vehicle to integrate Response to Intervention and Instruction into the classroom. This research will also remain the focus of Staff Development and collaboration time for the upcoming two years. SSHS is just beginning a formal discussion on RTI even though many of the RTI components are already in place.

Other Significant Developments

TAP

In the past six years, the TAP curriculum has continued to be refined with more emphasis on career and college information, bullying and sexual harassment prevention, reflection on curricular pathways, and progress towards meeting A-G requirements, graduation, and course of study requirements.

In 2007, the senior TAP was restructured to include counselors, administrators, the librarian, Senior Project Advisor, and the Senior Class Advisor for the purpose of reducing the size of TAP classes being taught by regular classroom teachers and to target TAP curriculum to grade-level appropriate content. This also allows for senior specific information pertinent to graduation, the senior research project, senior activities to be discussed as a group or break-out sessions.

Before 2009, TAP was organized by areas of focus. This required a reshuffling of students one month into the school year. The shuffling was deemed counterproductive, and not best for students or

teachers. Therefore, TAP was reorganized after 2009 so students from diverse academies and schools attended grade-specific TAP classes.

Grant Funding

Since our last FOL visit, only one of our three grants continues to be funded. This SSP Grant primarily supports the Academy of Law and Society. The SSP Grant has been used to upgrade technology, computer labs, and teacher classrooms within the academy. It has also provided staff development, books, materials, and student training in areas related to the academy's content. The funds have also supported the Mock Trial program. Finally, SSHS is also a demonstration school, receiving SSP grant money to host other schools aspiring to develop their own academy.

As state and federal grant funding opportunities decrease for SSHS, we continue to seek out alternate sources of money, often funded through nonprofit and private entities. For example, in 2010 SSHS received \$20,000 from Milkquarius which was used to fund a video projector and screen for the Performing Arts Center. Recently, SSHS finished 5th in the country for the Glee-Give-A-Note online video competition, which featured our vocal music department.

The Simi Valley Education Foundation continues to fund teacher requests through grants provided to classroom teachers. Over the past three years, SSHS has received over \$10,000 in grants and donations from the foundation.

Senior Project

SSHS offers the Senior Project as a continuing, unique real-world culminating experiences for students. Several changes to the Senior Project have occurred this past few years which includes the structure of the research paper from an argumentative paper to a research based document. Second, the school and academy certification awards require the completion of a Senior Research Project. To support

students, one teaching period was added which allows for the Senior Project coordinator to organize the projects, counsel students, and facilitate the process.

The Mentor and Speaker Connection (MASC) was created to utilize parents and community members, with expertise in senior's areas of interest, to mentor and to advise seniors through the completion of their projects. The MASC database serves as a resource for students needing senior project mentors, as well as, for teachers arranging guest speakers for their classrooms. MASC recently began and is still under development.

ESLRs & Vision Revision/Logo

In 2004, the ESLRs was revised and again updated during the 2010-2011 and 2011-2012 school years. As technology and facilities have evolved, so was required of the ESLRs. Some key ESLRs were consolidated in 2010-2011. Then in 2011-2012, the ESLRs was aligned to three themes: Scholarly, Skilled, and Humane. These themes illustrated the outcomes desired by SSHS staff for all students. (See Appendix). They also facilitate everyday conversation to include ESLRs in a way that is meaningful and memorable to all staff and students.

With the consensus of the school community, the addition of a new \$14 million Performing Arts Center, and a desire to update the mascot-logo, the Graphics and Publication class designed a new logo based on this focal point of our school community.

Communication

In the past six years, SSHS has focused on improving the communication between our school and community. The school website maintains an important source of ongoing, updated information for parents, students, and staff. E-mail now used daily by all teachers and many classified staff to communicate with each other and to increase accessibility to parents. The Troubadour Express, the school's bimonthly newspaper, is mailed to our

school community members and posted on our school Website. Parentlink, an automated phone call system, is used to alert parents to important school events and updates. In the past six years, teachers have supplemented district progress reporting by using Easy Grade Pro to record and communicate student progress to parents. In addition, in the Fall of 2011, all teachers regularly provide access to student grades and/or homework through Edline (an online grading program) or by e-mailing student records to parents when requested.

Marketing

Within the last few years, Simi Valley Unified School District has seen a declining student enrollment, which fortunately, has not adversely affected SSHS. SSHS utilizes all forms of marketing discussed in the previous WASC report which includes significant outreach during February with an annual Road Show at the middle schools, scheduled Campus Tours, invitations to Open House to potential students, freshmen orientations, and publicity for school performing arts events.

In addition, new marketing resources have focused on social networking and building relationships to get the word out. The Santa Susana Performing Arts Boosters now maintains a Facebook page and website. They also work with the Performing Arts teachers to solicit donations in return for advertising in performance PlayBills. By engaging in regional and national contests, SSHS has branched outside of our local school community to support our specialized academic, artistic, and technical programs. For example, Milkquarius and Glee-Give-A-Note, garnished tens of thousands of "votes" for videos seeking special funding for the PAC and supplemental materials for the choir program. In 2011, the annual Instrumental Music Festival brought hundreds of middle and high school students to the SSHS campus to participate in a competition, receive adjudication, and perform in a professional forum.

Summary of Progress on the School-wide Action Plan from 2006-2012

1. Component 1. Standards-based student outcome: students will demonstrate proficiency of the essential standards in all content areas.

In the past six years, student achievement at SSHS continues to benefit from a tighter alignment between California State Content Standards as evidenced through a 60 point API gain. Increasing student achievement has been achieved via a multi-prong approach. The Single Plan for Student Achievement (SPSA) has focused resources on aligning curriculum and instruction to state standards, test preparation, promotion, and scheduling. SPSA has funded teacher-driven collaboration time to align curriculum calendars and/or pacing within and across subjects, to analyze student performance data, develop standards-based lesson plans, and develop common assessments. These opportunities have been utilized within some subjects and by some teachers, but are not consistently implemented by all teachers with fidelity. The greatest areas of growth resulting from this work is observed in student performance in ELA, Biology, and Social Sciences on the CSTs. Passing rates on the CAHSEE continues to remain above 95% in ELA and Mathematics, while proficiency data has yet to be analyzed.

2. Component 2 - Student Support: All students will receive the support necessary to accelerate student achievement.

In the past six years, differentiated instruction and targeted student support has become more tightly aligned to student performance data. A CAHSEE Intervention class was created to reteach essential CAHSEE standards for students who do not pass the CAHSEE ELA or Math as sophomores. Since CST scores are not available until fall, student grades and teacher recommendations from the middle school are used to place incoming freshmen in math, science, and English courses. While the number of AP students increased for several years, fewer students enrolled in

Achievement of 21st Century skills continues to be an area of focus within the ESLRs and across the curriculum as our school community continually refines what students need to know and be able to do by graduation. To bring students toward achievement of 21st Century skills, instructional technology is integrated more and more into the instruction. In 2011-2012, document cameras, projectors, and Smart Boards are regularly used for lecture and presentations within the classrooms that maintain these resources. All teachers now, regularly use computers and e-mail as a communication tool with parents and within the school. Student response systems are being utilized in a few classrooms. Beyond the technology implemented by teachers, social networking and web tools are more frequently used by students in the curriculum. In addition to the traditional classroom setting, the ROP program fosters 21st century skill development in the areas of Web Design, Graphics and Publication, Stagecraft Technology, and Video Productions. Job-related internships are also facilitated through the ROP program and the Law Academy.

AP courses in 2010-2011 due to smaller junior and senior classes. At the same time, AP passing rates (a score of 3 or higher) has increased from 66% to over 70%.

The Troubadour Advisory Program (TAP) was designed as a support mechanism to build stronger relationships between teachers and students. TAP is used for individual conferencing centering around academic and social-emotional goals, as well as test preparation. TAP teachers also provide conferencing

to students not meeting grade-level expectations. The TAP program focuses students on their goals and progress towards graduation through check-ins, dissemination of information, goal setting and monitoring. In addition to TAP, Big Brothers and Big Sisters supports freshmen from the orientation during the summer before the start of the school year, and throughout the freshmen year. Big Brothers and Big sisters as been an integral part of freshmen support for a smooth, strong, and safe transition from middle to high school.

While funding for the Intervention Specialist and DART Math has dissolved, SSHS has found creative ways for supporting student achievement. First, school administrators and teachers regularly analyze student performance data, with a new user-friendly tool, School City. This new tool allows administrators and teachers to better place students in courses, develop a master schedule based on student needs, identify and provide assistance to potentially struggling students, and identify areas of the curriculum in need of improvement. In addition to the use of data to determine particular interventions,

3. Component 3 – Smaller Learning Communities (SLCs): Continue to refine the School and Academy structure as a foundation for student success in all curricular areas.

In the past six years, each of SSHS' three schools has strengthened their identity and now includes the School of Academics, the School of Visual and Performing Arts, and the School of Technical Arts. Course offerings have been better aligned to these three schools so that programs of emphasis better focus students on the depth and breadth necessary for life after graduation. In most Academies, the school-to-career component has been developed to include a more inclusive, comprehensive course sequence, and a school –to-career component. Most recently, the Academy of Law and Society structured internships for upper classmen, giving these students real world experience in areas such as law, criminal and social justice, and forensics. The addition of a semi-professional PAC now broadens the range of experiences for theater, music, dance, and technical

the California Scholarship Federation (CSF) provides individualized after school tutoring for students in need of additional help. CSF tutoring continues to be refined so that more students in need of academic help have a more frequent contact and effective support than in past years. Finally, based on CST performance, the troubadour community continues to recognize less than average student achievement in mathematics. They have identified math courses as in need of additional SPSA funding for staff development. Specifically, in 2011-2012 Algebra 1 will be the recipient of new interventions in the next semester.

Finally, SSHS has started conversation and training in better understanding and implementing Response to Intervention (RTI) for students not meeting grade level standards, or who are showing needs in other areas. At SSHS support for students contain many elements of RTI, but we are in the process of formalizing its implementation in conjunction with recommendations from the district and Teachers Union.

arts students in preparation for a career in the entertainment field after high school..

The maturity of the academy and school structure has resulted from changes in the economy and student interest. Course offerings such as Computer Repair, Internet Development, and Virtual Enterprise have dissolved, which altered a major component of the Information Technology Academy. At the same time, a TV and Film course sequence has been added. The Dance Program now includes multiple levels of Ballet up to and including Pointe. The success of these programs have allowed us to serve as a state demonstration site for specialized school programs.

Students understand the Academy and School structure in a manner more useful to their interests

and sense purpose in school when compared to students prior to 2006. In the last six years, greater numbers of seniors are earning certifications related to their areas of emphasis, and a greater number of awards are being given. A significant portion of seniors now earn anywhere from one to five certification at various levels; recognition, honors, and high honors. The greatest increase in certifications are achieved in the School of Academics, specifically in the area of science and math.

Component 4 – Curriculum and Instruction: Provide rigorous and relevant course offerings delivered through effective instruction that recognizes varied learning styles, in order to prepare all students for postsecondary life in the 21st century.

Effective and differentiated instruction based on research-proven strategies and designed to meet the learning needs of each student has been the focus of professional development since our last WASC. In one year, Robert Marzano's seven strategies from Classroom Instruction That Works was an area of focus. "Rigor, Relevance, and Relationships" then became a focal point for conversation and thinking about classroom instruction. This year, Dr. Robert Sprick's Safe and Civil Schools has been used to guide ongoing discussions and professional development.

In the past six years, developments in instructional technology have allowed instruction to be better tailored to various learning styles. Such technology includes the use of document cameras, projectors, the Interwrite Student Response Systems and SmartBoards for lectures and presentations. Using data to monitor students and drive instruction has been accessed via Edusoft and School City. As of the Fall 2011, a majority of teachers provide online access to student grades via Edline which has increased communication with parents and allows students to be better prepared for learning, student-initiated intervention, and parental support.

While in some departments teachers analyze student work to improve their instruction, each year, the entire faculty analyzes senior research projects and presentations for monitoring the accomplishment of

In 2010-2011, the Mentor and Speaker Connection (MASC) was developed to provide a database from which students can locate mentors in their area of interest and whereby teachers can identify willing volunteers to speak for their classrooms. While a few teachers have utilized this resource, it continues to be in its infancy.

ESLR objectives. Within the 12th grade, the Senior Research Project closely ties to grade level standards and provides relevance, a real-world experience and the opportunity for mentorship in student's area of interest.

Providing A-G coursework and meeting A-G requirements has been the focus of several interventions. First student-counselor conferences during Spring enrollment process target students interested in college after high school. In addition, courses in academics and arts have been realigned to meet UC/CSU requirements, resulting in the increase in the number of A-G approved course offerings. While the course catalog and master schedule reflects an increase in the number of courses meeting A-G requirements, the number of students meeting A-G requirements at graduation has not increased. This is due in part to student focus in the Arts. But this also suggests the need to continue increasing the number of College Preparatory courses, as well as look at other criteria required of students to meet A-G requirements such as the numbers of D's and F's earned by students.

Component 5 – Communicate the Vision: Continue to articulate the purpose and goals of Santa Susana High School to students, parents, district personnel, and the community at large.

Communication between the school and community has been improved by conducting parent nights to address a variety of topics including but not limited to: A-G requirements, the Honors Program, Advanced Placement, Senior Projects, Arts programs, State of the School, College Nights. Weekly e-mails and the Troubadour Express are now sent to the district office updating key leadership personnel on school events.

In that last six years, major developments in the area of teacher-parent communication have emerged. Parents can communicate with teachers on a weekly basis through the Weekly Progress Report or e-mail due to the fact as 100% of our teachers now regularly use e-mail. Second, teachers provide parents with updated grades records using grading tool software, and Edline (an online gradebook and web tool). Many teachers also maintain a class and/or teacher website for information on grading, coursework, classwork, and homework. The bimonthly Troubadour Express is e-mailed to parents and provides parents with articles on past events, outstanding accomplishments, a monthly description of upcoming events, parenting

tips, and community resources. Finally, the Santa Susana Performing Arts Boosters (SSPAB) and the PTSA both have a stronger presence on campus with events focused on fundraising, food drives, teacher recognition, and support during STAR testing.

Several marketing tools are used to create excitement in our community for SSHS programs. In partnership with three local middle school, high school students perform a Road Show which highlights our special programs in each of the three schools. Incoming students are invited and encouraged to attend school performances, Open House, orientations, interviews, auditions, and a New Student Welcome experience. February is designated as Choice Month. During this month, SSHS promotes the distribution, completion, and submission of Choice Applications. Choice Tours provide families with an orientation to our specific programs and the opportunity to tour classes in session. At Open House, incoming students have the opportunity to meet faculty and students, and to see student work including demonstrations and performances.

CHAPTER 4

A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources Focus Group Report

Scholarly

The Santa Susana High School (SSHS) community maintains exceptionally high and ever increasing expectations for student achievement. The motivation is found in the school's collaboratively developed and adopted mission statement: Santa Susana High School strives to produce Scholarly, Skilled, and Humane Students. Our mission statement was crafted after a careful self-analysis emanating from students, staff, community members, district office staff, and an analysis of student achievement data. Additional self-study efforts involving all stakeholders led to the development of the SSHS Expected School-wide Learning Results (ESLRs) that now directly relate to the revised vision statement and Single Plan for Student Achievement (SPSA) goals. Self-study and analysis is inherent in the way Santa Susana "does business." The mission statement of Santa Susana specifically follows Board of Education direction and district goals and is reviewed annually as the district plan is updated.

The development of rigorous content and performance standards has come from the SSHS community's vision for student achievement. The district has adopted state standards, and curriculum is regularly reviewed and revised through district subject area committees and the district's curriculum council. The SSHS curriculum is appropriately aligned with state standards, state frameworks and model curriculum guidelines in each subject area. The staff is currently focused on the FOL process



in addition to Common Core Standards (CCS) and Response to Intervention (RtI). The staff has begun aligning assessments and curriculum to include the CCS not currently addressed by district and state curriculum.

The school's leadership promotes the school vision and exhibits a continuing commitment to excellence and meeting standards for all students. Teacher evaluations are based on the California Standards for the Teaching Profession (CSTP) and all teachers must write annual goals that include the arts, academics, and technology as part of their evaluation plan. Each department must place an emphasis on content and performance standards based on analysis of student outcomes. SPSA and integrated department action plans for allocation of funds are written specifically with achievement of standards in mind.

The Leadership Team meets each academic quarter to examine the school's progress in fulfilling the SSHS Action Plan. At each meeting, an update is provided to the Leadership Team by the staff. A formal assessment is written annually. The Student and School Profile is also be updated yearly as test information and other data are received. The formal assessment and the Profile are reviewed and approved by the Leadership Team at its third quarter meeting. This assessment will be shared with all stakeholders via the Troubadour Express, the school Web site and other publications and will be part of the school SPSA written each fall. The Single Plan for Student Achievement (SPSA) supporting the Action Plan is monitored regularly as well. The annual SPSA, as in the past, will be approved each fall by the School Site Council.

As state budget woes translated into decreased funding and resources for education, Santa Susana staff continues to make a concerted effort to seek outside funding to sustain its programs. The forward-thinking nature of the school has resulted in significant monetary awards to continue to support students in accomplishing the academic standards and the expected school-wide learning results.

Skilled

The highly qualified faculty and administration of Santa Susana are committed to the continual cultivation of our professional skills. Individual, departmental, and school-wide professional development addresses the continual changes to pedagogy and technology in our field. Organized professional development activities are scheduled throughout the year.

The district provides further support of the school's purpose by allowing site leadership to gear professional development opportunities to its own needs. The principal provides input to the district in the planning of district-wide meeting days and staff development topics. Santa Susana is given opportunities for district-wide articulation and vertical planning during semester-break staff development days.

Data analysis remains central to staff development. A team of teachers has been trained to assist their colleagues with Edline and School City. This assistance is provided to improve data analysis and improve curricular development. The concept of Smaller Learning Communities has become the core of the personalized education provided to all SSHS students. Teachers are also encouraged to attend conferences throughout the school year. At Friday Morning Meetings (FMMs) Department meetings or general meetings, teachers share the information of new approaches, methods, and ideas with their colleagues. The school prides itself on the widespread involvement by staff in working to keep programs current and relevant to the changing times.

Each year the Board approves the SPSA, budgeting funds for staff development supporting student achievement. These activities include analyzing data from standardized tests, aligning standards and department assessments, and the ongoing sharing of instructional techniques and practices.

