



SANTA SUSANA HIGH SCHOOL MID-CYCLE PROGRESS REPORT 2012-2015

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Simi Valley Unified School District

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**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Introduction and Basic Student/Community Profile Data

Santa Susana High School thrives as an educational community committed to building on its strengths and areas for growth to ensure students are prepared for the demands of our changing global society. The Santa Susana High School Troubadour community is focused and realizes we must continue our collaborative self-analysis to improve student achievement. The annually revised Action Plan and visiting WASC Committee Report of 2011 provides a direction for sustained, substantive school improvement.

Under the guidance of two principals, the Leadership Team, and the School Site Council, quarterly meetings have been held to discuss the programs and strategies necessary to sustain current successes, continue improvements, and adapt to the changing context of education reform. Our commitment to the Focus-on-Learning (WASC) process and visiting team recommendations merge with the national and local changing landscape to ensure the achievement of our Student Learner Outcomes; producing scholarly, skilled, and humane students.

In the past three years, curriculum, instruction, and assessments have changed dramatically with the transition to the Common Core State Standards, Career Education, and evolving assessment measures. Additionally, modernization was nearly complete as of the summer of 2014, resulting in updated classrooms, both technologically and aesthetically. Since the last WASC visit, the changing landscape of education includes but is not limited to declines in funding, changes in legislation, changes in curricular standards and changes in assessments. To date, Santa Susana staff and students prosper in this evolving landscape.

In the past three years, the population and demographics of Santa Susana High School has remained relatively constant, with an increase in Special Education populations and non-Hispanic minority students.

School Year	Total	White	Hispanic	FES/FEP
2011-2012	1251	811	257	216
2012-2013	1242	802	260	236
2013-2014	1828	783	282	261
2014-2015	1277	755	239	TDB

In the past three years, measures of student achievement have improved in several areas. Through 2013, student achievement in Algebra, Geometry and US History increased while other sciences and ELA decreased, with the exception of 11th grade ELA. This demonstrates growth in the areas of focus as outlined in our WASC Action Plan. There was increase of 1% proficiency in the NCLB Life Science exam from 2012-2013. In 2014-2015, Santa Susana High School opted to continue with the previous year's API score as formulas for calculation have also changed.

School Year	API Base	State Ranking	Similar School Rank
2011-2012	865	10	10
2012-2013	867	9	10
2013-2014	871	10	8
2014-2015	871	10	8

In 2012-2013, we began focusing efforts in understanding the Common Core State Standards (CCSS) and SBAC assessments. Teachers became increasingly focused in discussions, planning, and professional development around CCSS and its impact on day-to-day instruction. Starting in 2012-2013, Santa Susana juniors participated the pilot Smarter Balanced Assessment (SBAC) so we have a better understanding of these assessments and are able to integrate aligned practice into our daily instruction. Despite the focus shift to the CCSS, CAHSEE passing rates, a combined sophomore measurement, continued to rise over the three years in all areas except Special Education Math. Due to the fact that passing rates (≥ 350) on the CAHSEE were nearly 95%, starting in the Fall of 2014, we began to examine sophomore proficiency (≥ 380). Overall, there is a significant increase in Mathematics proficiency as well, with a narrowing of the achievement gap for socioeconomically disadvantaged and Hispanic students. At the same time, there has been decline in ELA proficiency and performance of Special Education students and we will continue our efforts in differentiating instruction to meet these areas of need.

CAHSEE ELA Passing Rates

	2010-2011	2013-2014	Overall
All Students	96	97	1%
Socioeconomically Disadvantaged	91	93	2%
Hispanic	89	94	5%
Special Education	81	81	0%

CAHSEE Math Passing Rates

School Year	2010-2011	2013-2014	Overall
All Students	95	95	0%
Socioeconomically Disadvantaged	81	95	14%
Hispanic	92	93	1%
Special Education	76	63	-13%

CAHSEE ELA Proficiency

School Year	11.12	13.14	Overall
All Students	86	81	-5%
Socioeconomically Disadvantaged	77	64	-13%
Hispanic	74	74	0%
Special Education	56	30	-24%

