

School Accountability Report Card
Reported for School Year 2003-2004
Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Santa Susana High	District Name	Simi Valley Unified
Principal	Pam Carter	Superintendent	Kathryn S. Scroggin, Ed.d.
Street	3570 E. Cochran St.	Street	875 E. Cochran
City, State, Zip	Simi Valley, CA 93063-	City, State, Zip	Simi Valley, CA 93065-1934
Phone Number	805-520-6800	Phone Number	805-520-6500
FAX Number	805-520-6778	FAX Number	805-520-6596
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CDS Code	56-72603-5630322	SARC Contact	Cary Dritz, Ed.D.

School Description and Mission Statement

The 2004-2005 school year is Santa Susana High School's ninth year. Our school, staff, and students have received numerous awards and accolades. We were named a California Distinguished School in our third year and we have received a full-term, six-year accreditation from the Western Association of Schools and Colleges. In general, our students are multi-talented in the fields of performing arts and technology – yet perform well in their academic programs. Santa Susana High School graduates have been accepted by and are attending several of the premier universities in the country. In addition, our graduates report success in a wide variety of artistic and technological fields. As a result of the belief that our school's primary purpose is the intellectual development of our students, the staff at Santa Susana High School places a high value on academic success. Santa Susana High School offers a full college preparatory program, as well as rigorous preparation in skills that allow students to pursue other post-high school options. Our faculty has developed a system of Schools (School of Advanced Academics, School of the Arts, and School of Information Technology) with a variety of Curricular Academies that encourage students to follow a program of study through their high school careers – culminating, if earned, in a certificate of competency awarded at graduation in addition to the Santa Susana High School diploma. We are proud that our seniors complete a Senior Project and present the Project orally to a panel of adults preparing them for presentations in business and for interviews. We are certain the Senior Graduation Portfolio that seniors may complete will lead our graduates to better futures; the portfolio contains a resume, diploma, and specific examples of student work that colleges and/or employers will find useful in determining the skills of our graduates. Santa Susana High School continues to provide families and students with an exciting opportunity to participate in programs that specifically prepares students in the areas of their talents and interest while maintaining a strong academic program.

Opportunities for Parental Involvement

Contact Person Name	Pam Carter	Contact Person Phone Number	520-6800
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Parents are encouraged to participate in the School Site Council and to serve as parent volunteers. For information, contact the school office.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Grade 9	325	Grade 11	238
Grade 10	319	Grade 12	200
		Total Enrollment	1082

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	27	2.5	Hispanic or Latino	131	12.1
American Indian or Alaska Native	16	1.5	Pacific Islander	4	0.4
Asian	61	5.6	White (Not Hispanic)	827	76.4
Filipino	15	1.4	Multiple or No Response	1	0.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Fall 2004	Date Last Discussed with Staff	Fall 2004

School Programs and Practices that Promote a Positive Learning Environment

Santa Susana subscribes to the policy that all students have a right to learn in an atmosphere that is orderly and safe. To meet this goal, we have established a set of standards for student behavior. These standards are consistently enforced. Students who demonstrate good citizenship are individually and publicly recognized.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school. *Rates for 2002-2003 were miscalculated.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	105	92	99	1,784	1,807	2218
Rate of Suspensions*	.005	.004	.09149	.0834	.0833	.102
Number of Expulsions	2	1	1	30	34	31
Rate of Expulsions*	.00009	.000046	.00092	.00140	.00016	.001426

School Facilities

General:

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at www.simi.k12.ca.us.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

Santa Susana High School has 55 classrooms, a multipurpose room, a library, gymnasium, and an administration building. The main campus was built in 1970.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at www.simi.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the district has budgeted \$2.8M for the deferred maintenance program. This represents 2% of the district's general fund budget.

Deferred Maintenance Projects:

For the 2004-05 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on buildings, 600, 700, and 800, and to seal and stripe the basketball courts. The district's deferred maintenance plan is available at the district office or on the Internet at www.simi.k12.ca.us.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	52	63	58	45	49	50	32	35	36
Mathematics	32	34	25	43	50	48	31	35	34
Science	41	53	47	45	47	41	30	27	25
History-Social Science	49	49	51	42	41	39	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	61	33	80	73	39		60
Mathematics	33	18	54	45	22		22
Science	44	33	74	82	26		47
History-Social Science	54		71		23		53

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	57	60		42	60	21	60	
Mathematics	28	20		25	24	22	25	
Science	54	40		21	49	28	48	
History-Social Science	56	45		36	52	44	51	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	78	72	---	62	60	---	43	43
Mathematics	---	69	63	---	65	64	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	89	69	86	100	54		73
Mathematics	56	46	91	91	46		64