The governing school board continuously supports SSHS in its goal to provide meaningful instruction for all students. The Single Plan for Students Achievement (SPSA), bond initiatives, additional class offerings, curriculum and ESLRs are reviewed and approved by the governing school board on a yearly basis. Under the guidance of the governing school board, the staff at SSHS has revised the School and Academy structure and with it, new programs that directly support student achievement goals. This revision came as a result of the need to offer programs that reflect the demands of the 21st century. Thus, SSHS has become a sought after school of choice and views this as evidence of a highly successful high school model.

Humane

SSHS established the Troubadour Advisory Program (TAP) for the purpose of creating small groups of students to enhance their connection to school and deliver information pertinent to students for a successful high school experience. Through meeting two days a week, with the same advisor for three years, personal relationships with a small group of students develop while monitoring and guiding students with academic achievements and decision making strategies. As seniors, students move to Troubadour Advanced Planning with the focus being to transition out of school into college/career. Academic Success, Maneuvering through SSHS, School Business & Information, and College & Career are the four curricular strands of TAP. Students additionally receive high school credit for attendance, citizenship and participation.

SSHS continues to study effective practices and hone its skills as a professional learning community also referred to at SSHS as a Smaller Learning Community (SLC). A current focus on Safe and Civil Schools is underway. Research by Dr. Randy Sprick is the primary source of this development.

Santa Susana has established and maintains several avenues of communication and participation between the school and the community. We support communication between the faculty and students, parents, and the community at large through various forms of public and targeted announcements regarding school business and events. We promote and benefit from parent and community support through booster organizations, mentor connections, guest speakers, and community volunteers.

In order to accommodate requests for multiple electives, SSHS has a very unique and flexible bell schedule with a 9 period day. Classes start as early as 6:45am and conclude as late as 5:00pm. Many students are able to participate in a full academic load as well as multiple electives for all four years of their high school career. This also creates a more college like atmosphere on campus.

Summary

With our School and Academy structure, the staff of SSHS is committed to meeting the academic and social needs of our students. This is evidenced by the unique curriculum and instruction techniques that the faculty employs and by the number of staff members that donate their time to supervise clubs and extracurricular events. We believe that the relationships between staff and students are unique and special to SSHS. This belief is directly connected to an overall scholarly, skilled, and humane student.

A1: To what extent does the school have a clearly stated vision or purpose based on its students needs, current educational research and the belief that all students can achieve high levels? To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?

Findings

SSHS is committed to offering a school to career component in our schools and academies. We are very proud of our ROP program that services more than 200 students with opportunities in the Technical Arts, Performing Arts, and Academic Schools. Students at SSHS have ROP opportunities in stage craft, graphic arts, TV studio production, movie production, and graphic publication. We have a very strong relationship with the county ROP program and are expecting to offer even more ROP sections in the next school year in computer programming and repair.

The Schools and Academy Structure is continuously evaluated and when appropriate refined to reflect the school's philosophy and vision. New courses and courses of study have been added and as a result the school have been redefined as Academics, Performing Arts, and Technical Arts.

We communicate our vision of the school to the community.

Evidence

- Regional Occupational Program (ROP) support
- Artists-in-Residence Program
- School Schedule
- Senior Projects
- District Support
- SVUSD School Board Support
- SSHS Mission Statement
- Ten sections of ROP

- Revised School and Academy Structure
- SVUSD School Board approval of SSHS programs
- Department Brochures
- TAP Agendas
- District Curriculum Council Meetings Agendas
- FMMs Agendas
- Staff Development Topics
- Review of current research
- Single Plan for Student Achievement (SPSA)
- Leadership Team Meetings Agendas

- SVUSD School Board approval of SSHS programs
- District Subject Area Meetings Agendas
- District Curriculum Council Meetings Agendas
- School Site Council Meetings Agendas
- Booster Meetings Agendas
- PTSA meetings
- Performing Arts Center Team (PACT) Meetings Agendas
- Principal's State of the School Address
- Focus Group Meetings Agendas
- Newspaper Articles

The faculty and administration have systematically implemented and assessed previous WASC action plan goals. In order to promote the schools vision and ensure a continuing commitment to excellence, the faculty engages in a continual process of reflection and evaluation.

A variety of methods is used to communicate our mission, results of assessments, and specialized programs with the community.

- Newly developed TAP curriculum
- Revised ESLRs
- Revised Mission Statement
- SSHS Action Plan
- Friday Morning Meetings (FMMs) Agendas
- Staff Development Topics
- Focus Group Meetings Agendas
- Department Chair Meetings Agendas
- Conference attendance
- District Subject Area Meetings Agendas
- Review of current research
- Department Meetings Agendas
- www.santsusana.org
- Troubadour Express
- SARC available on website
- School Marquee
- School of Choice Assemblies
- Edline
- Open House
- Back to School Night
- Televised Board Presentations
- Principal's Address
- PTSA
- Boosters
- Performing Arts Center Team (PACT)
- District Translator
- Local newspapers

A2: To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?

Findings

The principal maintains constant contact with District Administration and the governing board to ensure that all site-based decisions are approved and supported by the district. Frequent meetings with central administration and detailed presentations to the governing board keep all necessary parties up to date as the school continues to base all decisions on data analysis, current research and student achievement goals.

The governing board continuously supports SSHS in its goal to provide meaningful instruction for all students. The Single Plan for Students Achievement (SPSA), bond initiatives, additional class offerings, curriculum and ESLRs are reviewed and approved by the governing board on a yearly basis. Under the guidance of the governing board, the staff at SSHS has revised a new School and Academy structure and with it, new programs that directly support student achievement goals. This revision came as a direct result to offer programs that reflect the demands of the 21st century. As a result, SSHS has become a sought after school of choice and views this as evidence of a highly successful high school model.

Evidence

- SPSA Approval
- Bond Initiatives
- New course offerings
- Approval of ESLRs
- Approval of Schools & Academies
- Approval of extended day schedule
- Senior Project
- Artists-in-Residence Program

- SPSA Approval
- FMMs Agendas
- 2007 EduSoft and At-Risk Students
- 2008 Gradebook training
- 2009 EZ Grade Pro and Data Analysis
- 2010 Single Plan for Student Achievement (SPSA)
- 2011 Subject Collaboration

Each year the Board approves the SPSA as a primary source of funding for Senior Projects, a twelfth grade English requirement and activity unique among district and area schools. As a part of the school's goal to provide a relevant education, Senior Projects remain the capstone of each student's four-year course of study at Santa Susana. Senior projects are a four-year cumulative project that focuses on student learning and outcomes within their Schools and Academies, and have become a trademark of SSHS. Panels of teachers, students and community members observe and grade students on a variety of criteria.

The governing board continuously supports SSHS in its goal to provide meaningful instruction for all students by conducting annual reviews of key school policies. The Simi Valley Unified School District is provided with updates at board meetings regarding the progress of Santa Susana High School and information regarding grants and new programs as they are developed. At SVUSD School Board meetings, the members publicly acknowledge support of SSHS programs and the direction the school has taken.

The district provides further support to the school by allowing site leadership to gear professional development opportunities to its needs. Each year the Board approves the SPSA, budgeting monetary funds for staff development supporting student achievement. These activities include analyzing data from standardized tests, aligning standards and department assessments, and the ongoing sharing of instructional techniques and data.

- SSHS SPSAs 2006-2011
- Sample Senior Projects
- Academy Certification requirements

- SVUSD School Board Meetings Agendas
- District Curriculum Council Meetings Agendas
- District Subject Area Meetings Agendas

- Annual SPSA plans
- Annual departmental progress review and goal setting
- FMMs Agendas
- 2007 EduSoft & at-risk training
- 2008 Gradebook Training
- 2009 EZ GradePro and Data Analysis
- 2010 Single Plan for Student Achievement (SPSA)
- 2011 Subject Area Collaboration

A3: To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?
To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Findings

Based on a district initiative to increase the use of data in guiding instruction, SSHS continues to use its FMM schedule to consistently review student data. Our flexible school schedule and FMM schedule are continually supported at the district and board level. The school schedule continues to focus on student needs and diverse course offerings.

Evidence

- FMMs Agendas
- School Bell Schedule
- Course Catalogue

The school administration divides responsibility among the principal and two assistant principals in a way that best supports the school's needs. The three administrators are assigned to and effectively oversee each of the Schools (Academics, Arts, and Technical Arts). In addition, a teacher coordinator is also assigned to each School to guide staff discussions and address School concerns. These coordinators meet with the principal regularly and also attend leadership team meetings.

Administrators meet prior to the opening of the school year to set goals for classroom visitations. This year, the administration attempts to visit each room weekly. A log of these visits is kept in the principal's office and teachers receive feedback regarding the visit. Under the leadership of each new principal, classroom visitations have increased substantially. Teachers and students at Santa Susana have become accustomed to seeing school administrators "drop in" on classes on a regular basis.

Data analysis has become the driving force behind the decision making process at Santa Susana High School. The on-going self-study process includes annual analysis of school-wide data. Data is disaggregated by racial/ethnic groups, gender, socio-economic status, student achievement, students with disabilities and is presented to all staff and the School Site Council (SSC). Departments analyze the data to make decisions regarding classroom intervention, SST recommendations, and necessary curricular and/or instructional modifications.

The School Site Council meets monthly to oversee the annual development and implementation of the SPSA.

Quarterly Leadership Team meetings examine the school's progress towards fulfilling the school's action plan. At each meeting, an update is provided to the leadership team by the staff, and a formal assessment and reports are generated annually and shared with community.

The Troubadour Advisory Program (TAP) is another vehicle created by school leadership to provide valuable information to students.

In an effort to maintain systematic communication and to disseminate pertinent information, the principal or member of the leadership team meets regularly with PTSAs, School Site Council, School Academy Coordinators, parents, Performing Arts Center Team, Performing Arts Boosters, Leadership Team, Classified Staff, Department Chairs, Teaching Staff, and students.

- STAR testing data
- AP testing data
- CAHSEE testing data
- Reading Counts data
- Lexile Inventories
- Stakeholder surveys
- Discipline records
- Attendance records
- FMMs Agendas
- Department Agendas

- SSC Meetings Agendas
- SPSA

- Leadership Team Meetings Minutes and Agendas
- WASC Progress report
- Troubadour Express
- www.santasusana.org

- Revised TAP Curriculum
- 4 TAP Strands (Academic Success, Maneuvering through SSHS, School Business & Information, College & Career)
- TAP Agendas
- Progress Report & Report Card Conferencing (Journey into Grades "Jigging")

- Troubadour Express
- www.santasusana.org
- Marquee
- Automated Phone Call System
- Report Cards & Progress Reports
- EdLine
- Back to School Night
- Open House
- AP Night
- SSC Agendas
- PACT Agendas
- Boosters Agendas

A4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

Findings

The Simi Valley Unified School District places a high priority on hiring only highly qualified teachers. Santa Susana's certificated staff consists of forty-nine teachers, three administrators, three counselors and one certificated librarian. All teachers hold full credentials and are highly qualified (NCLB), one holds a doctorate, twenty-two teachers hold Master's degrees, and the remaining faculty members hold Bachelor's degrees. Forty-eight teachers are "tenured" or hold permanent contracts; two teachers hold "temporary" or "probationary" contracts.

New teachers were selected through a rigorous interview procedure. New teachers are rated under the auspices of the district office to be "highly qualified" as stated in the No Child Left Behind act. Before beginning their assignment, new teachers receive a full day of training provided by the district office and the school site.

New teachers receive initial and ongoing support during first two years through a variety of vehicles.

Evidence

- Certificated Personnel
- Teacher Credentials
- Teacher Degrees
- Relevant professional work experience outside the teaching profession.

- Teacher Credentials
- District hiring guidelines
- LiveScan background check

- BTSA
- Monthly SSHS New Teacher Meetings
- District Sponsored New Teacher Orientation
- School Sponsored New Teacher BBQ/ Orientation
- Department Meetings Agendas
- Administrative and Peer Observations

SSHS faculty enjoy several opportunities for professional development each month. Many faculty members have attended professional development conferences.

- FMMs Agendas
- Two full district sponsored professional days each year
- Formal and informal professional observation and assessment
- SPSA funded curricular planning days
- CA School Library Association
- CA Foreign Language Association
- Teaching American History (TAH) grant fellows
- Critical Thinking Conference
- AP training
- California Council for Social Studies Conference
- John Hollingsworth
- Doug Reeves
- June 2007 Model Schools Conference

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Findings

With a new principal this year, the focus of staff time and development is connected to the research of Dr. Randy Sprick with Safe and Civil Schools. This research serves as the primary discussion for developing our teacher student relationships and development of our RtI plan.

Santa Susana High School attributes much of its success to the constant review of current effective schools research and the implementation of proven school structures, programs and strategies. Ongoing research, coupled with continual data analysis, has become the foundation for the way the school has structured and refines all programs and practices. With professional development a top priority, and limited funds, staff has been provided limited opportunities to attend prominent conferences and seminars and update instructional practices in the classroom. These unique opportunities for extensive professional development have been made possible by grant funds awarded to SSHS by the state and federal governments.

Additional support for new teachers is provided at the district level through the Beginning Teacher Support and Assessment (BTSA) program which includes frequent administrative observation their first semester. School principals provide assessment of their progress. Department chairpersons also aid new teachers with course outlines, sample lesson plans, and introductions to other teachers in the department who teach the same subject.

The California Standards for the Teaching Profession (CTSP) is embedded in the evaluation procedure. Administrative support for all classroom teachers is provided to ensure appropriate and adequate delivery of standards-based curriculum. Teachers are required to review the CSTP yearly and reflect on where they rate themselves according to the rubric's continuum. They then meet with

Evidence

- FMMs Agendas
- Staff Development Agendas

- FMMs Agendas
- Staff Development Agendas
- 2009 US News and World Report's Silver Medal
- Law Academy Grant
- Attendance at various Educational Conferences
- Three Federal Teaching American History Grant Fellowships

- BTSA curriculum, observations, and mentoring
- Formal Evaluations
- Department Chairperson support for new teachers

- CTSP Rubrics
- Arts & Technology Goals Sheet
- Professional Evaluation documents packet
- Administrative observations
- Professional goals

the administrator assigned to them to discuss plans for the year. At SSHS, each teacher completes goals for incorporating technology and the arts in their curriculum, and at least every three years goes through a formal evaluation. Teachers have a choice of evaluation format: if new to the profession, they have an administrative review; otherwise, they may select a partner or administrator review or develop a portfolio.

Departments also develop and modify common assessments based on the data they receive from School City, state, and local assessments. Although not every department has developed a common assessment for each level of every subject, the number of common assessments has risen with improved student results.

To support our goals, teachers use grant resources to attend conferences that provide articulation between high school and college, standards-based learning, a variety of instructional strategies, high school reform, increase knowledge of subject matter, and for visitations to observe other high-performing high schools with similar programs.

With the addition of district supported Edline (online school data reporting and grading software with parent and student access) and School City (data collection and analysis program), Administration and the leadership team are able to review student achievement data and make necessary corrections to instruction or materials. Training on both Edline and School City has been limited, but we are very proud of the number of teachers who have both learned these programs and trained their colleagues.

- Single Plan for Student Achievement (SPSA) database
- CA Department of Ed. School Report Card
- Common Department Assessments

- CA School Library Association
- CA Foreign Language Association
- Teaching American History (TAH) grant fellows
- Critical Thinking Conference
- AP training conferences
- California Council for Social Studies Conference 2006, 2010
- John Hollingsworth at VCOE
- Doug Reeves Conference
- Model Schools Conference 2007

- EdLine
- Single Plan for Student Achievement (SPSA)
- Staff Development Day Agendas
- FMMs Agendas

To update and enhance faculty knowledge and assure a highly qualified staff, a thematic professional development plan has been established by the district. SSHS has the flexibility to design its own professional development plan.

- Marzano's Rigor, Relevance, and Relationships
- Sprisk's Safe and Civil Schools
- Edline
- Single Plan for Student Achievement (SPSA)
- FOL
- PLCs
- Friday Morning Meetings (FMMs) Agendas
- County and district math, reading and language workshops
- CLAD training
- AP training
- Regional and area Specialized School Program (SSP) meetings
- Response to Intervention (RtI)
- Common Core Standards in ELA and Math
- Formal and informal teacher observations
- New teacher meetings
- New teacher BBQ
- Informal discussions
- FMMs Agendas

New teacher welcome/orientation meeting supplements a summer meeting welcoming additions to the SSHS staff and providing information to ensure them a smooth transition. New teachers are provided ample support by administration by administration to insure them a smooth transition to the Santa Susana High School family.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

Findings

The refinement of our Schools and Academies Structure is a priority as faculty continually strives to maintain the highest quality and most effective instructional programs and practices. State and federal grants provide resources for long range planning and professional development.

SSHS continues to seek additional funding through grants and awards, and we have been successful in our efforts.

As a result of our 2003 school bond Santa Susana has begun a series of major facilities construction and modernization projects.

We have multiple parent organizations that are very active and provide monetary and program support. Community and industry professionals offer their expertise to our students.

Evidence

- Single Plan for Student Achievement
- SLC grant's focus on student achievement
- SSP grant's focus on school programs
- ROP courses (Stagecraft, Web Design, Advanced Video Production, Graphic Communications)
- Artists-in-Residence Program
- Smaller Learning Communities Grant (federal)
- Digital High School Grant (state)
- Two Specialized School Program Grants (state)
- Two School-to-Career Grants (county)
- Video Production grant (county)
- Carl Perkins Grant (district)
- Got Milk Video Contest winner
- Glee Give a Note finalist
- Business partnerships
- Community donations
- New Performing Arts Center (PAC)
- New ceilings in classrooms
- New floors in classrooms
- New paint in classrooms
- Renovation and expansion of student restroom facilities
- Modernization of science lab classrooms
- Technology updates in classrooms
- Library modernization
- Administrative Office modernization
- Performing Art Center Team (PACT)
- Performing Arts Boosters
- PTSA
- Mentor And Speaker Connection (MASC)
- Simi Valley Education Foundation
- Guest Speakers
- Volunteer Mock Trial Attorney Coaches
- Artists in Residence Program

CHAPTER 4

B. Standards-based Student Learning: Curriculum Focus Group Report

Scholarly

Santa Susana High School students participate in a rigorous and relevant standards-based academic program. The SSHS community recognizes that employment and higher education in the twenty-first century demand that high school graduates be prepared to think conceptually, solve problems, and communicate concisely, creatively and effectively within a technological framework.

The establishment of TAP for Santa Susana students was driven by extensive research suggesting that advisory programs are vital to the academic and personal success of high school students. TAP serves as a support system that provides personalized academic guidance within the school's structure of Schools and Academies. TAP advisement involves teacher advocates who regularly monitor student academic progress related to graduation requirements and preparation for career and postsecondary education.