CAHSEE Math Proficiency

School Year	11.12	13.14	Overall
All Students	73	80	7%
Socioeconomically Disadvantaged	54	67	13%
Hispanic	51	74	23%
Special Education	41	33	-12%

Due to changing assessment measures and the increasing importance of meeting college eligibility requirements under the Local Control Funding Formula and the Local Control Accountability Plan, Santa Susana High School now examines “D” and “F” grades, UC/CSU eligibility, and opportunities for college. Grades reported below reflect semester grades for two semesters. Notably, failure rate varied significantly by grade: 8.2% for 9th grade and 1.4% for 12th grade in 2014. From 2012-2014, the 9th grade failure rate increased, while failure rates in the three other grade levels decreased, demonstrating the strength of our teachers and school program in addressing student needs.

	Number of “D” Grades	% of Posted Grades	Number of “F” Grades	% of Posted Grades	Posted Grades
2012	1,495	8.31%	1,083	6.02%	18,000
2013	1,475	8.26%	786	4.40%	17,861
2014	1,488	8.38%	929	5.23%	17,757

The percentage of students meeting CSU/UC eligibility requirements by graduation has increased while the performance gap between traditionally underperforming Hispanic students and the mainstream population is decreasing. This demonstrates an accomplishment of two of our goals: improving college eligibility rates and closing the achievement gap. We have continued these efforts by reducing student enrollment in non college preparatory courses 1) by increasing the number of students enrolled in College Preparatory Science, Biology, and Chemistry 2) by examining and resubmitting courses not previously meeting A-G requirements and 3) by articulating several courses with local community colleges. We look forward to continued analysis with these new requirements so that we continue to increase rigor and to scaffold for student success and opportunity.

Year	UC/CSU Eligible All	UC/CSU Eligible Hispanic	Total Graduates
2011	31.9% (58)	27.8% (5)	182
2012	33.7% (68)	10% (3)	202
2013	39.6% (107)	26.9% (14)	270

The advanced placement pass rate and overall performance has increased over time. Notably, over twice as many AP exams were taken from 2011 to 2014 with an overall increase in pass rate. After considerable discussion, Santa Susana High School has a strong desire to provide greater access to advanced placement opportunities and college by ensuring all students enrolled in AP classes take the AP Exam for that course. We realize this means students who may not be as high achieving will take the exam and the impact this may have on overall pass rates. However, Santa Susana High School strongly feels this is outweighed by the benefits of increasing advanced placement access to all students and ultimately will provide more opportunity for students to gain college credit for passing. This implementation is ongoing as we look to the ways we can obtain greater participation in these exams.

AP	Number of AP Courses Offered	Number of Tests Taken	Number Passed	% Passed
2011	14	278	155	71.0%
2012	14	384	310	81.0%
2013	14	456	320	70.0%
2014	17	449	349	77.7%

Enrollments in challenging and rigorous courses have decreased over time. Notably a decrease in enrollment in AP English is due to staffing changes two years ago and will increase as the new teacher continues to build the program. AP French and AP Calculus C were not offered in 2015 due to the difficulty in teaching this class during the same period as another course. AP Psychology was added which reduced potential enrollments in AP Science classes.

Enrollment in Challenging & Rigorous Courses				
	2012	2013	2014	2015
H English 9 & 10	212	227	237	244
AP English Lit 11th & Lang 12th	138	201	170	129
AP French	0	0	11	0
French 3H	0	18	15	23
Spanish 3H	0	31	22	43
AP Stats & Cal AB/BC/C	68	126	144	121
AP Sci - Chem, Bio, Phy, Evn Sci	68	6	113	53
H Anatomy Physiology		35		30
Soc Stu - AP World, US, Govt, Econ	166	200	119	118
AP Psychology				33
AP Art 2D Design	39	36	24	36
AP Comp Sci A	12	23	29	32
Total	703	903	884	862

Overall, the number of certifications has increased in 2014, which may be due to a larger graduating senior class. Due to a change in staffing, the Animation Course of Study was discontinued, while the STEM: Robotics and Engineering emphasis commenced with a Specialized Secondary Program state planning grant in 2013-2014.