Skilled

"Scholarly" at SSHS has become more than a mere motto. It is the concept at the core of our instructional practice. Our faculty has looked to standards-based instruction since the 1997-1998 school year. As the state developed and released standards in the core areas, our faculty, accustomed to standards-based instruction, incorporated those standards into their



instructional program and aligned all curriculums with recommended content standards. We attribute, in part, the dramatic increase in our API scores (>90 points) in the past several years to “standards awareness” of the faculty.

The specialized structure of Santa Susana High School is rooted in a system of Schools and Academies. These smaller learning communities provide students the opportunity to identify with a specific community on campus and help students focus throughout their high school career. Five-year plans are Academy-specific and include an interest-based set of elective courses and most include a school-to-career component.

Humane

TAP advisors follow a curriculum specific to grade-levels and curricular paths. Lessons require students to complete regular self-reviews of academic progress. Quarterly student assignments such as examining report cards provide an opportunity for TAP advisors to address the individual needs of each

student. Positive feedback is given for satisfactory grades, while encouragement and suggestions are given for unsatisfactory performance. No student is overlooked and all academic questions and concerns are confronted sooner rather than later. The TAP Program also lends to the supportive climate of Santa Susana High School. A time for announcements to be broadcast and information to be distributed, TAP is an opportunity for students to receive information pertinent to their academic coursework as well as extracurricular programs and activities.

Summary

A multitude of criteria is used to determine appropriate student placement in SSHS courses: results of standardized test scores such as CAHSEE, CST, CELDT; previous grades; proficiency levels in reading and math; and teacher recommendation. In addition, the Troubadour Advisory Program (TAP) curriculum focuses on providing all students information about available courses and a course of study to meet the needs of each student.

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected school-wide learning results are accomplished.]

Findings

Under direction of the Board of the SVUSD, graduation from a district high school requires that students complete four years of English, three years of math, three years of science (physical, biological, elective), and three years of social studies. In addition, students must complete one year of fine arts or a foreign language, one semester of health and one semester of computer education, two years of physical education, one semester of a practical art to include life skills training, and fifty-five credits in electives for a total of 230 credits. There is a Board-approved list of practical arts classes from which students may choose.

Evidence

- SVUSD School Board Policy
- Course Catalogue
- Student transcripts

SSHS students also take the Troubadour Advisory Program (TAP), a one-credit class, for each of their four years at the school. This requirement is unique among district schools, and, indeed, among most California high schools.

Fifteen Advanced Placement (A.P.) and Honors classes are offered to SSHS students. Santa Susana has been able to broaden its A.P. curriculum to include more classes, and revised publicity and recruitment methods to ensure A.P. availability to all students. A.P. courses form the backbone of the SSHS Academy of Accelerated Academics. These classes offer students the opportunity to engage in a highly rigorous academic program. Over 200 students enrolled in A.P. classes in 2011-2012.

Santa Susana also offers upper-class students four sections of Regional Occupational Program (ROP) courses (four onsite, twenty four off-site). Our ROP classes are in the areas of Graphic Communications, Stagecraft Technology, Web-Site Design, and Advanced Video Production. ROP enrollment grows each year, with 108 students currently participating. As a result, the county Regional Occupational Program has offered to fund additional ROP programs on the SSHS campus. Real-world internships are offered to several dozen seniors through ROP and WEE classes. By Board policy, each senior must enroll in at least fifty credits during the year.

Fourteen months after graduating, the Class of 2010 was surveyed in August 2011: Approximately ninety percent (90%) of our 2011 graduates have continued at an institution of higher education. Ten percent (10%) attend a technical, arts or vocational school (6%) and the remainder are employed or in the military.

- Troubadour Advisory Program (TAP)
- TAP Agendas and Curriculum
- Student transcripts

- Course offerings and enrollment in Advanced Placement & Honors courses
- Course Catalogue
- Department Brochures

- Course Catalogue
- ROP course listings and curriculum

- Graduate Surveys

In order to increase the numbers of students mastering higher levels of math (AP Statistics and AP Calculus, for example), more eighth graders in the SVUSD are placed in Algebra I before entering high school. The faculty at SSHS has been extensively in-serviced on the CAHSEE during our Friday Morning Meetings (FMMs), department meetings, and staff development days. Teachers in math and ELA (and other disciplines) are very familiar with the requirements of the exam. The first-time pass rate of SSHS 2011 students shows abundant evidence of our teachers' commitment to standards-based education: ninety-six percent (96%) in ELA and ninety-six percent (96%) in math. We have the highest overall pass-rate in our district and are among the highest in Ventura County.

Coordination among high school and middle school faculty occurs in all curricular subject areas through regularly scheduled subject area committee meetings throughout the year. Curriculum, textbook and supplemental material selection is done through these meetings as well. Student performance (grade reports and test scores) is usually studied by the committees as text and supplemental materials are recommended. The district's Curriculum Council, grades 7–12, reviews and approves all new and revised courses for submittal to the Board. Representatives from each secondary school form the membership of the committees. A March 2011 staff development day allowed departments from all district high schools and middle schools to meet and discuss curricular issues.

All seniors make formal presentations of their projects on a designated Senior Project day to a panel of faculty, community members, and at least one eleventh-grade student. The Senior Project is organized through the Troubadour Advisory Program (TAP) and the Senior ELA classes and comprises ten percent (10%) of the second semester grade in English.

- Department Meetings Agendas
- Data Team Meetings Agendas
- Staff Development Agendas
- CAHSEE Results
- Lesson plans aligned with standards
- Master Schedule
- Subject Area Committee Meetings Agendas
- FMMs Agendas

- Common department assessments
- Curriculum Council Agendas
- Subject Area Committee Agendas and Meetings
- Department Meetings Agendas
- Specialized focus areas (Schools & Academies)

- Senior Project Presentations
- Senior Project Portfolios
- Senior Papers
- Senior Project
- School & Academy Certifications
- Registration Forms
- Troubadour Advisory Program (TAP) Agendas and Curriculum
- Course Catalogue

Faculty members serve as the chief developers of curriculum with state and district standards providing the framework. All Santa Susana teachers use standards in the development of units of study and in their lesson design. What is taught in classrooms on a daily basis directly correlates to established standards. A variety of instructional strategies allow students to demonstrate their knowledge and to explore concepts in depth.

Special Education students (RSP and SDC) are enrolled in mainstream classes unless otherwise indicated by the IEP process. Severely Handicapped (SH) students attend regular classes as part of their day and are accompanied by a peer tutor. A strong special education faculty communicates regularly with counselors and other SSHS teachers to ensure that a full academic program is provided to all students.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career?

Findings

All Santa Susana High School students have equal access to programs. This goal is reached through a mutual effort by administration, counselors and TAP Advisors to ensure that every student receives a relevant curriculum. During TAP sessions, students receive assistance monitoring grades, five-year high school plans, and graduation certification requirements, and are provided information essential to postsecondary education.

- Course Syllabi
- Research projects
- Community internships
- Portfolios
- Inter-departmental articulation
- Internet research and lessons
- Computer-based instruction
- Community service
- Group-work
- Student-student instruction
- Performance-based instruction
- Integration of arts and technology in all disciplines
- Individual Education Plans (IEPs)
- IEP Reviews/Evaluations
- Teacher Conferences
- Curriculum for special needs students

- Troubadour Advisory Program (TAP) Agendas
- TAP Grade Specific Curriculum
- TAP Activities
- JIGing (Journey into Grades)
- Graduation Certification requirements
- Five-year plans
- Student schedules
- CLAD certified staff

All students are presented at least twice yearly with their personalized five-year course of study to review and analyze progress made and necessary next steps. Incoming ninth grade students and parents meet with the counselors to create an appropriate schedule that aligns with academic, personal and career goals. Early in the ninth grade year students then work with TAP advisors to solidify their Academy-specific five-year plan. Counselors work with the Troubadour Advisory Program Coordinator to synchronize TAP class topics and activities with the yearly registration process. By educating students about how to succeed in high school via multiple strategies, it is Santa Susana's expectation that no student will fall through the cracks.

Students are required to declare an Academy choice during the first semester of the ninth grade year and are then guided along an academic and career-based pathway until graduation. Additional incentive to exceed the minimum requirements for graduation is provided through "Certification" opportunities in each emphasis area. Students strive to earn a Certificate of Recognition, Honors, or High Honors in an Academy in addition to a diploma upon graduation. Requirements for certification are rigorous and require students to extend themselves beyond the average expectations. Faculty corroboratively created certification requirements for each Academy emphasis area with the school's norm of high expectations in mind.

A nine-period, extended-day flexible schedule allows SSHS students additional access to the school's entire program. This unique school day accommodates the personal and academic needs of students as well as the preferences and needs of Santa Susana faculty.

- New student interview process includes pre-planning for high school
- Personalized counseling services
- TAP Grade Specific Curriculum
- TAP Agendas
- TAP advisor-student conferencing
- Five-year plans

- Academy Brochures & Certification Requirements
- Schools & Academies Poster
- TAP Agendas
- Registration Orientation
- Five-year plans

- Flexible Schedule (Extended nine-period day) allows great access to courses
- More than 200 students choose to participate in extended day offerings
- Student Schedules

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Findings

Santa Susana High School is committed to ensuring not only that all students meet district graduation requirements, but that they also meet the "a-g" requirements for UC/CSU admission. To accomplish this end, Santa Susana works with students throughout their high school career in a variety of ways. In addition to the counselors, TAP advisory teachers oversee students' academic progress by reviewing progress reports, report cards, four year plans, "a-g" requirements, transcripts, and Academy certification individually with each student on a scheduled, regular basis.

Counselors also regularly review student progress on an individual basis with all junior and senior students. During this process parents are provided information regarding students' standing regarding grades, credits and graduation.

In an effort to raise expectations and give students the opportunity to meet the "a-g" requirements, SSHS only offers Algebra I or higher to all new ninth grade students. It is the school's expectation that this process will phase out the possibility for students to achieve at a minimal level. During the second semester, student tutors are available in Algebra I classes. CSF tutors are also available after school, offering tutoring services in many subjects.

Santa Susana special education students are offered a full range of courses and have equal access to core academics. All special education teachers follow the same local and state guidelines and standards when teaching core subjects. Special education teachers collaborate with general education teachers concerning curriculum by attending subject area department meetings. IEP goals and objectives are aligned with state standards in math and ELA. Special education aides provide further reinforcement. Teachers communicate and monitor the progress of special education students in general education classes by conferring with other teachers and parents

Evidence

- TAP Agendas, Activities and Grade-Specific Curriculum
- School & Academy posters
- ESLRs posted in classrooms
- "a-g" requirements
- Student TAP files
- JIGing (Journey into Grades)
- Student transcripts
- Academy Certification requirements

- Counselor presentations and discussions with classes
- Individual student meetings with counselors
- Credit deficiency letters
- Graduation Rate
- Course Catalogue
- Student Tutoring Program in Algebra
- "a-g" requirements
- Master Schedule
- CSF tutoring schedule

- Individual Education Plans (IEPs)
- IEP Reviews/Evaluations
- Teacher Conferences
- Curriculum for special needs students
- Emails to parents
- FMMs Agendas
- Peer tutors

through email, student/teacher conferences, FMMs, and written report cards. IEP modifications and accommodations in general education classes are given to teachers in writing following a review of the current IEP. Fifty-five percent (55%) of special education students are mainstreamed in four or more classes. Eighty-two percent (82%) of special education tenth graders passed the math section and seventy-nine percent (79%) passed the ELA section of the CAHSEE on the first attempt. Twelve severely handicapped (SH) students are fully included in elective classes with needed support. Peer tutors are assigned to each student to support inclusion. Seven aides provide additional assistance to SH students. A credentialed school nurse and/or a full-time health clerk issue medication to and supervise health issues of all students who need assistance.

Graduation rates and CAHSEE pass rates reflect the success of Santa Susana students in completing a full high school program. As of spring of 2011 the class of 2013 boasts ninety-six percent (96%) of our students have passed the math CAHSEE and ninety-six percent (96%) of our students have passed the ELA CAHSEE. Opportunities to make up credits for those who have fallen behind are offered by Adult Education, summer school and, in unique cases, the local community college, and online classes.

TAP advisors and counselors work with each ninth grade student to develop a five-year plan that is specialized to personal goals and interests. This personalized process is monitored by TAP advisors on a regular basis to ensure that students stay on track and successfully complete the graduation requirements. Teachers and counselors also emphasize the importance for all students to complete the UC/CSU "a-g" requirements as well. Specialized TAP lessons and activities include topics such as: self-analysis of progress reports and report cards; graduation requirements v. "a-g" requirements; STAR scores; post-secondary opportunities; one-on-one conferencing with advisors; goal-setting; learning styles; and self-improvement.

- Graduation statistics
- CAHSEE results
- CAHSEE remediation
- Adult Ed enrollment
- Summer school enrollment
- Community college enrollment
- Online classes enrollment

- 9-period, extended-day flexible schedule
- Specialized course of study for each emphasis area
- Five-year plan
- TAP Agendas
- TAP Activities
- "a-g" requirement poster

Areas of Strength

- Accessibility of curriculum by all students is supported by the school's unique structure of Smaller Learning Communities (SLC), a School & Academy structure, and an extended-day flexible schedule.
- Weekly faculty meetings (FMMs) allow time for collaboration and curricular modification and improvements.
- A move from the traditional four year course of study to a five-year plan places an increased emphasis on post high school success.
- High expectations for all students are reflected in the Certification opportunities that exceed requirements for graduation, and a push for all students to complete the "a-g" requirements.
- The Troubadour Advisory Program (TAP) provides all students with an adult advocate to provide personal and academic guidance.

Key Issues

- Increased tutoring opportunities are needed to assist struggling and lower performing students in core subjects other than math.
- Staff should continue to monitor and evaluate the effectiveness of all school programs.

CHAPTER 4

C. Standards based Student Learning: Instruction Focus Group Report

Scholarly

Santa Susana leadership and faculty hold firmly to the philosophy that instruction must be guided by the analysis of student work and achievement data. In an effort by school leadership to infuse the most recent instructional research into the classrooms of Santa Susana High School, teachers continuously seek out and share best practices and are provided opportunities to expand upon their instructional knowledge through workshops and conferences.

Santa Susana expects that all students will participate in a rigorous curriculum and achieve in an environment of high expectations. With the arrival of new students in their ninth grade year, emphasis is immediately placed on preparing them for the challenging learning experiences they will encounter throughout their high school education. In recognition of recent research showing the importance of middle to high school transition strategies and programs, Santa Susana High School uses a variety of methods to welcome ninth grade students in a unique way that equips them for the challenges of the high school's instructional program.

To ensure that all students are involved in challenging learning experiences, teachers must consistently review the strengths and weaknesses of each individual student and class in creating the focus for lessons and activities. To this end, all departments focus on data analysis in order to make informed



decisions regarding instructional practices.

Skilled

Santa Susana teachers use a wide range of instructional strategies and techniques in order to provide all students with the opportunity to learn the standards. Skills introduced in 9th grade are integrated and expanded upon in subsequent years, culminating in a skill set that is demonstrated in the senior research paper, senior project, senior presentation, and senior portfolio.

Different and multiple learning experiences are important to guide students to explore concepts in-depth and demonstrate their understanding. Under Board policy, up to two hours total of homework can and should be given to high school students each night. The intent of homework is generally to practice and reinforce concepts or to provide students with time for creative exploration of the subject.

Humane

The Troubadour Advisory Program (TAP) is the home base through which all students receive information and support regarding their academic program and guidance to successfully manage the

rigor of their courses. Through communication with peers sharing similar interests, and with the TAP Advisor, students receive support to assist them with the challenges experienced in all of their academic courses. The input and information gathered through the TAP classes is then shared among faculty and is used to improve instruction school-wide.

In addition to TAP, the structure of our school day is a powerful contribution to student learning. Our nine periods are complemented by a non-traditional daily schedule that offers two-hour block schedules two days a week, TAP two days a week, and an hour of faculty collaboration time in each of our Friday Morning Meetings (FMMs). Many teachers provide additional tutoring and instruction during lunch and after school. Extended instructional time for students and time to analyze data and modify instructional strategies has led to improved learning experiences for all students.

Summary

Santa Susana High School community proudly applauds the commitment to the implementation of best instructional practices by the faculty as evidenced by the overwhelming achievement of our students. Pleased with the progress made over the last few years, we are reaffirming our endeavors to create Scholarly, Skilled, and Humane Students.

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Findings

The increased emphasis on school-wide data analysis has led Santa Susana High School to a significant increase in student achievement scores

In alignment with the school's informal motto, "Scholarly, Skilled, and Humane Students," the faculty has implemented a consistent process of data analysis. The faculty formed data teams, mainly by department, who meet regularly to set goals, collect data, analyze data, and use data to guide instructional practices and student learning.

Evidence

- API, AYP 2006-2011
- CAHSEE 2006-2011
- CST records 2006-2011
- AP scores 2006-2011
- Department Meetings Agendas
- Edline
- Single Plan for Student Achievement (SPSA)
- Single Plan for Student Achievement (SPSA) department goals
- FOL Action Plan

Informed by the student work and achievement data, core curriculum teachers design lessons to engage a wide variety of learning styles and capabilities. With the content standards at the essence of what is taught, teachers use an array of instructional strategies that allow students to demonstrate their knowledge and to explore concepts in depth.

All core subject departments embrace state content standards as a guide for the design and refinement of instruction. Sequencing and pacing of curriculum have been aligned with state content standards.

Departments meet several times a year during the FMM to review and revise instructional plans and practices.

The English department has developed a program that exceeds the state content standards. Standards are written as a continuum of skill for students in grades nine through twelve and include outcome, or performance, standards. SSHS student performance on the California Content Standards Test (CST) in English has improved dramatically in the last six years across all tested grade levels. Between 2006 and 2011 the proficient/advanced pass rate increased by approximately 20% for all test takers.

The Math Department has begun a process, using release time, to align the new adopted math text to the state standards, the STAR exam and the CAHSEE test. This includes establishing a pacing guide for Algebra 1 and Geometry, developing common assessments that include benchmarks, and sharing best practices between veteran and newer teachers. The Math Department is now also offering Statistics and AP Statistics which provides students an alternative to the traditional path for higher math that is equally accepted by the UC / CSU entrance requirements.

- Research projects
- Community internships
- Portfolios
- Inter-departmental articulation
- Internet research and lessons
- Computer-based instruction
- Community service
- Group-work
- Student-student instruction
- Performance-based instruction
- Integration of arts and technology in all disciplines
- Course Syllabi
- Standards based common assessments
- Lesson Plans
- Research based strategies
- FMMs Schedule
- Department Meetings Agendas
- SPSA departmental goals
- Vertical Teams
- Data analysis of testing reports
- FMMs Agendas
- Language Arts CST results 2006-2011
- Department Meetings Agendas
- SPSA departmental goals

- Department Meetings Agendas
- Release Time
- SPSA departmental goals
- Math CST results 2006-2011

Between 2006 and 2011 the proficient/advanced pass rate increased by approximately 10% among all test takers.

Social studies has adopted department-wide end-of-course exams. Standards-based instruction is prevalent in those disciplines as well. Instructional strategies are discussed within departments at FMMs. CST scores have consistently improved recently—particularly in U.S. History. The social studies faculty critically analyzes student learning based on the CSTs and student work and, with administrative assistance, writes lesson plans based on assessments of student performance and information gathered by department data analysis. Between 2006 and 2011 the proficient/advanced pass rate increased by approximately 12% among all test takers.

In addition to laboratory based experiments for assessment, the science department has adopted department-wide end-of-course exams. Standards based instruction is prevalent in all areas of science curriculum. Instructional strategies are discussed within the department along with collaboration for use of laboratory space and equipment. Between 2006 and 2011 the proficient/advanced pass rate increased by approximately 22% among all test takers.

The physical education department utilizes state standards to develop skills and techniques in individual and team sports. As well, the standards are used to teach information and perform activities regarding exercise and nutrition to develop healthy lifestyles that can be maintained throughout life. Students are challenged to assess levels of fitness and health by interpreting measurements with blood pressure, body mass index, body composition percentages, height and weight, aerobic conditioning and nutritional components concerning the number of calories and percentage of carbohydrates, fats, and proteins in a diet. Physical activity and movement are the primary focus of the department, however, student also learn the principles of fitness, the skills of sport, and the knowledge of nutrition by actively listening to PowerPoint lectures, take home nutritional data collecting and analysis assignments and the recording of fitness logs and maintenance of weekly or monthly diaries

The Special Education Department continues standards-based instruction in all academic areas. Instructional

- History CST results 2006-2011
- Department Meetings Agendas
- SPSA departmental goals
- FMMs Agendas

- Science CST results 2006-2011
- Department Meetings Agendas
- SPSA departmental goals
- Labs conducted during block period

- Department Meetings Agendas
- SPSA departmental goals
- Interpretation of fitness and health measurements
- Governor's Fitness Challenge

- Department Meetings Agendas
- IEPs

strategies and classroom management are discussed at Department Meetings and informally at lunch. Triennials and IEP management are also discussed at Department meetings as well as with the Vice Principal and School Psychologist. Collaboration occurs on a continual basis to support organizational issues involving scheduling IEP meetings and triennial meetings. The district also provides time to collaborate with peers from other schools each year as well as training for various programs, such as new web based IEP program, transition plans, and behavior plans.

California has recently adopted state standards for World Languages. The World Languages Department at SSHS has aligned its curriculum to these standards. There are three teachers in the department, one French teacher and two Spanish teachers.

All members in the World Languages Department work closely together to share ideas and effective teaching strategies. The department meets once a month for collaboration and often after school throughout the school year. Both Spanish teachers use common assessments to compare and evaluate assessment results throughout the school year. Students are encouraged to develop self-confidence and discipline in the use of the target language. Students speak in the target language daily on an individual basis and group settings. All lessons and assignments develop students' abilities to listen, read, speak and write in the target language as well as cultural understanding.

The performing arts (PA) department is a combination of Dance, Instrumental Music, Theatre, and Vocal Music. With a strong emphasis on state standards the PA department focuses students towards a complete education in their focus area. Within each discipline a strong emphasis is placed on technique, performance, and evaluation. Students are given

the ability to assess their own work, and the work of others, to strengthen their own skills in an environment of mutual respect. Each class works towards a performance goal for each semester. Working with the SSHS stage craft program, PA students are able to put on high quality performances in our Black Box, Multi-Use Room, and Performing Arts Center. (Opened in 2011). All of the PA classes are audition based. Every PA student is required to do a concert critique of an outside performance, per semester, along with various other projects and solo opportunities. Students are required

- Triennials
- Behavior Plans
- Transition Plans
- District-wide Meetings Agendas

- Department Meetings Minutes
- SPSA department goals
- Common Assessment

- Department Meeting Agendas
- SPSA Department Goals
- FMM Agendas
- Weekly Performing Arts Meetings

to use technologies in various ways including research, video reflections, presentations and promotion. The PA students perform at a very high level, consistently bringing home awards of Superior and Excellent from local and national competitions. Many groups also attend non-competitive festivals which give feedback from professional adjudicators as well as allow students to assess the performances of their peers. The PA students have a strong presence in the community of Simi Valley and the San Fernando Valley, performing for schools, community groups and local organizations. Students have the ability to certify in one, or more, of the performing arts focus areas. They must complete a course of study and meet certain requirements to show their achievement level. PA teachers meet weekly to discuss upcoming events, teaching strategies and department goals.

The Visual Arts department has always utilized standards-based instruction. Instructional strategies are continuously discussed and improved in department meetings. Student achievement and recognition continues to grow, and with this comes increased enrollment and the demand for new and more advanced course offerings. As a result, we have added another visual arts teacher to our staff and additional upper level art courses such as Digital Photography, and Advanced Drawing and Painting. Any student that follows a four-year based path, will then qualify to earn an Academy Certificate.

The Visual Arts department analyzes student learning and achievement based on the State Standards for Visual Arts, the CST's and data from the College Board Advanced Placement results, as well as through scoring, and written critiques in various yearbook competitions. The College Board Advanced Placement Studio Art 2D course through Digital Photography are one of the top programs in the nation as is our Yearbook program. In the past five years we've had a perfect College Board pass record since 2007 where 140 out of 140 students (and in the past seven years, 201 out of 203) have passed the College Board portfolio review and received college credit. Santa Susana High School's yearbook class (2009-2010) was ranked #1 out of 422 yearbooks nationwide by the American Scholastic Press Association National Yearbook competition and received an award for Most Outstanding High School Yearbook and #1 out of 75 schools in our category for 2010-2011.

- Added teacher
- AP Test Scores
- SPSA Department Goals
- #1 Yearbook in the Nation
- Top AP Studio Art (Digital Photo) program in the Nation (College Board pass record of 100% for the last five years)
- Growing program

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them to succeed at higher levels?

The faculty has adopted a nine-period day that allows great flexibility for students to be challenged by their personal interests (e.g., performing arts, technology) while maintaining the integrity of their academic programs. Period one begins at 6:55 a.m. and period nine concludes at 5:05 p.m.

The Library is open until 4:30 daily, providing more resources to students, including access to computers.

Teachers view standards as a reason to vary instruction to address multiple student learning styles. Visitors consistently note that SSHS teachers involve students in unconventional learning situations. Our two-day a week block schedule provides teachers with the time to implement innovative, yet pedagogically sound, instructional strategies using a combination of collaborative and individual activities.

Troubadour Express (published bi-weekly) provides parents with a link to school information.

The infusion of technology in classrooms including networking, student and teacher computers in the classrooms, presentation equipment, e-mail, on-line grading and on-line and real-time attendance has dramatically increased the breadth and depth of the use of technology in the classroom for instructional and administrative purposes.

- Master Schedule
- ROP afternoon work placements
- Internships
- Library Schedule
- International Week
- Digital Yearbook design & Publication
- Social Studies Simulations
- Debates
- Group and Individual projects
- SRI (Scholastic Reading Inventory)
- Collaborative science labs
- "real world" projects for graphic design students
- U.S. Cyber Security Challenge and regional web design competitions
- Internships in web-design
- Annual film festival
- Stagecraft internships
- Mock Trial
- Troubadour Express
- LCD projectors in classrooms
- Smart Boards in a growing number of classrooms
- Interwrite Tablets
- Upgraded teacher computer terminals
- Electronic student response systems
- Newly updated computer labs
- Law Academy Laptop Cart
- DVD players
- Student Computers in all English classrooms
- Elmo document cameras
- iPads

The use of technology at Santa Susana is embedded in both classroom (instruction and record keeping) and administrative use. Teachers are required, as part of their professional assessment, to use technology in their instruction. Observation and discussion indicate that 100% of SSHS teachers include technology in their lessons.

The school library provides additional resources that actively engage students in the learning process. The library remains open from 7:30 a.m. through 4:30pm. In addition, the district, through the SSC, invests each year in the SSHS "Library Without Walls" for research and homework help. The "Library Without Walls" also provides access to multiple commercial databases that are available to all students and their families, at home, or anywhere that has an Internet connection.

All freshmen participate in a library orientation to learn how to use library resources effectively and how to access and navigate the "Library Without Walls" program. Information literacy is further taught to sophomore honors English students, through instruction in skills such as how to research effectively on the Internet and how to evaluate web-sites. All seniors go through a Library Research seminar by the librarian through their English courses.

In an effort to provide relevance to the curriculum, the staff at Santa Susana is continuing their effort to expand the existing school-to-career components in each academy. Through the Academy structure and especially in the ROP capstone courses, SSHS provides students with relevant real-life experiences that challenge them to use what they have learned in school beyond the four walls of the classroom.

- Scholastic Reading Inventory (SRI)
- PowerPoint Lectures
- Smartboard note taking and screenshots
- Use of Personal Response System (PRS) devices in math classes
- Online demonstrations
- Library Without Walls
- Student presentations
- Student Research
- Senior Projects
- Edline
- APEX CAHSEE tutoring
- School website

- Library Schedule
- "Library Without Walls" databases
- Library web page

- "Library Without Walls" databases
- Library Orientation Curriculum
- Library Instructional Schedule
- Instructional PowerPoint

- Creating websites for local businesses
- Designing logos and business cards
- Working in various capacities with entertainment related industries
- Mock Trial
- Senior Projects linked to academy coursework
- Stagecraft ROP management of the PAC
- Academy Certifications

Areas of Strength

- The emphasis the staff has placed on data analysis
- The Troubadour Advisory Program (TAP) as a source of academic and personal support to all students
- A school schedule that includes the allocation of time for articulation - FMMs
- The inclusion of a School-to-Career component in some Academies (ROP expansion)
- Senior Project (expanded from 6 years ago)
- The pursuit of outside funding (grants) to support curriculum and instruction (Law grant)
- The Library Without Walls program

Key Issues

- SSHS must continue to concentrate on 9th grade transition (9th Grade CP, 9th Grade Orientation, English, Big Brother/Sister) to further ensure success in high school
- Continue to refine the TAP curriculum
- There is a need for additional inter-department articulation and collaboration (Vertical & Horizontal Teaming)
- Continue to integrate technology in the class for instructional and student support
- Add a School-to-Career & College components to each academy
- Develop department-wide course exams for all courses in all core academic areas
- Teachers need more Professional Development

CHAPTER 4

D. Standards Based Student Learning: Assessment and Accountability

Scholarly

Santa Susana High School has a formalized process of data analysis that guides instruction; faculty members believe that assessment data is a key element in the day-to-day instructional decision-making that ultimately leads to increased scholarly, skilled and humane students.

During the annual August staff development day, the entire faculty reviews the school-wide results of the STAR, CAHSEE and A.P. tests for each area assessed. With the implementation of Edusoft (2007) and School City (2009), immediate access of individual and group STAR results is available to teachers for students in each class they taught the previous spring; and additionally, available is data for incoming students. Thus they are then able to evaluate and develop lesson plans/instructional goals with actual performance data in mind.

Continuing throughout the school year, faculty meets during weekly one-hour Friday Morning Meetings (FMMs). Each of the four monthly FMMs is designated as follows: a general meeting, a department chairpersons' meeting/collaboration time, a department meeting, and a staff professional development meeting. Analysis of data, targets for student achievement and instructional improvement are typical topics of those meetings.



Skilled

SSHS has a formalized and routine process for reporting student performance data to all stakeholders. Multiple methods of reporting provide a consistent update of assessment results to students, staff, parents, district personnel and community members.

Progress reports (distributed at five and fifteen weeks each semester) and report cards (mailed at the end of a quarter and semester) reflect academic progress as well as social, emotional and physical development. The comprehensive format includes grades in citizenship and effort, as well as a section allowing teachers to convey comments specific to each student. Teacher comments communicate valuable information to parents about habits, social interaction, attendance patterns, participation, cooperation, and involvement in the learning process. In addition to report cards, parents receive results of the STAR, CAHSEE, PSAT, SAT tests as well as frequent communication from teachers via e-mail regarding grade reports. With over sixty percent of the staff implementing Edline, students and parents have access 24/7 to information about participating classes.

Humane

The Troubadour Advisory Program (TAP) is another vehicle created by school leadership to provide valuable information to students and staff. To further educate the students about their progress towards graduation, transcripts and "a-g" requirements are analyzed in TAP classes. The TAP advisor talks in groups and individually with students about what they need to accomplish to achieve their postsecondary goals. In Senior TAP, teachers review progress on and towards grades, college application, graduation requirements, certifications, and senior projects 40 minutes per week. This curriculum is provided to teachers by the administration and is collaboratively developed.

To accurately assess what students should know and be able to do in all curricular areas; teachers

incorporate a variety of assessments that accommodate the three basic modes of learning (visual, auditory and kinesthetic). The use of Venn diagrams, flow charts and other graphic tools ; oral exams, creative documentaries, debate, listening/responding exercises, instrumental and vocal performances, and drill questions; and performing in plays, skits, and dance performances, directing drama productions/ class skits, building projects and sets, using lighting, video, and sound systems and using computers to complete class assignments and assessments are seen throughout the school to address students modality strengths and weaknesses

Students work independently and within groups. to take tests, create posters; give oral reports; take tests orally; take lab practicum exams and write up lab reports; create artwork; write plays/ scenes /poetry and present to their classmates; to show their skills in given areas. Students / classes have written plays that have been performed throughout the state. Technology is used for research projects (Library without Walls) to demonstrate student's creative talents and help students produce professional quality work. Other assessments include real-life, performance -based tasks.

Summary

The Focus on Learning (FOL) process has provided all stakeholders the opportunity to take part in the assessment process. Representatives from the community and the district, through monthly FOL meetings, have provided input into the school's plan to maximize learning through student assessment. With the help of teachers, students, parents, district personnel, and community members, SSHS faculty has been able to refine its assessment practices along the way and identify areas in which to focus.

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Findings

Progress Reports and Report Cards are reviewed every five weeks in the Troubadour Advisory Program (TAP) when all students meet one-on-one with their TAP advisor to analyze progress.

The School Accountability Report Card (SARC) is available to parents in paper and electronic forms, as is the state API information.

THE WASC Report is posted on the school website to report progress to the public. Further SSHS posts API information on the school marquee.

An assistant principal and booster member (parent) publish the monthly newsletter, Troubadour Express, which is electronically transmitted to parents, posted at www.santasusana.org and available in the main office.

Assessment information, in addition to IEP and ELL program information, is available for translation in Spanish.

Weekly in TAP, students view announcements via student produced KSSKS News. Parents and community access this broadcast through the school's website.

Previous principal hosted a monthly coffee for parents and members of the community. In 2011, Santa Susana's new principal hosted its first State of the School address. Both vehicles communicate the programs and progress of SSHS including local, state and national achievements.

Teachers use Classroom Management Plans to communicate to all students and parents what is expected to produce proficient or advanced work.

Evidence

- Progress Reports
- Report Cards
- TAP Agendas
- Journey Into Grades ("JIGing")

- SARC
- www.santasusana.org

- www.santasusana.org
- Parent email database
- SSHS marquee

- Request Troubadour Express Form
- Parent email database
- www.santasusana.org

- Spanish versions of documents

- TAP Agendas
- www.santasusana.org

- Agendas
- SSHS Marquee
- www.santasusana.org

- Classroom Management Plans (Students and Parent) signed forms

Santa Susana staff attends workshops and conferences to keep abreast of current research and increase their knowledge about assessment and how to integrate effective practices into daily instruction.

Regular e-mail communication and use of various websites provide parents with daily/weekly updates on assignments and student progress. Many parents use the internet to apprise the teachers about concerns and requests. The teachers check their e-mail daily and can therefore, issue an immediate response to the parents.

D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Findings

A wide variety of assessments are embedded in daily instruction to accommodate various modes of learning, demonstrate effective communication, and stimulate powerful thinking to ensure achievement.

Evidence

- Department-wide Standards based exams in English, Science, Social Studies and Mathematics
- SRI Lexile Inventory
- SRC/EBS Tests
- Class syllabus
- CST
- PSAT
- SAT
- ACT
- ASVAB
- AP Tests
- Teacher-made rubrics
- District rubrics
- Six Traits of Writing rubrics

Departments (home groups) and individual teachers have developed rubrics for projects and writing assignments. Students have many opportunities to evaluate and reflect on their own work. Students learn to analyze their own essays.

Instrumental and vocal music students write and perform original compositions and consult with the instrumental music teacher and fellow students to analyze the quality of the work. Dance peers assess student's performances without the influence of teachers.

- District and on-site training for Edusoft (2008), EZGrade Pro (2009), School City (2010) and Edline (2010).

- Teacher websites
- www.yourhomework.com
- www.edline.net

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?

Findings

The school district and community are involved in academic assessment on a variety of levels. The textbook adoption process provides uniform curriculum for most subjects and includes a standards-based assessment program. District-wide assessments are created from the textbook materials, or, where necessary, are uniformly and collaboratively designed to align with the content standards.

The 2011 district-wide staff development day provided an opportunity for all high school teachers to come together in their grade levels as departmental colleagues to ensure that coursework and assessments were in line with the district curriculum. This collaborative work provided a valuable opportunity that opened up dialogue between schools that has remained continual.

The district Curriculum Council meets twice yearly and Subject Area Committees meet quarterly to discuss subject-specific curriculum and assessments, to approve new courses, and to maintain a consistent process for assessing student performance district-wide.

The Ventura County Superintendent of Schools Office provides professional development opportunities for both principals and teachers. Teachers can now attend sessions with the same speakers and learn from the experts that were once only within reach of school administration.

Evidence

- New textbooks for Computer Applications, Environmental Science-AP, Science and Mathematics
- District Agenda
- Curriculum Council Agendas
- Subject Area Committees Agendas

- Staff Development Day Agendas

- Curriculum Council Agendas
- Subject Area Committees Agendas

- www.voce.org

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Findings

Santa Susana High School regards assessment as an integral part of the total educational process and culture of the school. Assessment results are used to monitor individual student progress, evaluate and revise the school-wide plan, modify teaching techniques, design curriculum, establish goals and objectives and allocate resources and funds.