COURSE OF STUDY	2012	2013	2014
Humanities	6	13	17
Mathematics	23	36	42
Science	16	24	36
Pre-Law	10	5	5
STEM	NA	NA	10
TV & Film	5	4	8
Stagecraft	5	11	7
Digital Graphic	14	14	13
IT/Pgm & Internet	4	15	17
Fine Arts	13	21	18
Animation	5	6	12
Vocal Music	13	14	21
Dance	11	8	8
Instrumental Music	4	5	3
Theater	6	14	11
Musical Theater	4	8	7
TOTAL CERTIFICATIONS	139	198	235

Graduation rates have improved over the past four years, with a general decline in the 1-year Drop Out Rate.

	Grad Rate	1-yr Dropout Rate (other)
2009-2010	87.93%	10.50%
2010-2011	88.24%	8.80%
2011-2012	89.80%	5.60%
2012-2013	92.30%	6.60%

In 2014-2015, Santa Susana High School is serving as a state Career Technical Education: Arts, Media, and Entertainment Demonstration site. Specifically, students completing one or more courses of study from 16 different programs, completing a Senior Project in their field, and meeting other career-based requirements, are said to be “certified” in their course of study. This certification is a unique recognition at Santa Susana High School demonstrating persistence and expertise in a specific area of study and is a highlight for the state, also recognized in 2012 by the California School Boards Association’s Golden Bell Award.

Measures of economic levels (around 18.5% of students receiving Free or Reduced lunch), school safety via student discipline, attendance, and graduation rate have remained relatively constant.

II: Significant School Changes and Developments

A. Organization: Vision & Purpose, Leadership & Staff, and Resources.

Santa Susana High School 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. Self-study efforts led to the development of the SSHS Expected Schoolwide Learning Results, which are now known as Student Learning Outcomes (SLOs). With the infusion of Common Core State Standards, Santa Susana's SLOs best align to the newly adopted standards in content, skill development, and assessment measures.

Santa Susana High School continues to focus on preparing students for college and career, but has significantly strengthened the emphasis of these measures as we anticipate new accountability guidelines which are in development from the state. In the past three years, our school has annually revised the School Plan for Student Achievement in alignment with district goals and the Local Control Funding Formula. Implementation of Common Core State Standards, education technology, and college or career preparation have been, and continue to be, key drivers of both the district and schoolwide professional development over the past two years.

In the past three years, the administrative team has changed with the influx of a new principal, two assistant principals, and two counselors. Approximately 3-5 teachers have either retired or resigned during each of the past three years and have been replaced by teachers new to the profession or placed from other schools, as the district has emphasized right sizing staffing ratios. Additional teachers of Special Education and German/French have been added to serve current student needs. Even with these changes, the new faculty members have started clubs, participated in leading professional development and have contributed to the positive atmosphere of our school.

Fiscal integrity continues to be of great focus. Santa Susana High School responds to this stress through creative uses of time and available resources to meet needed professional development and classroom equipment needs. Annually, the department chairs and School Site Council review goals, analyze the achievement of those goals, and set new priorities for the allocation of funds consistent with these goals. With these creative efforts we have addressed strategic Algebra 1 support in a variety of ways: piloted mathematics books for a new textbook adoption, supported the development of reading and writing skills such as through SRC and Turn-it-in.com, and obtained additional funds through grants for STEM, other academics, arts, and student programs.

Changes in services provided by the Ventura County Office of Education led to a discontinuation of the Regional Occupational Program and corresponding staff funding for our School of Technical Arts, which allows for students to take an extended school day focused on elective programs and career readiness. Concurrently, SVUSD has contributed to the losses and VCOE has replaced this funding with the acquisition of a Partnership Grant and has realigned funds to support materials, professional development, expertise, partnerships, and classroom resources for

Santa Susana High School. Additionally, the VCOE partnership expanded their support to include computer programming and legal practices.