New ESLRs –Scholarly, Skilled, and Humane Students

SSHS maintains an on-going, comprehensive and continually updated assessment plan that measures student achievement as directly related to California content standards.

Several teachers (home groups) use specialized ScanTron forms to generate test analysis data on the types / number of questions achieved and missed on a test to pinpoint specific areas of strength and weakness in student.

At SSHS the allocation of resources, both monetary and other, must be directly related (in all school plans) to student achievement as defined by the academic standards and the Expected School-wide Learning Results.

Teachers routinely establish goals using student assessment data to drive and improve instructional practices.

Evidence

- SPSA
- Department Meetings Agendas
- FMMs Agendas

- Classroom posters

- Content standards for English, social studies, math and science.

- English Department
- History Department
- Science Department

- SPSA
- Department Meetings Agendas
- FMMs Agendas
- School Site Council Agendas

- Individual Professional Goals
- Administrative Observations
- Administrative Conferences

Areas of Strength

- SSHS has multiple regular and formal processes for communicating student performance data and expectations to parents and other community stakeholders.
- The staff strongly commits to solving problems and taking the initiative to improve student achievement.
- The staff continually builds on past experience and ongoing current research.
- SSHS offers standards-based curriculum and instruction to students.
- The staff has developed a meeting schedule that allows them the opportunity to focus regularly on data analysis and its relationship to teaching and learning (FMMs).

Areas of Growth

- Develop uniform resources for parents and students to access grades and assignments.
- Continue and expand professional development for School City and Edline.
- Faculty and staff should continue use data analysis as a way to continually improve teaching and learning.
- Continue to refine and/or develop intervention programs that support classroom instruction for students who are at-risk.

CHAPTER 4

E. School Culture and Support for Student Personal and Academic Growth Focus Group Report

Scholarly

Students find a second home at Santa Susana High School. The personal decision made by students to attend a school of choice with a specialized structure of Schools and Academies has created a student body eager to contribute to the school's well-being. Students choose to become members of the Santa Susana community and thus possess a sense of ownership and pride that drives the culture of the school. Small is a word repeatedly used by staff, faculty, students, parents and community members to describe the Santa Susana High School environment. This sense of smallness and familiarity result from the connection students feel to an interest-based academy and to all those sharing similar interests and goals. Students describe SSHS as a safe environment that provides a universal sense of belonging and acceptance through personal relationships. A visit to the SSHS campus reveals the energy, enthusiasm and pride that propel students to success.

The school's structure of smaller learning communities has become fundamental in establishing a school climate promoting social, emotional and academic growth. Conclusions drawn from studies of the School Within a School (SWS) design mirror the findings at SSHS that "smaller school size is consistently related to stronger and safer school communities." Participation in smaller schools and academies allows students to develop a sense of responsibility and willingness to adhere to school



and program guidelines. Teachers in smaller learning communities are able to interact with students on a more personal level, creating loyalty and trust both in and outside of the classroom. Students of Santa Susana High School, including those with special needs, report feeling strongly supported by staff with attention committed to their individual needs. The Smaller Learning Communities (SLC) Grant has provided monetary support valuable in expanding student learning and providing a more customized education for each student. Specialized Secondary Program (SSP) Grant monies further aid school efforts to provide programs and materials in support of the achievement of all students. The unique faculty commitment to seeking out external partnerships and funding such as these enables the school to continually improve its services.

Skilled

At Santa Susana High School, all students are encouraged to meet the challenges of a curriculum that is both rigorous and relevant. SSHS assumes the responsibility for meeting the needs of all its students by providing structured systems of support. As a matter of practice, Santa Susana emphasizes early intervention and assessment of students at risk, ongoing academic monitoring, and well-coordinated programs with goals, activities and evaluations to assist all students, especially those with special needs or at risk.

A wide variety of organizations exist which not only reflect the interests and talents of all students but also allow for diversity from their academic program. In a school designed to provide interest-based programs, the vast majority of students are actively involved in organized school activities. Most Santa Susana students participate in one or more of a variety of clubs in addition to other academy based courses such as (but not limited to) several choirs (vocal ensemble, women's chamber choir, jazz choir and show choir), dance groups (tap, ballet, dance team, jazz, hip hop), and instrumental music groups (wind ensemble, wind symphony, jazz ensemble, jazz combo, string

and full orchestra, percussion ensemble). Students who are not on stage or in the audience of frequent school performances are often hidden behind the scenes, controlling the production of sound, lighting and video.

Humane

Incoming students must choose to attend SSHS by March 1 of each year. Two weeks after being "accepted," students are interviewed by a team of faculty and upper-class students. This interview serves as an introduction to our school as well as reinforcement of our expectations and standards. Shortly thereafter, students and parents meet with members of the counseling staff and receive an extensive orientation to the academic programs of our school as part of their registration process. New students are then invited to a "socializing event" (New Student Welcome Night, Theater Performance and an opportunity to buy Spirit Wear) sponsored by the ASB and the SSHS faculty. Prior to the start of school in the fall, freshmen come back to school a day early as a practice day, going through all of their classes where they get an orientation to school wide rules and expectations. "Big Brothers" and "Big Sisters" assist ninth-graders in the transition from middle school throughout their first year at SSHS, while introducing them to the academic expectations of the school.

The desire to achieve is contagious in a school community that prides itself on support, collaboration and mutual respect. Learning takes place within a comfort zone that mirrors the "family-like" culture of the school. TAP offers students an additional forum for personal support in high school, conducting school business, academic success, and planning for the future. Students also feel supported by a staff willing to dedicate extra time and effort during after-school and lunchtime study sessions to help them achieve.

The school's approach to guidance/counseling is primarily academic, focusing on student achievement, performance and behavior. Counselors and other support personnel are also advocates for students at

risk, providing referrals or information about school and community social, psychological, and health services when needed. Counselors also schedule and lead parent/student/teacher conferences before and after school.

Summary

Santa Susana High School fosters a culture of a small learning community that encourages the

success of both students and staff. To this end, we have emphasized the strengthening of the rigor, relevance, and relationships of the courses, activities, and interactions at Santa Susana. The school climate reinforces our expected school-wide learning results: "Scholarly, Skilled, and Humane Students."

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Findings	Evidence
<p>Santa Susana High School employs a wide range of strategies that encourage parental and community involvement. The school's web page (www.santasusana.org) and the SSHS internet electronic newsletter, the Troubadour Express (T.E.), are highly effective in reaching the community and providing up-to-date information about school programs and events. The school's web page is student-designed and student-run, and provides a plethora of resources to anyone wishing to find information about Santa Susana High School, the staff, and its activities. The Troubadour Express is published bi-weekly by an administrator and a parent and sent via e-mail to approximately 950 subscribers, including parents, school and district staff, and community members. Paper copies of the T.E. are available in the office for those who do not have e-mail.</p>	<ul style="list-style-type: none">• Troubadour Express• www.santasusana.org• Principal's Coffee• Principal's State of the School Address• Bulletins• SARC• Performing Arts posters• Newspaper Articles• Posted ESLRs• Back to School Night & Open House• Marquee• KSSH News available online at www.santasusana.org• Department Brochures
<p>Founded in a shared leadership philosophy, the school administration places a high priority on regular communication with as many stakeholder groups as possible. A monthly Principal's Coffee provided parents and other community members with an opportunity to exchange information with the school principal through the spring of 2011. Our new principal has introduced a new forum for community stakeholders known as the State of the School Address. Monthly administrative meetings with the PTSA, Boosters Club, the Performing Arts</p>	<ul style="list-style-type: none">• Principal's Coffee Agenda• Principal's State of the School Address Agenda• Monthly PTSA meetings• Performing Arts Center Team (PACT) meetings and events• Boosters Club Agendas• School Site Council Agendas• FOL Agendas

Center Team (PACT) and the School Site Council also foster community input and involvement in school programs at Santa Susana and, particularly in the year of and prior to WASC, community members are involved in the Focus on Learning (FOL) process as well.

The SVUSD School Board is provided school and program updates as often as is appropriate and the principal is in close contact with district office personnel regarding grants, curriculum and instruction, and high school reform innovations. Additional presentations by teachers and administrators are made periodically to business and community organizations to further inform the community at-large about Santa Susana High School.

Santa Susana High School continually works to involve the community in providing students a relevant curriculum. Faculty members are experts in their field and offer instruction that is educationally sound and based on real-life experiences. The school values internships as an essential supplement to career-based instruction. Ventura County ROP, with its specific curriculum and learning objectives/outcomes, currently provides program support at SSHS in the areas of performing arts and technology. Partnerships with local organizations and businesses are an integral part of the Santa Susana culture. SSHS is also privileged to maintain an Artists-in-Residence Program in which sixteen members of the professional arts community enhance instruction through lectures, lessons and demonstrations to students and teachers. Recently, the Mentor and Speaker Connection (MASC) program was added to increase our connections between the school and community human resources.

Santa Susana's "open-door" policy invites guests from the community to observe classroom instruction and speak with students, staff and administration on a regular basis. Teachers welcome visitors into their classrooms during scheduled "tours" as well as on a "drop-in" basis. Students and parents are informed about and encouraged to consider SSHS as a possible

- SVUSD School Board Meetings Agendas
- Real Estate Brochures
- Choice Tours
- Open House
- Back-to-School Night
- SVUSD School Board presentations
- Rotary/Kiwanis student organizations
- Partnerships
- SARC report

- MASC (Mentor and Speaker Connection)
- Ventura County ROP courses
- ROP rosters
- Internships
- Artists-in-Residence Program
- Work Experience
- Senior Project panels
- Partnerships

- Road Show
- Choice Tours
- Open House
- Back to School Night

place to attend school.

Student progress is communicated through a variety of methods at SSHS. The relatively small number of issues and inquiries taken beyond the classroom teacher and directed at the school administration reflects the high degree of importance teachers place on keeping parents up-to-date on student progress, concerns or problems. As an added support to teachers, parents and students, the counselors and assistant principals meet as often as is necessary with parents and their students on issues regarding student behavior and achievement.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Findings

The school's structure of smaller learning communities has become fundamental in establishing a school climate promoting social, emotional and academic growth.

Central to the culture of Santa Susana is the Troubadour Advisory Program (TAP) which provides regular opportunities to communicate the academic and personal best interests of students. TAP provides each student with stability through a four-year relationship with an adult advocate who reinforces citizenship and responsibility during regular advisory activities. Topics to be included in the future are peer mediation, conflict resolution and community service.

During weekly FMMs, student- learning is always integral to the collaborative dialogue that has become characteristic of these faculty gatherings.

The school climate and programs reinforce the school's Expected School-wide Learning Results (ESLRs) that set specific goals for character education: assuming the responsibilities of adulthood and being active community members. Character education is provided to Santa Susana High School students through various classes as an integral part of the

- Teacher websites
- www.yourhomework.com
- Email
- Phone calls
- Parent conferences
- Edline
- AP Parent Night

Evidence

- School and Academy Structure
- Specialized School Program (SSP) Grant
- Smaller Learning Community (SLC) Grant

- TAP Grade level curriculum
- TAP Agendas
- Student surveys
- TAP advisors
- KSSH News

- FMM Schedule
- FMMs Agendas

- www.turnitin.com
- ROP ethics curriculum
- ESLRs
- Authorized User Policy (AUP) contract
- Academic Honor Code
- TAP Curriculum
- Agenda Books

curriculum. For example, all ROP course curricula contain a unit on Ethics in relation to course material. All teachers stress positive behavior management and students are given the opportunity to take leadership roles in classes. Good character modeling, including discussion of “good and healthy” decision-making skills, is part of the curriculum in some classes. Teachers continually stress personal responsibility and accountability.

Student disciplinary data reveal the tolerant environment at Santa Susana, in which students respect one another and accept the diversity of the student body. A strong school administration promotes harmony and acceptance through their firm stance on conflict and positive modeling of tolerance. An environment at SSHS that embraces individuality and personal choice sustains a setting in which students of varied styles and lifestyles interact and mingle harmoniously.

Providing a safe school that promotes positive student behavior and physical, mental and social health is a top priority at Santa Susana High School. School-sponsored activities, such as clubs and service organizations are tied to the school-wide vision of success for all students. SSHS has a comprehensive Safety Plan that is updated every year and approved by the staff and the School Site Council. Santa Susana believes that all students should understand the concepts, techniques, and skills necessary to be fit for life.

- School Discipline Data
- SARC

- ESLRs
- Health Intervention Programs (TUPE, Red Ribbon, Yellow Ribbon, For the Troops, Teens Kick Ash)
- SSHS Safety Plan
- Updated Emergency Buckets
- LGBT Support Group
- Youth Summit
- Leadership
- Big Brothers and Big Sisters
- Thespian Club
- Model U.N.
- Mock trial
- Geography Club
- International Club
- Philosophy Club

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Findings

The Student Study Team (SST) serves as the primary intervention for students who experience academic or social/emotional issues. The SST, comprised of regular and special education teachers, one counselor, and other support personnel, meets to develop strategies to resolve student concerns or to review section 504 plans. On average, two students are served every other week. Once a student has gone through the SST process, progress is monitored and re-evaluated annually and new strategies are formulated, if necessary. The SST also serves as the catalyst for special education placement or section 504 plans.

Santa Susana's Troubadour Advisory Program (TAP) provides each student with an on-campus adult advocate. Students meet in TAP twice weekly and remain with the same TAP teacher for three years at SSHS (the fourth year is Senior tap). During TAP class, teachers assume a “mentoring role” with students and address a variety of educational issues including five-year plans, academic progress, commitment to excellence, college requirements, school culture and involvement in school activities. TAP advisors confer individually with each student quarterly after report cards are issued.

Senior Project marks the culmination of high school study and the entry into the postsecondary world. Knowledge and skills gained from a four-year academic course of study are applied to a project requiring real-world problem-solving and critical thinking. Student planning begins in English classes with subsequent student meetings with the Assistant Principal and Senior Project Coordinator to ensure that projects generate a learning stretch relevant to the process of “life-long learning.” Senior Project presentations involve participation by parents, members of the community, faculty and staff who serve as panelists to assess learning outcomes.

Evidence

- SST procedures
- SST forms
- Current 504 plans
- Current IEPs
- Counseling services

- TAP Agendas
- TAP Advisors
- Progress Reports
- “A-G” requirements, transcript, progress discussions in TAP
- 4 TAP strands: Academic Success, Maneuvering through SSHS, School Business & Information, College & Career.

- Senior Project Mentor
- Mentor and Speaker Connection (MASC)
- Senior Paper
- Senior Project
- Senior Presentation
- Senior Portfolio
- TAP Agendas

Although Santa Susana's dropout rate (.015) is well below the state average according to the California Department of Education (CDE) website, SSHS continues to work to improve the graduation rate. As part of TAP class each year, students and teachers review five-year plans and transcripts, and discuss graduation requirements. As part of the registration process each spring, counselors distribute and review five-year plans and transcripts with all students to assure they are on track for graduation. During that time, counselors also mail home deficiency letters to all students who are short credits needed for graduation.

Special Education students have the same access to core academics as all other students. When delivering core academics in the special education classroom, teachers follow the same local and state guidelines and standards.

Special education teachers collaborate with general education teachers concerning curriculum by attending subject area department meetings. IEP goals and objectives are aligned with state standards in the core academic areas of math and language arts. Special education aides provide further reinforcement in the classroom. Special education teachers communicate and monitor the progress of special education students in general education classes by conferring with other teachers and parents. Student IEP modifications and accommodations for success in general education classes are given to general education teachers in writing following a review of the current IEP by the student's case manager.

- Credit deficiency letters sent home
- Five-year plans
- Transcripts
- Registration orientation
- One-on-one registration conferencing
- Schools & Academies Poster
- SSHS Course catalog
- "A-G" requirements
- Graduation requirements

- SST Conferences
- FMMs Agendas
- Written Report Cards
- Edline
- Weekly Progress Reports
- Email correspondence
- IEPs
- CAHSEE scores
- Student Study Team Meetings
- CAHSEE Remediation
- State Adopted Textbooks
- District Course Outlines
- Subject Area Department Meetings Agendas
- SST Conferences
- IEP Modifications & Accommodations
- Email correspondence
- IEP Reviews
- Department Meetings Agendas
- State content standards

Although the ELL population at SSHS is small (16), all students whose primary language is not English receive a rigorous core curriculum in appropriate classes while being supported with English language acquisition. All are scheduled with CLAD certified teachers. ELL students' grades are reviewed quarterly and a District English Language Advisory Committee monitors their progress. If needed, a conference is held with parents, students and teachers. Reclassification to the next level occurs as soon as grades and the California English Language Development Test (CELDT) scores are reviewed.

All Santa Susana High School students are encouraged by staff to participate in a full curricular program. In fact more than 200 students participate in an excess of the traditional six classes per day, as evidenced in enrollment in extended day courses.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Findings

The Simi Valley Unified School District maintains well-established partnerships with businesses, health agencies, and the local police department and SSHS has been able to capitalize on these well-established support systems.

- CLAD Certified Teachers
- Parent/Student/Teacher Conferences
- CELDT results

- Master Schedule
- Restructured Schools and Academies
- Student schedules

Evidence

- Teens Assistant and Resource Program (TARP) Counselor
- Full-time resource officers for the district's four high schools
- Ventura County Indian Education Consortium
- Simi Valley Youth Council
- Community Action Theater Team (CATT)
- Kiwanis – Key Club
- Rotary – Interact Club
- Mock Trial – Volunteer Attorney Coaches

Forty-five percent (45%) of teachers voluntarily advise and organize clubs and/or other activities beyond the classroom setting. The comprehensive array of program offerings in the areas of the academics, arts and technology allows for widespread student participation in the creation, preparation and execution of performances.

- Anime
- Big Brother/Big Sister
- California Scholarship Federation (CSF)
- Choir Club
- Christian Club
- Circle of Friends
- Dance Team
- Dynamic Dance
- Fashion
- Gaming
- Gay Straight Alliance
- Geography Club
- Hip-Hop Team
- Improv
- Instrumental Music
- Interact Club
- International Club
- Key Club
- Mock Trial
- Model United Nations Club
- Philosophy Club
- Sports Club
- Strange Encounters
- National Thespian Society
- Weight Training Club
- Writer's Club
- Yearbook
- 604 Productions

- Mock Trial
- Geography Team
- Choral Competitions
- Public Performances
- Band Competitions
- Dance Competitions
- Public Performances
- National Cyber Security Contest

Students proudly represent Santa Susana High School as competitors in community, state and national performances and competitions.

The community, in partnership with SSHS faculty, students and parents, recently united to build a Performing Arts Center on campus. Local interest to assist with the school's goal to continually progress and evolve is evidence of the widespread external support given to Santa Susana High School.

- Performing Arts Center Team (PACT)
- C-4 Bond
- Performing Arts Center
- Simi Valley Education Foundation
- Business Partnerships
- Rotary Club
- Kiwanis Club
- Simi Valley Ford
- Milquarius Contest
- Give Give a Note Contest Finalist

Areas of Strength

- SSHS has a strong sense of community.
- Students and teachers choose to attend SSHS.
- Smaller learning communities provide students a personalized environment in which to experience academic success.
- Teachers take the initiative to foster a student-centered environment.
- The Troubadour Advisory Program is a strong support mechanism for personal and academic achievement and is a great support to the counseling staff.
- The faculty maintains frequent communication with parents through various means.
- There is a high level of mutual respect between students, staff and school administration.

Areas of Growth

- Continue to seek stakeholder input to maintain and enrich Santa Susana's academic, technology and arts programs.
- Improve communication between Santa Susana and the greater Simi Valley community.
- Continue to pursue additional business partnerships.
- Continue to refine the TAP curriculum.

CHAPTER 5

Action Plan



Component 1 – Develop a school side system of intervention that services all students identified for remediation

Rationale:

- SSHS currently has no systematic approach to intervention
- Students are expected to meet proficiency of the content standards as measured by NCLB
- Graduation rate has decreased at SSHS over the past 2 years

Annual Goals and Benchmarks:

- Increase percentage of students within subgroups that are proficient or advanced on CSTs
- Begin and continue staff development of the RtI model
- Monitor students at each quarter identified as in danger of failing in 2 or more classes
- SSHS will see a decrease in the number of students appearing on the D and F list.

ESLRs Addressed: The ESLRs that fall within *Scholarship* will be addressed by this component.

Monitor Progress:

Tools:

- API
- Subgroup API
- D and F quarterly list
- California Standards Test
- CAHSEE
- CELDT
- Classroom Observations
- Data Analysis of student work and classroom tests

Data:

- Yearly API growth
- % improvement in Math, English, Science and Social Studies CST by subgroups
- Classroom grades
- Graduation rate

Frequency:

The Leadership team will meet quarterly to discuss progress and review data. Modifications and revisions to the action steps will be made as needed to ensure achievement of the growth targets.

Report Progress:

- Administrators and the leadership team will report progress to parents, staff, and students annually in September and to staff at regular Friday Morning Meetings (FMMs)
- Teachers and staff will receive quarterly list of students identified as at risk

Component 1

Task	Persons Responsible	Professional Development and Resources	Assessment Measures	Timeline	Communication of Progress
1. Review data annually as a staff and within departments (API, CST, CAHSEE, CELDT, classroom assessments, department assessments) to modify or adjust instruction	<ul style="list-style-type: none"> • Principal • Assistant Principal • Counselors • Department Chairs • Faculty • Students • Director of Secondary Education 	<ul style="list-style-type: none"> • Edline • SPSA • Common Core transition Ventura County Office of Education Training • RtI Ventura County Office of Education Training • FMM schedule • School City Training • District Instructional Technology Department • Principal Leadership 	<ul style="list-style-type: none"> • API, AYP, CAHSEE, CELDT, Dand F list, Graduation Rate • Grades • Classroom assessment data 	Fall of 2012 and annually	<ul style="list-style-type: none"> Report progress though • FMM • Departments • Parent Meetings • Leadership Team • Troubadour Express • Community Presentations • Newspaper ads • PTSA • School Board Presentations
2. Learn and implement the RtI Model	<ul style="list-style-type: none"> • Principal • Assistant Principal • Counselors • Department Chairs • Faculty • Students • Director of Secondary Education 	<ul style="list-style-type: none"> • FMM Schedule • Staff Development Days • Principal Leadership • Ventura County Office of Education trainings and speakers 	<ul style="list-style-type: none"> • Classroom observations • D and F list 	Ongoing	<ul style="list-style-type: none"> • FMM • Department Meetings • Leadership Team Meetings

* On-going indicates that the Action Plan Component is a regular and re-occurring topic addressed at the regularly scheduled meetings of the following groups: weekly Friday Morning Meetings (FMMs), weekly Management Team meetings, monthly Department meetings, monthly Department Chair meetings, monthly Data Team Meetings, monthly School Site Council Meetings, quarterly Leadership Team meetings, and quarterly Focus Group meetings.

Component 1 cont.					
Task	Persons Responsible	Professional Development and Resources	Assessment Measures	Timeline	Communication of Progress
3. Redefine the Troubadour Advisory Program (TAP) to incorporate a content specific intervention pullout period	<ul style="list-style-type: none"> • Principal • Assistant Principal • Counselors • Department Chairs • Faculty • Students • Director of Secondary Education 	<ul style="list-style-type: none"> • Staff development time • FMM schedule • Leadership Team meetings 	<ul style="list-style-type: none"> • Grades • AYP • API • CAHSEE • CELDT • Graduation Rate 	Fall of 2012 and annually	<ul style="list-style-type: none"> • FMM • Departments • Parent meetings • Leadership Team • Troubadour Express • Community presentations • Newspaper ads • PTSA • School Board Presentations
4. Restructure after school tutoring program	<ul style="list-style-type: none"> • Principal • Assistant Principal • Counselors • CSF Advisor • Teachers 	<ul style="list-style-type: none"> • Leadership Team Meetings • FMM Schedule 	<ul style="list-style-type: none"> • Number of students attending tutoring • Grades and classroom assessments 	Fall of 2012 and annually	<ul style="list-style-type: none"> • FMM • Departments • Parent meetings • Leadership Team • Troubadour Express • Community presentations • PTSA
5. Strengthen the use and understanding of highly effective instructional strategies	<ul style="list-style-type: none"> • Principal • Assistant Principal • Faculty • Leadership Team • Director of Secondary Education 	<ul style="list-style-type: none"> • FMM Schedule • Ventura County Office of Education trainings and resources • Staff development schedule • SPSA • Grant monies • RtI model • Dr. Sprick's Research on Safe and Civil Schools 	<ul style="list-style-type: none"> • Classroom observations • Professional accountability process 	Ongoing	<ul style="list-style-type: none"> • Leadership Team FMM • Administration meetings • Teacher conferences • Professional accountability process

* On-going indicates that the Action Plan Component is a regular and re-occurring topic addressed at the regularly scheduled meetings of the following groups: weekly Friday Morning Meetings (FMMs), weekly Management Team meetings, monthly Department meetings, monthly Department Chair meetings, monthly Data Team Meetings, monthly School Site Council Meetings, quarterly Leadership Team meetings, and quarterly Focus Group meetings.

Component 2 – Increase the use of instructional technology by staff

Rationale:

- We are a technical arts magnet school with very little instructional technology
- 21st century classrooms should be outfitted with instructional technology
- Technology increases student engagement

Annual Goals and Benchmarks:

- Provide each teacher with technology training and professional development in the area of instructional technologies
- Provide each classroom with an active board, student responders, and teacher slates

ESLRs Addressed:

- This component is address the components of the *Skilled* ESLR category

Monitor Progress:

Tools:

- Student Survey
- Staff Development Agendas
- Classroom observations
- FMM Schedule

Report Progress:

The principal and leadership team will report progress at FMM meetings and leadership team meetings. The FMM and staff development schedule will be adjusted according the need for technology training.

Data:

- API
- Grades
- Student Surveys

Frequency:

The Leadership team will meet quarterly to discuss progress and review data. Modifications and revisions to the action steps will be made as needed to ensure achievement of the growth targets.

Component 2					
Task	Persons Responsible	Professional Development and Resources	Assessment Measures	Timeline	Communication of Progress
1. Provide Classrooms with active board, student responders, document camera, and teaching slate	<ul style="list-style-type: none"> • Principal • Assistant Principal • Leadership Team • District Director of Technology • Bond Coordinator 	<ul style="list-style-type: none"> • C-4 Bond funds • Weekly Bond Meetings 	<ul style="list-style-type: none"> • Classroom projects that utilize technology • Grades • API 	Fall of 2012 and annually	Report progress though <ul style="list-style-type: none"> • FMM • Departments • Parent Meetings • Leadership Team • Troubadour Express • Community Presentations • Newspaper ads • PTSA • School Board Presentations
2. Provide professional development to staff in the area of technology use in the classroom	<ul style="list-style-type: none"> • Principal • Assistant Principal • Leadership Team • District Director of Technology 	<ul style="list-style-type: none"> • FMM Schedual • Ventura County Office of Education training and personnel • In-service days • Service agreement between SVUSD and Logical Choice 	<ul style="list-style-type: none"> • Classroom visitations • Staff development agendas • Professional accountability system 	Fall of 2012 and ongoing	Report progress though <ul style="list-style-type: none"> • FMM • Departments • Parent Meetings • Leadership Team • Community Presentations

* On-going indicates that the Action Plan Component is a regular and re-occurring topic addressed at the regularly scheduled meetings of the following groups: weekly Friday Morning Meetings (FMMs), weekly Management Team meetings, monthly Department meetings, monthly Department Chair meetings, monthly Data Team Meetings, monthly School Site Council Meetings, quarterly Leadership Team meetings, and quarterly Focus Group meetings.

Component 3 – To increase the number of proficient and advanced students in statistically significant sub groups (Socioeconomically disadvantaged (SED) and Hispanic students) in the area of Algebra 1 on the STAR Exam.

Rationale:

- On the 2011 STAR, the overall school-wide proficiency rate on the Algebra I CST was 24%. For the Hispanic subgroup, 12% of students scored proficient or advanced while the proficiency rate for SED students was 11%.
- Both Hispanic and SED subgroups perform below the overall district averages of 38% proficient or advanced.
- While SSHS exceeds the district average proficiency rate for Algebra 1 for all students, this rate is minimal when compared to performance on every other CST.
- NCLB requirements mandate 100% of significant subgroups are proficient or advanced by 2014.

Annual Goals and Benchmarks:

- Annually, analyze student performance data to improve instruction and intervention
- Institute targeted intervention for Algebra I students
- Review pacing of the Algebra 1 curriculum
- Provide for teacher support to utilize best practices for reaching students who are at risk of failure
- Focus instruction to maximize time spent on grade level content standards.

ESLRs Addressed:

The ESLRs that include “Scholarly” and “Skilled” are embedded in this Action Plan Component.

Monitor Progress:

Tools:

- CST Reports
- School City and California Department of Education Website
- Evaluations & Classroom observations
- “D” and “F” lists

Report Progress:

- Administrators and the leadership team will report progress to parents, staff, and students annually in September and to staff at regular Friday Morning Meetings (FMM.)
- Teachers will also receive list of student each semester that are identified as at risk.

Data:

- Grades
- CST scores
- Formative and summative assessments
- Observational data

Frequency: The Leadership Team will review progress annually. Modification and revisions to the action steps will be made to ensure achievement of goals in the action plan component. The administrators will conduct classroom observations regularly and all teachers will be evaluated in accordance to the district evaluation calendar. Student performance data will be reviewed throughout the year. Teachers and administrators will attend staff development opportunities as frequently as possible.

Component 3					
Task	Persons Responsible	Professional Development and Resources	Assessment Measures	Timeline	Communication of Progress
1. Implement a Peer Tutoring for all Algebra 1 classes. Select students will be paired with Algebra 1 teachers to provide peer assistance daily within the Algebra 1 classroom.	<ul style="list-style-type: none"> Counselors Faculty Leadership Team Administration Students 	<ul style="list-style-type: none"> Ventura County Office of Education training for Peer Tutors FMM Schedule Staff Development Days SPSA Plan & Funding RtI Ventura County Office of Education Training 	<ul style="list-style-type: none"> Grades CST performance Classroom Observations Formative and summative assessments “D” and “F” lists 	Spring of 2012 and annually	<p>Report progress through</p> <ul style="list-style-type: none"> FMM Math Department Meetings Leadership Team
2. Analyze student performance data including grades, CST scores, CAHSSE performance, and classroom assessments, for the purpose of modifying pacing, curriculum, and instruction to improve student proficiency of the content standards	<ul style="list-style-type: none"> Principal Assistant Principals Counselors Math Department Chairs Math Department Faculty 	<ul style="list-style-type: none"> FMM Schedule Staff Development Days Department Meetings District Curriculum Council School City and CDE website SPSA School City Training Pacing Calendars 	<ul style="list-style-type: none"> Grades CST performance Classroom Observations Formative and summative assessments School City and CDE website SPSA School City Training Pacing Calendars 	Ongoing	<p>Report progress through</p> <ul style="list-style-type: none"> FMM Math Department Meetings Leadership Team

* On-going indicates that the Action Plan Component is a regular and re-occurring topic addressed at the regularly scheduled meetings of the following groups: weekly Friday Morning Meetings (FMMs), weekly Management Team meetings, monthly Department meetings, monthly Department Chair meetings, monthly Data Team Meetings, monthly School Site Council Meetings, quarterly Leadership Team meetings, and quarterly Focus Group meetings.

Component 3 cont.					
Task	Persons Responsible	Professional Development and Resources	Assessment Measures	Timeline	Communication of Progress
3. Transition Algebra 1 pacing to common core standards	<ul style="list-style-type: none"> Principal Assistant Principals Counselors Math Department Chairs Math Department Faculty 	<ul style="list-style-type: none"> VCOE Common Core Training District-wide Staff Development Days (2 annually) FMM schedule Leadership Team Meeting Math Department Meetings Principal Leadership VCOE Training and Speakers 	<ul style="list-style-type: none"> Observations Revised Pacing Guides Staff Development Agendas Student performance data on revised CSTs which reflect Common Core Standards 	Fall of 2012, and annually	<ul style="list-style-type: none"> FMM Leadership Team Meetings Math Department Meetings
4. Provide professional development in checking for student understanding	<ul style="list-style-type: none"> Principal Assistant Principals Leadership Team Faculty 	<ul style="list-style-type: none"> Educational Research i.e. “T.A.P.P.L.E.” FMM Schedule Leadership Team Meeting Math Department Meetings Principal Leadership SPSA Release Time for Classroom Observations of model lesson 	<ul style="list-style-type: none"> Classroom Observations 	Fall of 2012 and ongoing	<ul style="list-style-type: none"> FMM Leadership Team Meetings Math Department Meetings

* On-going indicates that the Action Plan Component is a regular and re-occurring topic addressed at the regularly scheduled meetings of the following groups: weekly Friday Morning Meetings (FMMs), weekly Management Team meetings, monthly Department meetings, monthly Department Chair meetings, monthly Data Team Meetings, monthly School Site Council Meetings, quarterly Leadership Team meetings, and quarterly Focus Group meetings.

Component 4 – To continue to communicate the unique setting and experience that SSHS has to offer students and more effectively market our school to the broader Simi Valley Community.

Component 4 Rationale:

- As a school of choice with no attendance boundaries, the success of Santa Susana High School can be measured by enrollment
- It is important for SSHS to maintain clearly stated vision and goals in order to attract and retain students
- Members of the Simi Valley Community still are uninformed about the successes of SSHS both in academics and the arts
- The charge of the school district Board of Education is to continually increase enrollment at SSHS

Annual Goals and Benchmarks:

- To increase the number of applications that SSHS receives each year
- Increase the number of students who choose SSHS based on a particular school and their talents
- Increased community involvement and business support

ESLRs Addressed:

- All of the ESLRs are addressed within this goal.

Monitor Progress:

- Tools:
- Department Brochures
- Troubadour Express
- Site Council Meetings
- School of Choice application
- Choice Tours
- Road Shows
- New Student Letters and Newsletters
- Real Estate Brochures
- Parent support organization meetings
- Registration forms
- Fundraising brochures
- Community presentation materials

Report Progress:

- Administrators and Leadership Team will report progress to parents, staff and students annually with the publication of enrollment numbers, and with staff during relevant Friday Morning Meetings (FMMs).

Data:

- Enrollment figures
- Individual academy enrollment
- Increased community support and resources
- Number of attendants at performances

Frequency:

Leadership Team will review progress quarterly and will continue to communicate its vision.

Component 4					
Task	Persons Responsible	Professional Development and Resources	Assessment Measures	Timeline	Communication of Progress
1. Improve communication between school, community and district	<ul style="list-style-type: none"> • Principal • Assistant Principals • District personnel • Staff and students • Counselors 	<ul style="list-style-type: none"> • Presentation materials • Time to dialogue and present programs • Department pamphlets • Real Estate Brochures • Time to continually update and modernize information 	<ul style="list-style-type: none"> • Surveys • Enrollment • Performance Attendance 	Ongoing*	<ul style="list-style-type: none"> • Board Presentations • Brochures • Courses of study • Troubadour Express • Website • State of School Address • PACT, Site Council, PTSAs • Meeting with district personnel • District Meetings • FMMs

* On-going indicates that the Action Plan Component is a regular and re-occurring topic addressed at the regularly scheduled meetings of the following groups: weekly Friday Morning Meetings (FMMs), weekly Management Team meetings, monthly Department meetings, monthly Department Chair meetings, monthly Data Team Meetings, monthly School Site Council Meetings, quarterly Leadership Team meetings, and quarterly Focus Group meetings.

Component 4 cont.					
Task	Persons Responsible	Professional Development and Resources	Assessment Measures	Timeline	Communication of Progress
2. Improve communication between staff, parents and students	<ul style="list-style-type: none"> • Management Team • Leadership Team • Department Chairs • Teachers and other stakeholders • Parents 	<ul style="list-style-type: none"> • Email • Telephone • Edline • Teacher Websites • School Website • Course syllabi • Troubadour Express • TAP • Announcements • Clubs • Principal “State of School Address” • Assemblies 	<ul style="list-style-type: none"> • Surveys • Enrollment • Dialogue • Increased parent involvement • Attendance at school-wide events 	Ongoing*	<ul style="list-style-type: none"> • School Presentations • Troubadour Express • Website • School Board Presentations • Meetings with district personnel • Marketing brochures • School Board Presentations • FMMs • Department Meetings
3. Refine marketing techniques and tools	<ul style="list-style-type: none"> • Management Team • Leadership Team • Department Chairs • Graphics Arts Students 	<ul style="list-style-type: none"> • Time to develop marketing materials • Outside funding • Grant funds • Parent organization support • Administrators and teachers • Staff and student talent resources • Staff and student technology expertise 	<ul style="list-style-type: none"> • Community feedback and increased community support and resource • Increased enrollment of students attracted to the school's specialized programs 	Ongoing*	<ul style="list-style-type: none"> • Presentations • Brochures • Courses of study • Troubadour Express • Website • Schools and Academies Posters • School of Choice Events

* On-going indicates that the Action Plan Component is a regular and re-occurring topic addressed at the regularly scheduled meetings of the following groups: weekly Friday Morning Meetings (FMMs), weekly Management Team meetings, monthly Department meetings, monthly Department Chair meetings, monthly Data Team Meetings, monthly School Site Council Meetings, quarterly Leadership Team meetings, and quarterly Focus Group meetings.