B, C, & D. Curriculum, Instruction, & Assessment

Changes in Curriculum, Instruction, and Assessment have been rapid in the past three years. Federal and state requirements for Common Core State Standards and corresponding instruction have been the largest drivers of these changes. In the past three years, CHAMPS training, *Discipline in the Secondary Classroom*, and weekly administrator classroom observations with teacher feedback have been used to strengthen classroom instruction. In the next three years, teachers will observe classes and analyze their findings in a walkthrough format.

The Local Control Funding Formula has required districts and schools to align priorities and resources to CCSS curriculum, instruction, and assessment measures. Santa Susana has been on the forefront of using the CCSS and seeks to strengthen student preparation for college and career.

Teachers and classrooms are evolving to meet these new standards by studying, understanding, and applying new CCSS and implementing corresponding pedagogy. Additionally, staff have provided training at Core Connections, the districtwide staff development program, which has provided teachers with options for choosing targeted professional development. While the Santa Susana High School staff have demonstrated strong interest, effort, and progress in understanding student achievement requirements of the SBAC, the implementation of aligned formative and summative assessments is ongoing. To fully understand the impact of new assessment measure, teachers will attend and use Measured Progress not only for developing, sharing, and implementing common assessments, but also to gather feedback on student learning and improve instruction for improved student learning, commencing this Spring.

Education technology has evolved rapidly at Santa Susana High School. With the completion of modernization, every classroom is updated with SMART technology including a SMART Board, student responders, a SMART slate, document camera and Safari Montage. Additionally, we now maintain eleven hardwired or mobile labtop/Chromebook labs. Teacher leaders use a variety of technologies to develop 21st century skills, which also include a wide variety of other hardware, such as cell phones, and other mobile devices. As an effective Professional Learning Community, teachers provide professional development on their equipment, examples ranging from Google Drive, SMART, Aeries (a new student information system), and classroom management software and applications. The challenge has been receiving consistent technology infrastructure and technological support. Despite this challenge, we have worked together to provide fixes, support implementation and train one another, and are excited by the amount of new technologies teachers, staff, and students are using. Students also are positive in their response and learning has been heightened.

Courses of study continue to play a vital role in student programs at Santa Susana High School. Since the last WASC visit, there has been an increasing demand for digital photography,

graphics, and a new STEM: Robotics & Engineering course of study, which received a Specialized School Programs planning grant in 2013-2014. This, in conjunction with low enrollment for Animation classes, losing our Animation teacher, and receiving a teacher placed by the district to balance staffing who could not teach the course, the Animation emphasis was discontinued.

In the Spring of 2014, Santa Susana was assessed and recognized as a Career Technical Education Arts, Media, Entertainment Demonstration Site. The unique features of our school programs include a Schools and Academy focus with students emphasizing courses of study during their high school career and being recognized with Certification for completing this Course of Study and a Senior Project demonstrating their expertise. The number of certifications earned has increased relative to the size of the graduating senior classes.

Measures of student learning such as CAHSEE, grades, graduation rates, and UC/CSU eligibility indicate student learning at Santa Susana High School has improved. Testing rates show a decline in ELA and special education. Grades, particularly in sciences and math, also demonstrate areas for targeted growth. We also believe when it comes to assessments, Santa Susana High School is experiencing an implementation dip in student performance indicators in this transition from California State Standards and the STAR assessment to new Common Core State Standards and the Smarter Balanced Assessment, which is a natural consequence of such changes in any organization. Finally, we are making further changes such as migrating all sciences to college preparatory curriculum and monitoring “D” and “F” rates to continue improving our UC/CSU eligibility and graduation rates as ongoing areas of focus.

E. School Culture and Support for Student Personal and Academic Growth

Parent involvement through PTSA, Santa Susana Performing Arts Boosters, and the Volunteer Docent program is flourishing. While parents continue support as in the past, they have been more involved in activities and programs for students. Parents have also provided additional support through tutoring in Spanish and Math, and classroom volunteering for arts programs, both of which have allowed for increased learning opportunities for students. Stronger parental communication, with increased use of Parent Link for phone calls and e-mails to parents is notable and has helped improve parent’s support of student achievement.

In the Fall, 2014 the administrative team and a committee of teachers, started to examine and revise the TAP curriculum in accordance with school needs, Visiting Team recommendations, and other model programs. The TAP committee examined and started to integrate curricula from the College Board Advisory Program, the Congressional Medal of Honor Curriculum, and *Get Focused, Stay Focused*, for the purposes of providing academic support and more relevant opportunities in alignment with all TAP goals. Starting last Fall, the administration began collecting data regarding the effectiveness of TAP by talking to teachers and observing classes. Model curriculum from the College Board was implemented for some lessons. This work will continue and a full and articulated revision of TAP that focuses on academic support and college and career readiness will be implemented in 2015-2016. Teachers have recommended grade

specific lessons, a strong opportunity to build relationships with their students, and more relevant instructional strategies that would also assist in building their repertoire with CCSS skills and strategies.

In the past three years, Santa Susana High School has been and is recognized for academic excellence through designations of Silver Medal via US News and World Report, one of the Best California High Schools through Niche, and a Career Technical Education: Arts, Media, & Entertainment Demonstration Site for 2014-2015.

III: Follow-up and Progress Report Development Process

The follow-up Focus on Learning Process has involved several levels of review and revision through a variety of committees, led by the principal and WASC Committee Co-Chairs.

Staff are updated annually, with student performance data. With quantitative data summarized from the past three years in section one, annual staff meetings to discuss the data, input from School Site Council, and staff discussions at three Fall 2014 meetings, the WASC progress report was written by the principal. It was then refined by the WASC Co-Chairs, teacher-in-training (for the writing of the 6 year report), and the department chairs.

Guided by department chairs, in depth analysis of student performance data is conducted and then they are given time to implement these new ideas at subsequent department and collaboration meetings. Annually, the School Site Council reviews the School Plan for Student Achievement (SPSA) to provide input. This plan is based on FOL recommendations and district priorities. Specifically, the plan is developed from departments that review prior goals. They also set new goals and mechanisms for establishing them in the upcoming year. Finally, the plan is revised after teachers have reviewed student performance data across the previous year's goals and have revised previous goals and established new ones for the following school year.

The Leadership Team, comprised of department chairs and staff in positions of leadership, has reviewed relevant data and provided input into the FOL process. In 2014-2015, staff also met to examine the previous WASC report, analyzed current outcomes relative to the recommendations, and identified a direction for the next three years. Collaboratively, they also identified strengths, asked questions about growth areas, and made recommendations for continued improvements in the upcoming three years.

The WASC progress report will be sent to the governing board who will also be invited to participate in our mid-term visit.

IV: Progress on the Critical Areas for Follow-up within the Action Plan

Critical Areas for Follow-up

1) *Develop a schoolwide system of intervention that services all students identified for remediation.*

During the 2012-2013 school year, Santa Susana High School outlined the supports in a Response-To-Intervention pyramid. *CHAMPS* training and *Discipline in the Secondary Classroom* provided a schoolwide focus on effective instructional practices to help support student learning. Services such as checks-for-understanding, peer tutoring, and the student study team process continue to be provided in most classrooms to support all students to meet high levels of academic achievement. Teachers also offer individual tutoring at lunch and after school when requested by students.

Math-specific supports assist Algebra 1 and Geometry students and close the achievement gap between the general population and special education students. Peer tutors were placed in most Algebra 1 classes. An Algebra 1 tutorial program was implemented in 2013-2014 but was met with limited success and consequently discontinued. The District's Student Support Services, Special Education department, administrators and teachers have identified additional supports that will be implemented in 2015, which include but are not limited to: an Algebra support class for students lacking prerequisite skills, co-teaching, and more academic support through TAP. A revised RTI plan is being identified and will be used to model and provide support not only in Math, but across the curriculum.