APPENDIX

Student/Community Profile – Overall
Summary from Analysis of Profile Data



2011-2012 Bell Schedule

Monday and Tuesday

Period 1	6:55 - 7:55
Passing	7:55 - 8:00
Period 2	8:00 - 9:00
Passing	9:00 - 9:05
Period 3	9:05 - 10:05
Passing	10:05 - 10:10
Period 4	10:10 - 11:10
Passing	11:10 - 11:15
Period 5	11:15 - 12:15
LUNCH	12:15 - 12:50
Passing	12:50 - 12:55
Period 6	12:55 - 1:55
Passing	1:55 - 2:00
Period 7	2:00 - 3:00
Passing	3:00 - 3:05
Period 8	3:05 - 4:05
Period 9	4:05 - 5:05

Friday

Period 1	6:55 - 7:55
FMM (Teacher Mtg.)	7:50 - 8:50
Passing	8:50 - 9:00
Period 2	9:00 - 9:50
Passing	9:50 - 9:55
Period 3	9:55 - 10:45
Passing	10:45 - 10:50
Period 4	10:50 - 11:40
Passing	11:40 - 11:45
Period 5	11:45 - 12:35
LUNCH	12:35 - 1:10
Passing	1:10 - 1:15
Period 6	1:15 - 2:05
Passing	2:05 - 2:10
Period 7	2:10 - 3:00
Passing	3:00 - 3:05
Period 8	3:05 - 4:05
Period 9	4:05 - 5:05

Wednesday/Thursday

Period 1	6:55 - 7:55	First Day of School – August 24
Passing	7:55 - 8:00	Back-To-School Night – September 21
Period 2/3	8:00 - 9:51	Open House – February 1
Passing	9:51 - 10:01	Student Non-Attendance Days and Holidays
Period 4/5	10:01 - 11:52	September 5, 29
Passing	11:52 - 11:57	November 11, 21 - 25
TAP	11:57 - 12:17	Winter Recess December 19 – January 2
LUNCH	12:17 - 12:52	January 16, 20
Passing	12:52 - 12:57	February 20
Period 6/7	12:57 - 2:48	March 16
Passing	2:48 - 2:55	Spring Recess March 19 – 23
Period 8	2:55 - 3:55	April 6, 9
Period 9	3:55 - 4:55	May 28
		Last Day of School is June 13, 1/2 day

SANTA SUSANA HIGH SCHOOL

ACADEMICS

Academy of Accelerated Academics

Emphasis - Humanities
 English:
 9th & 10th Honors English
 11th & 12th Advanced Placement English
 Social Science:
 Advanced Placement World History
 Advanced Placement U.S. History
 Advanced Placement Government
 Advanced Placement Economics
 Foreign Language:
 French, or Spanish 1, 2, 3

Emphasis - Science

CP Science 9, CP Biology, CP Chemistry, CP Physics
 Anatomy & Physiology Honors
 Advanced Placement Biology
 Advanced Placement Chemistry
 Advanced Placement Environmental Science
 Advanced Placement Physics B
 Foreign Language:
 French, or Spanish 1, 2,

Emphasis - Math

Geometry
 Algebra 1 or Algebra 2/Trigonometry
 Math Analysis
 Advanced Placement Statistics
 Advanced Placement Calculus AB, BC
 Foreign Language:
 French, or Spanish 1, 2,

Academy of Law and Society

Computer Applications (Semester)
 Ethics, Logic & Critical Thinking
 Applied Legal Studies
 Law and Order
 AP Government, or Constitutional Law
 AP Economics, or International Trade

Academy of Core Academics

Basic High School Graduation Requirements in English, Math, Social Studies, Health, PE, Science, Art, Language and 55 electives.
 - See individual courses of study per Emphasis area.

TECHNICAL ARTS

Academy of Digital Graphics & Publication

Basic Design
 Graphics and Publication/Digital Photography
 Audio/Video Art 2D (Digital Photography)
 (ROP) Graphic Design
 Annual

Academy of TV & the Art of Film

Basic Design (Semester)
 Video Production
 Movie Production
 Broadcasting/Journalism
 Video Editing
 Video Entrepreneur
 Event Crew (Internship)
 Video Assistant
 (ROP) Video Production

Academy of Stagecraft

Basic Design (Semester)
 Computer Applications
 Video Production
 Theatre Essentials
 (ROP) Stagecraft Technology

Academy of Internet Development

Basic Design
 Graphics & Publication
 Web-Site Design
 (ROP) WebMaster

Academy of Computer Programming

Computer Programming 1, 2 & 3
 Advanced Placement Computer Science A
 - Basic Design is a prerequisite course. See individual courses of study per Emphasis area.

VISUAL & PERFORMING ARTS

Academy of Fine Arts

Emphasis - Visual Arts
 Basic Design
 Drawing and Painting
 Advanced Drawing and Painting
 Digital Photography
 AP Studio Art (Drawing)
 Senior Studio

Emphasis - Animation

Basic Design
 Computer Applications
 Animation
 Advanced Animation
 Computer Animation

Academy of Performing Arts

Emphasis - Vocal Music
 Chamber Choir
 Jazz Choir
 Show Choir
 Vocal Ensemble
 Vocal Technique

Emphasis - Instrumental Music

Wind Symphony
 Wind Ensemble
 Jazz Ensemble
 Concert Orchestra
 Production Orchestra

Emphasis - Theatre

Theatre Essentials
 Play Production
 Children's Theatre
 Ballet 1, Jazz 1, or Tap 1
 Ballet 1 & Jazz 1
 Tap 1 & 2
 Ballet 2 or Pointe
 Jazz 2
 Modern Dance & Composition
 Dance Ensemble

Emphasis - Musical Theatre

Ballet 1 and Jazz 1, or Tap 1
 Theatre Essentials
 Play Production
 Show Choir
 Musical Theatre

- Music Theory or Basic Design are prerequisite courses.

See individual courses of study per Emphasis area.

Updated: 01.05.12

SSHS – SCHOOL OF ACADEMICS
Course of Study for the Academy of Accelerated Academics - Emphasis in Humanities

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	Honors English 9 (Y)	Honors English 10 (Y)	AP English 11 (Y) Language & Composition	AP English 12 (Y) Literature & Composition
Fine Arts or Foreign Language	10 *	Three years of Foreign Language: French or Spanish Students planning on attending a University need one year of a Fine Arts course			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		AP World History (Y)		
U.S. History	10			AP U.S. History (Y)	
American Gov.	5				AP American Gov. (S)
Economics	5				AP Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives+	55				
Total	230 Minimum				

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 3 years of a Foreign Language (30 units) for certification

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science)

Updated: 01/08/2012

SSHS – SCHOOL OF ACADEMICS
Course of Study for the Academy of Accelerated Academics - Emphasis in Science

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	Two years of Foreign Language – French or Spanish Students planning on attending a University need one year of a Fine Arts course			
Mathematics	30	Math (Y) Geometry	Math (Y) Alg. 2 or Alg. 2 Trig.	Math (Y) Math Analysis or AP - upper math elective	AP - upper math elective
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	CP Science 9 (Y) <i>or</i> CP Biology (Y)	CP Biology (Y) <i>or</i> CP Chemistry (Y)	CP Chemistry <i>or</i> Anatomy & Physiology H <i>or</i> AP Chemistry <i>or</i> AP Environmental Science <i>or</i> AP Biology	AP Chemistry <i>or</i> Anatomy & Physiology H <i>or</i> CP Physics <i>or</i> AP Physics <i>or</i> AP Biology <i>or</i> AP Environmental Science
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55				
Total	230 Minimum				

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 2 years of Foreign Language (20 units) for certification

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must complete Algebra 2 by third year if taking AP Chemistry

Updated: 01/08/2012

SSHS – SCHOOL OF ACADEMICS
Course of Study for Academy of Accelerated Academics - Emphasis in Mathematics

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	Two years of Foreign Language - French or Spanish Students planning on attending a University need one year of a Fine Arts course			
Mathematics	30	Algebra I <i>Or</i> Geometry	Geometry <i>Or</i> Algebra 2 <i>Or</i> Algebra 2/Trig.	One or more of the following: <i>If completed, then</i> Algebra 2 Math Analysis CP/AP Statistics AP Calculus AB <i>If completed, then</i> AP Calculus BC PLUS one of the following: CP/AP Statistics AP Computer Science A AP Physics B AP Chemistry	Math Analysis or CP/AP Statistics <i>If completed, then</i> AP Calculus AB <i>If completed, then</i> AP Calculus BC PLUS one of the following: CP/AP Statistics AP Computer Science A AP Physics B AP Chemistry
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5			American Gov. (S)	
Economics	5			Economics (S)	
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55				
Total	230 Minimum				

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 2 years of Foreign Language (20 units) for certification

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 3 years of CP Science (30 units of science) Updated: 1/08/2012

SSHS – SCHOOL OF THE ACADEMICS
Course of Study for Academy of Law and Society

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y) (Law Emphasis) Ms. Bradley	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	Students planning on attending a University need two years of a Foreign Language course			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **				
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y) (Law Emphasis) Mr. Davis		
U.S. History	10			U.S. History (Y) –(Law Emphasis)	
American Gov.	5				Constitutional Law (S) Mr. Long
Economics	5				International Trade (S) Mr. Reinstein
Computer Ed.	5	+Computer App. (S)			
Practical Art	5				
Electives	55		Ethics, Logic & Critical Thinking (Y) Mr. Ramstedt	Applied Legal Studies (Y) Mr. Long	Law & Order (Y) Mrs. Wolnoch Applied Legal Studies (Y)
Total	230 Minimum				

Students Must complete Logic & Ethics I, Applied Legal Studies, Constitutional Law, International Trade, Law & Order and either Logic & Ethics II or a second year of Applied Legal Studies to be eligible for certification at graduation. Please click onto the Certification Requirement link for more information.

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

+ Required

* Must pass 1 year of a Fine Arts OR one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science)

SSHS – SCHOOL OF TECHNICAL ARTS
Course of Study for Academy of Computer Programming

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	<i>Students planning on attending a University need two years of a Foreign Language course</i>			
Mathematics	30***	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55				
Min:			Comp. Program 1 (S) Comp. Program 2 (S) (Optional)	#Comp. Program 3 (S)	##AP Comp. Science A (Y)
Max:		Comp. Program 1(S)	Comp. Program 2/3# (S/S)	##AP Comp. Science A (Y)	
Total	230 Minimum				

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 1 year of a Fine Arts OR 1 year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must complete Algebra II with a grade of B or better by third year

must have received a grade of B or better in Geometry to enroll

Must have received a grade of B or better in Algebra 2 or teacher approval to enroll

Updated: 01/08/2012

SSHS – SCHOOL OF TECHNICAL ARTS
Course of Study for Academy of Internet Development

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	<i>Students planning on attending a University need two years of a Foreign Language course</i>			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55				
Web		Basic Design (Y)	Web Design (S) Graphics & Pub. (S)	ROP Web Master/Internet Services Occupations 2 Periods (Y)	
				Recommended: Comp. Programming 1, 2, or 3	
Total	230 Minimum				

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 1 year of a Fine Arts OR one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass one year of Science 9 and one year each of Biological and Physical Sciences (30 units of Science)

WEB = Minimum required classes – 30 or 35 units or with recommended classes a total of 50 units

Updated: 01/08/2012

SSHS – SCHOOL OF TECHNICAL ARTS
Course of Study for Academy of Digital Graphics and Publication

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	<i>Students planning on attending a University need two years of a Foreign Language course</i>			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)		+Annual (Y)	+Annual (Y)
Practical Art	5				
Electives	55	Basic Design (Y)	Graphics & Pub. (S) Digital Photo (S) or +ROP Graphic Design (Y) or +AP Studio Art 2-D	or +ROP Graphic Design (Y) or +AP Studio Art 2-D	or +AP Studio Art 2-D
		<i>Note: +The exact sequence of classes and year taken may change due to scheduling restrictions</i>			
Total	230 Minimum				

+ROP Graphic Design is a two period class (20 Units)

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 1 year of a Fine Arts OR one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass one year of Science 9 and one year each of Biological and Physical Sciences (30 units of science)

Updated: 01/08/2012

Courses and Course #'s

Basic Design (Y) - #7383/8039
 Graphics & Pub (S) - #7849
 Digital Photo (S) - #8169
 AP Studio Art 2-D
 Annual (Y) - 5057/5058
 ROP Graphic Design (Y) 2 Periods - #7292/7293

SSHS – SCHOOL OF THE TECHNICAL ARTS
Course of Study for Academy of Stagecraft

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	Theatre Essentials (Y) <i>Students planning on attending a University need two years of a Foreign Language course</i>			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10			World History (Y)	
U.S. History	10				U.S. History (Y)
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5				
Practical Art	5				
Electives	55	Basic Design (S) (Offered 1st semester only)	Video Production (Y) or ROP Stagecraft Tech. (Y) 2 Periods	ROP Stagecraft Tech. (Y) 2 Periods	ROP Stagecraft Tech. (Y) 2 Periods
		Computer App. (S)			
Total	230 Minimum				

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 1 year of a Fine Arts OR one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass one year of Science 9 and one year each of Biological and Physical Sciences (30 units of science)

Updated: 01/08/2012

SSHS – SCHOOL OF THE TECHNICAL ARTS Course of Study for <u>Academy of TV & the Art of Film</u>					
Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	Video Production (Y) <i>Students planning on attending a University need two years of a Foreign Language course</i>			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55	Basic Design (S)	Video Production (Y)	Broadcasting Journalism (Y) Video Editing (S/Y) Movie Production (S/Y)	Entrepreneur (Y) Senior Studio(Y)
			Movie Production (S/Y)	Video TA (Y) (if possible) and / or Broadcasting Journalism (Y) ROP Video Production (Y) 2 Periods	
Total	230	Minimum			

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 1 year of Fine Arts OR one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science)

Updated: 01/08/2012

SSHS – SCHOOL OF THE VISUAL & PERFORMING ARTS Course of Study for <u>Academy of Fine Arts – Emphasis in Visual Arts</u>					
Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	<i>Students planning on attending a University need two years of a Foreign Language course</i>			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55	Basic Design (Y)	Drawing & Painting (Y)	Adv. Draw & Paint (Y)	Senior Studio (Y) AP Studio Art (Drawing)
Total	230	Minimum			

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 1 year of a Fine Arts OR one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science) Updated: 01/19/2012

SSHS – SCHOOL OF VISUAL & PERFORMING ARTS Course of Study for <u>Academy of Fine Arts – Emphasis in Animation</u>					
Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	<i>Students planning on attending universities need two years of a Foreign Language course</i>			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55	Basic Design (Y)	Adv. Animation (S)	Computer Animation or Adv. Animation (S)	Senior Studio (S)
			<i>Note: Recommended one Semester of Drawing and Painting</i>		
Total	230	Minimum			

Future Course Offering: 3D Computer Animation (S)

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass one year of a Fine Arts OR one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science)

Updated: 01/08/2012

SSHS – SCHOOL OF THE ARTS Course of Study for <u>Academy of Performing Arts – Emphasis in Dance</u>					
MAJOR EMPHASIS					
Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	<i>Students planning on attending universities need two years of foreign language credit.</i>			
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	Ballet I or Jazz I	Ballet I or Jazz I		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55	Basic Design (S)		Ballet II or Jazz II <i>or</i> Music Theory (S)	Modern Dance & Choreography <i>and</i> Dance Ensemble or Repeat of Level II Class
Total	230	Minimum			

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 2 semesters of Fine Arts or one year of a Foreign Language (10 units)

** Must pass 1 year of Science 9 and 1 year each of

Biological and Physical Sciences (30 units of science)

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MINOR FOCUS	
9 th :	Jazz I or Ballet I
10 th :	Ballet I or Jazz I
11 th :	Jazz II or Ballet II
12 th :	Modern Dance& Composition

SSHS – SCHOOL OF THE ARTS
Course of Study for the Academy of Performing Arts – Emphasis in Instrumental Music

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *	Wind Symphony (Y) Wind Ensemble (Y) Concert Orchestra (Y) Production Orchestra (Y) or Jazz Ensemble		These courses satisfy the fine arts credit. Students planning on attending universities still need two years of foreign language credit.	
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	P.E. (Y)	P.E. (Y)		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55	Music Theory (S) or Piano (S) →			
Total	230 Minimum				

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 2 semesters of Fine Arts or one year of a Foreign Language (10 units) for a high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science)

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SSHS – SCHOOL OF THE ARTS

Course of Study for Academy of Performing Arts – Emphasis in Theatre

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *		Students planning on attending universities need two years of foreign language credit.		
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **		Jazz (Y), Tap (Y), & Ballet (Y) after 9th grade		
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10			World History (Y)	
U.S. History	10				U.S. History (Y)
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55	Music Theory (S) and Theatre Essentials (Y) →		Basic Design (S)	Children's Theatre (Y) or Play Production (Y)
				Children's Theatre (Y) or Play Production (Y)	Children's Theatre (Y) or Play Production (Y)
Total	230 Minimum			* MUSICAL THEATRE by audition →	

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 2 semesters of Fine Arts or one year of a Foreign Language (10 units) for a high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science)

6/13/2011

SSHS – SCHOOL OF THE VISUAL & PERFORMING ARTS
Course of Study for Academy of Performing Arts – Emphasis in Musical Theatre

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *		Students planning on attending a University need two years of a Foreign Language course		
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **	Ballet 1 (Y)	Jazz 1 (Y)	Tap 1 (Y) (Optional)	
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10		World History (Y)		
U.S. History	10			U.S. History (Y)	
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5	Music Theory (S)			
Electives	55	Theatre Essentials (Y)	+Musical Theatre (Y) Play Production (Y) Show Choir (Y)	+Musical Theatre (Y) Play Production (Y) Show Choir (Y)	+Musical Theatre (Y) Play Production (Y) Show Choir (Y)
			+Audition Required		
Total	230 Minimum				