In addition to supports that have been tried, teachers note student achievement and skills for incoming students is in decline. Thus, we are developing ways to quantify student skills and performance so we can provide a responsive and effective system of support.

Increase the use of instructional technology by staff.

At the beginning of the 2014-2015 school year, a ninth grader expressed, "We use computers in every classroom!" While Santa Susana High School does not yet provide a personal device for every student, technological access and its educational uses have made tremendous strides across the curriculum. Santa Susana High School knows this is one of our greatest areas of growth and we are celebrating the extensive evolution and use of technology across the curriculum.

In the last three years, remarkable growth is measured by:

- A digital citizenship curriculum and one-to-one device policy was implemented and now includes tools such as iPads, Chromebooks, new teacher desktops and laptops.
- Our software migrated from Windows XP to Windows 7 and from Microsoft Office 1998 to 2013.

- Our student information systems changed from TSIS to Aeries and Aeries Gradebook. New features include an integrated system now including discipline notes, a seating chart, ongoing access to student grades, attendance, discipline information, and a system of communication and calendaring.
- The new use of Google Tools, Classroom and Community. Google Tools includes gmail and storage in Google Drive for all teachers and students. Teachers access file-sharing, networking tools, student portfolios, and receive/return/provide feedback to student works electronically.
- SMART was installed in every classroom including: a document camera, projector, SMARTboards, SMARTslates, and SMARTresponders.
- One-to-one access was increased from five laptop /IPad carts and computer labs to 11 (including Chromebooks).
- While we continue a healthy Scholastic Reading Counts program in English, online applications are being used regularly across the curriculum, including but not limited to Turn-it-in.com, SAFARI montage, blogging, and learning management systems like Edmodo, and Socrative.

Collaboration time, part of our Friday Morning Meeting schedule, allows for teachers to teach others to use new technology. Some early adopters are quick to support other teachers in the learning of new technology, while others teach their colleagues as they too are learning the tools. A Staff Development Center, located at the back of the library, was established so the Library Media teacher and other trainers can hold individualized education-technology professional development sessions. We have an ongoing need to minimize loss of instructional time due to unintended challenges such as significantly slow data transfer, software incompatibility problems, and our own learning curves. Together, Santa Susana teachers and staff work as a team to resolve our challenges, bringing us to even more effective and frequent use of instructional technology for heightened student learning.

2) *Increase the number of proficient and advanced students in statistically significant subgroups i.e. socioeconomically disadvantaged and Hispanic students, in Algebra I on the STAR Exam.*

A strong and thorough analysis of the STAR/CST testing data in Algebra & Geometry over the past three years shows significant growth. Performance of Hispanic students shows a significant closing of the achievement gap. Clearly, where we have focused our efforts, student success has improved.

At the same time, Math achievement has increased while state expectations have changed, a pilot for new textbooks has commenced, and state and national assessments are in development. For example, teaching with new Common Core State Standards challenges teachers in all subjects. Thus, teachers are learning new content and a pedagogy that focuses on developing mathematical practices such as persistence, abstract reasoning, constructing arguments, and critiquing reasoning, to name a few. Currently, Math teachers are piloting textbook aligned to CCSS.

In the next three years, understanding student achievement needs as measured by formative and summative assessments, such as those provided by Measured Progress and the SBAC will remain a priority. While teachers perceive students are coming from middle school with weaker skills, they have addressed this observation by using diagnostic tools to determine current math skills, and by administering the antidote, where students are not working on grade level.

Since our last WASC, the STAR is no longer administered. Math and all other subjects, are looking to other means of assessment for assessing student learning. Measured Progress was distributed to all teachers for developing common, formative assessments in a manner consistent with the new assessment, the Smarter Balanced Assessment Consortium (SBAC). Currently, teachers across the district are collaborating to develop those assessments to help determine student need and begin to address those weaknesses for growth.

3) *Continue to communicate the unique setting and experience that Santa Susana High School has to offer students and more effectively market our school to the broader Simi Valley Community.*

Santa Susana High School has an established reputation in Simi Valley and across counties as a top performing high school with a strong academic and arts program. To this end, we continue to receive more applications each year than students we can accommodate.

To communicate our programs, we have incorporated the following avenues in the past three years:

During School of Choice Month, we provide three Home Shows, regularly scheduled tours, and two student-led campus tours. Additionally, any community member can, at any time, schedule a campus tour and we have a staff member always on call to provide them with information about our school. We invite all 8th graders from our three middle schools to Open House and hold a variety of activities open to the public throughout the year such as our Performing Arts Performances and Senior Projects and presentations.

We regularly use opportunities to engage the public and to form a strong partnership with the community and business partners (particularly for our School of Technical Arts who work closely the Chamber of Commerce). Additionally, the Ventura County Office of Education's Career Education partnership has supported the expansion of the following courses of study: STEM, Legal Practices, and a broader Graphics pathway. They are assisting us in forging stronger pathways with local businesses, and articulations with local colleges which benefit our students. For example, our Mock Trial works with attorney coaches and most recently won second place in the county and first at the Empire 2014 competitions. Musical Theater now participates and has won at the Jerry Herman Awards for *The Musical 13*. Web Design students create websites for nonprofit groups and businesses and our broadcasting program partnered with the Simi Valley Hospital/City Councilman to develop a public cast of the biggest football rival event in our city. The Santa Susana Performing Arts Center has also started an Academic Lecture Series, free to the community that most recently included a Holocaust Survivor and

Congressional Medal of Honor Speakers. Involvement like this receives regular media attention via local papers and social networks like Facebook and Twitter.

Partnership with the Ventura County Office of Education, and local business entities like the Chamber of Commerce produce performances for the community, support community organizations and events, and provide access to technical arts and other programs for business partnerships.

This past year we established a partnership with Hillside Middle School whereby Hillside programs in the Performing Arts and STEM align to Santa Susana High School and VCOE's Career Education. Middle school students meeting certain requirements will receive priority admission into Santa Susana High School, which is an exciting opportunity to our local community. The district has received positive feedback to the extent that many students from a local private school are returning to the Simi Valley Unified School District.

The Visiting Committee also identified three areas in need of strengthening:

1) A schoolwide need to focus on classroom instruction and best practices for continual professional growth concentrating on:

- a. Active, challenging learning experiences for all students that involve them in critical thinking, problem-solving, collaborative work, and meaningful application of knowledge and skills.***
- b. Analysis of student achievement data and utilization of the results to modify instruction.***
- c. Use of technology as an instructional tool to improve student achievement.***

Transition to CCSS has provided a strong mechanism for examining current instructional practices and focusing on: critical thinking, problem-solving, collaborative work, and application of knowledge and skills. However, there is much work to be done in the upcoming three years. While SSHS teachers are on a continuum of implementing these new standards, as a whole, they are cross referencing new standards with current practices and revising current curriculum and instruction to align to the 21st century skills and depths of knowledge called for with the new standards. At the same time, there is a strong need for relevant resources and access to formative and summative (state-level) assessments. Our staff believe that these two leverage points are critical in implementing common core curriculum and in bringing students to high levels of achievement under these new standards. Measured Progress is one of the tools, beginning its implementation in the Spring of 2015, to meet this need.

In the past three years, teachers and students have been introduced to new tools for measuring and monitoring student learning such as systems hardware and applications such as SMART, AERIES, and Google. Teachers are learning these tools, integrating them into their daily practice, and using them effectively to strengthen student learning. For example, students more frequently check their progress on assignments

and are to a greater degree allowed to redo assignments and tests. During instruction and independent work, one-to-one devices allow teachers to check student understanding in situ and allow for timely software and teacher generated feedback, such as from Turn-it-in.com.

While great strides have been made, implementation is ongoing and is addressing challenges such as needed upgrades in infrastructure, additional technological support, and differentiated professional development.