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

* Must pass 1 year of a Fine Arts OR one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science)

Updated: 01/08/2012

SSHS – SCHOOL OF THE ARTS
Course of Study for Academy of Performing Arts - Emphasis in Vocal Music

Subject Area	Units Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	40	English 9 (Y)	English 10 (Y)	English 11 (Y)	English 12 (Y)
Fine Arts or Foreign Language	10 *		Students planning on attending universities need two years of foreign language credit.		
Mathematics	30	Math (Y)	Math (Y)	Math (Y)	
P.E.	20 **		Jazz I (Y)	Ballet I (Y)	
Health	5	Health (S)			
Physical and Biological Sciences	30 ***	Science 9 (Y)	Science (Y)	Science (Y)	
World History	10			World History (Y)	
U.S. History	10				U.S. History (Y)
American Gov.	5				American Gov. (S)
Economics	5				Economics (S)
Computer Ed.	5	Computer App. (S)			
Practical Art	5				
Electives	55	Vocal Ensemble (Y)	Vocal Ensemble (Y)	Vocal Ensemble (Y)	Vocal Ensemble (Y)
		Women's Choir (Y)	Women's Choir (Y)	Women's Choir (Y)	Women's Choir (Y)
		Jazz Choir (Y)	Jazz Choir (Y)	Jazz Choir (Y)	Jazz Choir (Y)
		Show Choir (Y)	Show Choir (Y)	Show Choir (Y)	Show Choir (Y)
Total	230 Minimum			* MUSICAL THEATRE by audition →	

(Y) Indicates a year long course of study (10 Units)

(S) Indicates a one semester course of study (5 Units)

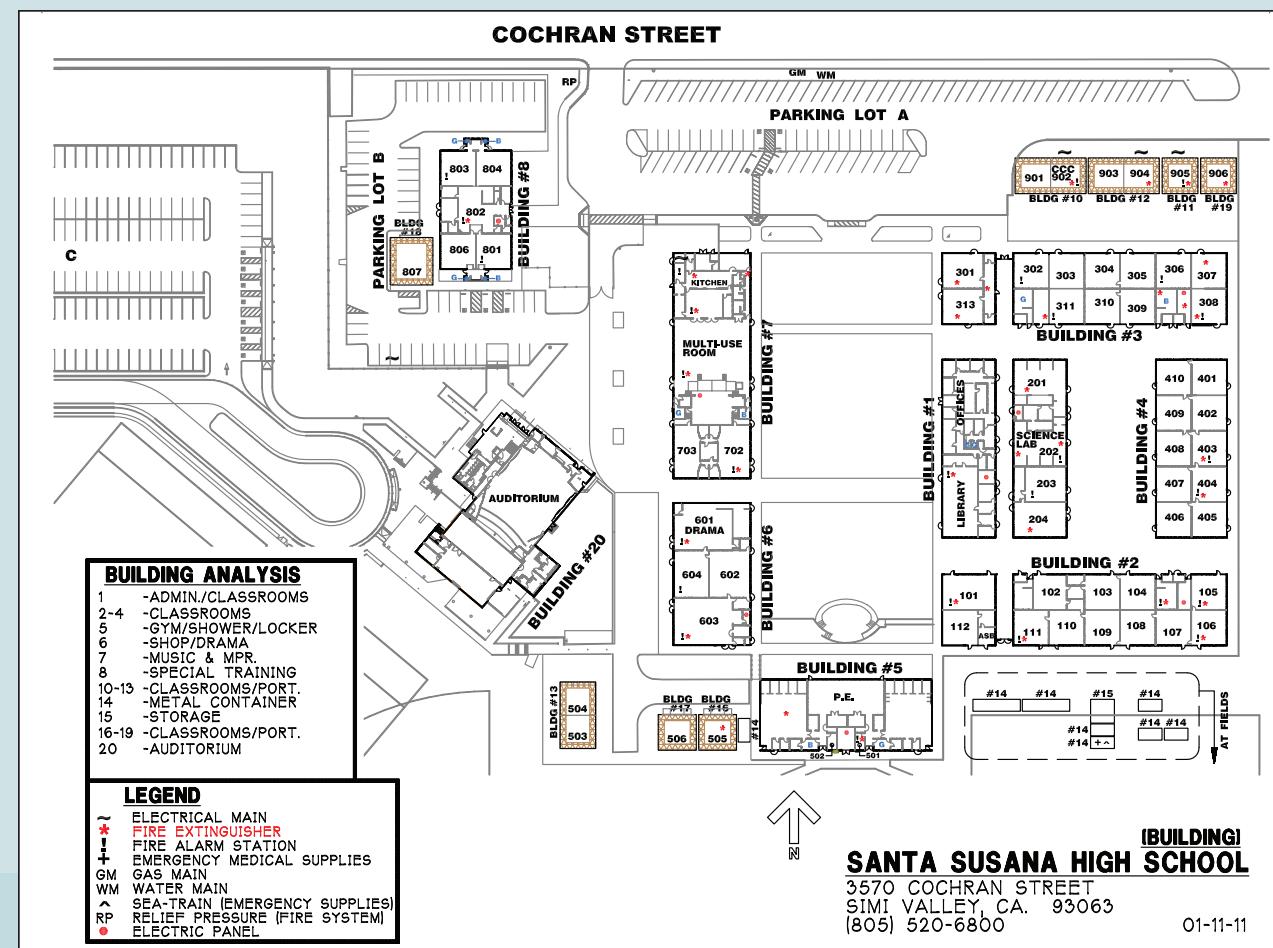
* Must pass 2 semesters of Fine Arts or one year of a Foreign Language (10 units) for high school diploma

** Must pass 4 semesters (20 units) of P.E. Dance may be taken for P.E. credit

*** Must pass 1 year of Science 9 and 1 year each of Biological and Physical Sciences (30 units of science)

6/10/2011

2011 - 2012 2nd SEMESTER			SANTA SUSANA HIGH SCHOOL MASTER SCHEDULE						1/27/2012	
TEACHER	RM	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7	PERIOD 8	PERIOD 9
ABBE, BEVIN	703		FREE	PREP	Jazz Choir	Madrigal	Chamber Chorale	Show Choir	Musical Theatre	Musical Theatre
ABBE, MATTHEW	203		PREP	Yearbook	AP Studio Art	Graphics & Publ.	ROP Graphic Design	ROP Graphic Design		
AGREDANO, JULIO	106		Spanish II	Spanish III	Spanish II	PREP	Spanish II	Spanish III H		
AIELLO, LAURIE	313		Biology CP	Biology General	PREP	Biology CP	Biology General	Biology CP		
ALBERTSON, MELISSA	601		FREE	Childrens Theatre	PREP	Theatre Essentials	Play Production	Theatre Essentials	Musical Theatre	Musical Theatre
BECK, JOHN	305		English 11 AP	English 11	PREP	Leadership Room 505	English 11 AP	English 11	Senior Project	
BRADLEY, PAMELA	303	PREP	English 12 AP	English 9	English 9	English 12 AP	World History	FREE		
DAVIS, SCOTT	905		World History	World History	World History AP	World History AP	PREP	World History		
FOSTER, CARLY	803		Special Studies (SAD)	PREP	Special Studies (SAD)	Special Studies (SAD)	Special Studies (SAD)	Special Studies (SAD)		
FRANKL, ANNE	109	English 11	English 10	English 10	English 10	PREP	FREE	English 10		
GARNER, JOHN	302		English 10 H	English 10 H	English 10 H	English 10	English 10	PREP		
GBRETSADIK, YEGLE	402		Geometry	Geometry	Geometry	Algebra I	PREP	Geometry		
GILES, KAREN	801		PREP	Tap I / II	Jazz I	Jazz I	Dance Ensemble	Jazz II		
GOLDEN, LUKE	604		TV Studio Prod	PREP	English 9	FREE	TV Studio Prod	Movie Production	ROP Video Production	
HALULA, FRANCESCA	111		Eng. 9/10 (SAI)	Eng. 9/10 (SAI)	PREP	Eng. 9/10 (SAI)	PREP	Study Skills 9/10		
HAZLEWOOD, KAREN	401	Geometry	Geometry	Geometry	PREP	Geometry	Algebra I	FREE		
HELMUTH, NORM	506		Health	Health	PREP	Health	Health	Health		
HIGBY, DAVE	405		Science 9	PREP	Science 9 CP	Science 9 CP	Science 9 CP	Science 9		
KAYE, VIVIAN	409		PREP	US History	World History	World History	World History	World History		
KELLY, PATRICK	201	PREP	Chemistry Gen	Chemistry Gen	Chemistry Gen	Biology AP	Chemistry	FREE		
KERMAN, SHERRI	304		English 9 H	English 9 H	PREP	English 9	English 9 H	Computer Apps		
KOHLMEIER, JOHN	311		PREP	English 11	English 11	English 11	English 9	English 9		
KUBY, KATHRYN (ext. 2702)	702		FREE	Music Theory	Jazz Ensemble	Concert Orch.	PREP	Wind Ensemble	Prod. Orchestra	
LAPIN, WILLIAM	105		Science 9 CP	Science 9 CP	Biology General	Biology General	PREP	Science 9 CP		
LEWIS, LINDA	807		Ballet II	Dance Comp.	Ballet I	Ballet I	PREP	Pointe		



2011 - 2012 2nd SEMESTER			SANTA SUSANA HIGH SCHOOL MASTER SCHEDULE						1/27/2012	
TEACHER	RM	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7	PERIOD 8	PERIOD 9
LONG, MATTHEW	307		US History	US History	PREP	US History	US History	App. Legal Studies		
MARSHALL, DONNA	108		Algebra II	Algebra I	Algebra I	PREP	Algebra II	Algebra II		
MARTINET, FRAN	PE		PE 9	PREP	PE 9/10	PE 10	PE 10	PE 9		
McNULTY, BRETT	803			Adaptive P.E.						
MORTINE, JULIE	407		French II	French III	French II	French I	PREP	French I		
NEWTON, GLENN	PE		PE 10	PE 9/10	PREP	PE 9	PE 9	PE 10		
PRATT, ALFRED	107		at Royal High	at Royal High	US His. (SAI)	PREP	World His. (SAI)	Eng. 9/10 (SAI)		
RAMSTEDT, JEFF	403		Prob. & Stats.	PREP	Ethics Logic	Statistics AP/CP	Physics/AP	Ethics Logic		
REINSTEIN, GARY	408		Math Analysis	Economics AP	Math Analysis	PREP	Calculus AB	Calculus AB/BC		
ROSADO, CAROL	102		PREP	Alg. CD (SAI)	Study Skills 9/10	Alg. CD (SAI)	Study Skills 11/12	PREP		
SAUCERMAN, DEANNE	404		PREP	Algebra II	Geometry	Algebra II	Geometry	Algebra II		
SCHULTE, MARY	406		PREP	Basic Design	Basic Design	Basic Design	Basic Design	Basic Design		
SCHULTZ, MARY	309		Economics	PREP	Economics	Am Govt.	Economics	US History		
SERRA, RANDILEE	204		Digital Photo	Advanced Draw & Painting	Draw & Painting I	PREP	Basic Design	Draw & Painting I		
SHEINBERG, MARK	101		Programming	Programming	Computer Sci AP	PREP	ROP WebMaster	ROP WebMaster		
SILBERT, IRENE	603		FREE	FREE	PREP	Journal/Broadcast Room 604	ROP Stagecraft	ROP Stagecraft	ROP Stagecraft	ROP Stagecraft
THALER, PAUL	202	Env. Sci AP	Chemistry CP	PREP	Chemistry CP	Chemistry CP	Chemistry CP	FREE		
THIEME, KARL	301		Biology CP	Biology CP	Biology CP	PREP	Biology CP	Chemistry General		
THOMPSON, BETH	103		Biology (SAI)	Alg. ABCD (SAI)	Science 9 (SAI)	Alg. ABCD (SAI)	Phys. Sci. (SAI)	PREP		
VARGAS, MARIA	110		Eng. 11/12 (SAI)	Eng. 11/12 (SAI)	PREP	Eng. 11/12 (SAI)	TESTING	Study Skills 9/10		
WARGACKI, SONIA	310		Spanish I	Spanish I	PREP	Spanish I	Spanish I	Spanish II		
WHITE, RICK	306		English 12	English 12	English 12	PREP	English 10	English 12		
WINFIELD, CHRIS	410		Algebra I	Alg. II/Trig.	Alg. II/Trig.	Algebra I	PREP	Algebra I		
WOLLOCH, LYSA	906		US History	US History AP	US History	PREP	Law & Order	US History AP		
WOOLDRIDGE, LINDA	903		Comp Apps	Comp Apps	Sm Bus. Acct.	Comp Apps	Comp. Apps	PREP		

SSHS CLUBS

2011-2012

CLUB	ADVISOR	PRESIDENT	DAY	TIME	ROOM
604 Productions	Luke Golden	Jacob Stealey	Mon	3:02 - 3:37	604
Anime	Mary Schultz	Derek Stern	Fri	lunch	309
CSF	Karen Hazlewood	Wesley Tang	1st & 3rd T	lunch	Activity
Choir	Bevin Abbe	Dianne Benedict			703
Christian	Matt Abbe	Ilse Gomez	Tues	lunch	203
Comedy Improv	Melissa Albertson	Hannah Liberman	Thurs	lunch	601
Circle of Friends	Carly Foster	Yesenia Hernandez	Tues	lunch	803
Class of 2012	Lysa Wolloch	Savannah Geimer	Mon	lunch	906
Class of 2014	Jillian Bischoff/Mary Schulte	Jessica Lopez			
Classical Musicians	Kathryn Kuby	Becky Hinojosa	1st Tues	lunch	702
Dance Team	Karen Giles Buell	Kelsey Hecht			801
Dynamic Dance	Karen Giles Buell	Oren Debotton	Mon	lunch	801
Fashion	Melissa Albertson	Aryanna Ringer	Thurs	lunch	601
Geography	Matt Long	Claire Hiebert	Tues 3-4	Wed lunch	307
GSA	Scott Davis	Desiree Ewing			905
Hip Hop Krew	Fran Martinet	Destinee Richardson	Wed	lunch	906
Interact	Lysa Wolloch	Xiao Peng	Tues	lunch	906
International	Julie Mortine	Raahima Shoaib/Bianca	Wed	lunch	407
Junior Class	Julie Mortine		Mon	lunch	407
Key Club	Sharon DeMartino	Lu Han	Fri	lunch	CCC
Leadership	John Beck	Cora Texon	Mon-Fri	5th period	505
Mock Trial	Matt Long	Raleigh Stamper	Tues	lunch & 5-7	307
MSA	Linda Woolridge	Manhoor Saleem			903
Philosophy					
Prom Committee	Lysa Wolloch	Bianca Natt	EO Mon	lunch	906
Sports	Glenn Newton	Jasmine Benavente	M/W/F	lunch	P.E.
SRC Book	Anne Frankl	Nina Joshi	Thurs	lunch	109
Stagecraft	Irene Sibert	Zach Bloom	2 Th/month	lunch	603
Strange Encounters	Mary Schultz		Mon	lunch	406
Thespian Drama	Melissa Albertson	Rachel Goldman	Wed	lunch	601
Toastmasters	Scott Davis	Eric Zhou			905
Upperclassmen	Lysa Wolloch	Bianca Natt			906
Vayuna					
Visual Arts	Lee Serra	Sammie Cetta			204

SSHS FMM Schedule 2011-12

August 26th Staff Meeting STAR results				
Sept. 2nd Staff Meeting	9th WASC Focus Groups (stud./dist/par)	16th Teacher Analysis of STAR Scores	23rd Depart. Share Data Analysis	30th WASC Focus Groups Rev. 06 chapters
October 7th Staff Meeting	14th WASC F.G. Begin Chapter Reports	21st WASC F.G. Continue Chapter Reports	28th Department Meeting	
November 4th Staff Meeting	11th No School	18th Department Meeting	25th Thanksgiving	
December 2nd Staff Meeting	9th WASC Final Review of WASC Report	16th Department Meeting	23rd Winter Break	30th Winter Break
January 6th Staff Meeting	13th Spring TAP	20th FINAL EXAMS	27th Department Mtg. Sem./Data Anal	
February 3rd Staff Meeting	10th Department Chair Meeting	17th Department Meeting	24th WASC Prep for Visit	
March 2nd Staff Meeting	9th Read Sr. Project Portfolios	16th STAFF DEV. DAY	23rd Spring Break	30th Department Meeting
April 6th No School (Good Friday)	13th Staff Meeting	20th Department Chair Meeting	27th Department Meeting	
May 4th Staff Meeting	11th Department Chair Meeting	18th Department Meeting	25th Program Review	
June 1st Staff Meeting	13th (Wed) Last Day			

August 22 – Teachers move back/staff
August 23 – New Student Orientation

Santa Susana High School Leadership Team Responsibilities 2011-2012					
Jason Peplinski <i>Principal</i>	Tee Buckle <i>Assistant Principal</i>	Wendy Mayea <i>Assistant Principal</i>	Marilyn Erickson <i>Counselor</i>	Stacie Davis <i>Counselor</i>	Jillian Bischoff <i>Counselor</i>
GO-N			GO-N	O-Z	A-Gi
Strategic Planning PLCs	Testing AP Testing	Testing Physical Fitness Testing, STAR, CELDT	Testing PSAT	ELC	Testing CAHSEE,
Single Site Plan	Single Site Plan		LEP Re-designation	UC/ A-G	5 Year Plans
Site Council	Site Counsel	WASC/ FOL	College Board		Connect and Respect
Staff Development	New Student Orientation	ELD	Master Schedule		Middle School Registration
Staffing	Grad Night	Parking	GATE		
WASC/ FOL	Student Pictures	Back to School Night	In house registration		
Site	Jostens Liaison	Troubadour Express	ELD		
Budget	Activities	Parent Boosters			
Substitutes	Agenda Books	SST/504/ Sp. Ed.			
Classified Staff	Marquee	Lockers			
PTSA	Graduation	Campus Supervisors			
Faculty Meetings	Club	Radios			
Dept. Chair meetings	Facilities / Fields	School Safety Plan			
Grievances	TAP	Safety Drills			
Library	O'Connor Brothers	Attendance			
Health Office	Calendar	SARB/ SART			
New Teachers	Graduation				
Inter-District Transfers	Sr. Project				
Counseling					
Classrooms Visits	Classrooms Visits	Classrooms Visits	Classrooms Visits	Classrooms Visits	Classrooms Visits
Technology	Discipline 11 th - 12 th	Discipline 9 th – 10 th			