2) *Faculty and staff need to use a variety of data to appropriately drive instructional practice and assess accomplishment of their revised ESLRs (aka Student Learner Outcomes) and the Action Plan.*

The type of data being collected to drive instructional practice has changed over the past three years and will continue to change in the next three. Up until our last full WASC visit, there was a mechanism of examining student achievement data through CST analysis, CAHSEE exam scores, test grades, and other state measures. While School City gave some insight into student learning based on assessments, it was not able to provide the formative data necessary to inform classroom instruction.

Now, there is a shift in defining student achievement from understanding of core content and demonstrating this knowledge on multiple choice and essay exams to being able to think critically and creativity while working with others in a communicative and collaborative environment. Additionally, the depth of knowledge to which students are able to apply what they learn has become increasingly important. The SBAC and STARS for School City will provide summative assessments, formative assessments, and a mechanism of online collaboration for supporting teachers to be able to bring their students to high levels of understanding with CCSS. In the next three years, Measured Progress is being purchased at the district level with corresponding staff development to allow teachers to collaborate on formative assessments and use these results to modify instruction, ultimately to improve student learning. Collaboration time will support teachers working in their professional community to implement this new tool.

3) *Strong need to refine the TAP curriculum so that it is more effective in supporting academic growth.*

Our twice-weekly Troubadour Advisory Program (TAP) continues to set the tone, culture and tradition of our school. TAP serves as an important support system providing personalized academic guidance to students within the school's structure of Schools and Academies, a connection to the Associated Student Body through the House of Reps, and a system of communication through our weekly student-produced news show, KSSH news. TAP teachers are advisors and advocates who regularly monitor student achievement, academic progress, and preparation for graduation, college, and career.

Each year, TAP is reviewed, modified and refined by assistant principals with the assistance of teacher input and implementation observation. At the same time, there is more input into these revisions for 2015-2016 including more time monitoring the

implementation of current lessons, through the establishment of a TAP Committee to provide feedback, more closely solicit feedback from teachers and students during the actual implementation of the lesson.

To date, the TAP Committee cross referenced WASC recommendations and student priorities to provide academic guidance for a more targeted curriculum in 2015-2016. Data collection from observations of classroom instruction and lesson implementation began. Specifically, assistant principals have examined other models and are piloting new lessons, such as that from the College Board, and the Medal of Honor Curriculum, and Get Focused, Stay Focused which will strengthen the curriculum for students and address both the committee's recommendations and teacher feedback which include, but is not limited to academic support, relationship building with focus in the ninth grade, and differentiation by grade level. Thus, the implementation of these revisions is ongoing.

One finding to date is that subject-specific academic support is difficult to implement into TAP within the 40 minutes allocated each week for TAP. At the same time, a sister school started a different structure of support based on a Whittier model, which has also been met with limited success. Because of the time constraints for academic support, Santa Susana is examining its current system of Response-to-Intervention. Counselors are gathering data to develop an RTI pyramid in the spring of 2015. This will then be used to start discussions about other supports that are not currently being given. Preliminary discussions have started on support Math classes, teacher-driven academic tutoring, co-teaching, and other schoolwide effective strategies. These discussions and corresponding decisions for support implementation are ongoing.

V: Schoolwide Action Plan

- **Student Plan for Student Achievement Attached**

Santa Susana High School continually evaluates student needs in light of the changing landscape in education. With the rapid federal, state, and district changes in expectations for teachers and students, the Focus on Learning WASC process is continually integrated into the the analysis and revision of the School Plan for Student Achievement (SPSA) to meet these needs.

The SPSA outlines specific goals and steps for accomplishing those goals. The SPSA plan details who is responsible for carrying out those goals and allows time for a formal reflection and revision of those goals. Monitoring of the SPSA plan occurs regularly during department meeting discussions, SPSA, and staff meetings. This plan is reviewed each spring and updated during staff, Department Chair and Department, Leadership Team, and School Site Council meetings. Additionally, annual goals and the WASC FOL action plan are revised according to school site needs in the context of foci at district, county, state, and national levels.