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	69	76		49	74	47	73	
Mathematics	66	60		54	64	44	64	

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	33.6	32.6	34.5	34.6	35.6	33.6	26.3	25.3	27.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

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

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

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

	API Base Data			API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	97	99	Percent Tested	97	99	99
API Base Score	719	717	763	API Growth Score	722	770	776
Growth Target	4	4	2	Actual Growth	3	53	13
Statewide Rank	8	8	9				
Similar Schools Rank	4	1	6				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	734	728	767	API Growth Score	737	773	780
Growth Target	3	3	2	Actual Growth	3	45	13

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP

status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	Yes	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	n/a	n/a	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	Yes	Yes

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	974	965	1031	6192	6381	6567	1735576	1772417	1830664
Number of Dropouts	3	22	16	70	200	82	47899	48210	58493
Dropout Rate (1-year)	0.3	2.3	1.6	1.1	3.1	1.2	2.8	2.7	3.2
Graduation Rate	97.0	94.2	91.4	91.8	89.8	89.9	86.7	87.0	86.7

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

No data are available for this section

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.9	21	7	13	21.3	28	9	11	24.7	19	8	12
Mathematics	31.6	1	10	12	29.0	5	14	10	35.3		4	21
Science	24.7	10	10	14	21.7	18	6	17	32.8	3	3	22
Social Science	26.4	9	40	11	27.0	7	47	9	28.4	5	41	15

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	37.0	---
All Schools in District	---	42.7
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	43.2

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	43	44	44
Teachers with Full Credential	39	39	40
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	4	3	4
Pre-Internship	0	2	1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	
Total Teacher Misassignments	---	---	

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.1
Master's Degree plus 30 or more semester hours	27.3	27.6
Master's Degree	9.1	2.8
Bachelor's Degree plus 30 or more semester hours	50.0	60.3
Bachelor's Degree	13.6	9.2
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	

Teacher Evaluations

All probationary teachers (those in either their first or second year of service) in the district and the school are evaluated at least once a year on their effectiveness and general personal and professional characteristics. Permanent teachers are evaluated every other year on their effectiveness and general personal and professional characteristics. This evaluation is performed by administrators who are specially trained for this purpose. More frequent assessment and evaluation are required for any employee who received an unsatisfactory evaluation in any area until the employee receives a satisfactory or "needs improvement" rating in the area of teaching methods of instruction. The employee may be required to participate in a professional development program designed to improve his/her instructional competency and/or teaching methods.

Substitute Teachers

The district employed approximately 350 substitute teachers during the 2003-2004 school year. This pool met the demands for qualified substitute teachers. Every attempt was made to assign substitute teachers to classes within their credential authorizations.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.0
Librarian	1.0
Psychologist	.2
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	772.9

VII. Curriculum and Instruction

School Instruction and Leadership

The overall quality of the leadership and the instructional program at Santa Susana High School is excellent. The curriculum is appropriately aligned with state frameworks and model curriculum guidelines for all subject areas. Review of the programs shows many effective practices. The principal's belief in shared decision making is manifested in regularly scheduled staff and school site council meetings. The leadership team is comprised of staff members, parents, and students working collaboratively to insure the quality of the school's instructional program and to create a positive school climate.

Professional Development

Santa Susana High School is committed to providing an opportunity for staff to continually improve their skills and abilities. Opportunities for staff development include district in-services, led by Simi Valley Unified School District staff, as well as consultants from other districts, workshops through Ventura County, and many regional and state conferences. Staff has additional opportunities to exchange professional ideas at staff meetings. Personnel often review professional journals and attend university classes on their own time. Many of the in-services focus on designed improved instruction and using a variety of teaching strategies. Emphasis is placed on assuring the curriculum that is taught at each grade level meets the state curriculum frameworks.

Quality and Currency of Textbooks and Other Instructional Materials

New textbooks are adopted in each subject area. The selection process for new textbooks and materials is rigorous with input gathered from various levels of staff and the community. Books and instructional materials are provided for all students on a one-to-one basis where appropriate. Our students and staff are encouraged to treat textbooks and instructional materials with responsible care. The following are CORE subjects and their corresponding adoption years: History/Social Science adopted 1999 – future adoption year 2007. Science adopted 2000 – future adoption year 2008. Mathematics adopted 2001 – future adoption year 2009. Reading/Language Arts adopted 2003 – future adoption year 2010.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

All students have appropriate standards-aligned textbooks.

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9 - 12	65,628	64,800

Total Number of Minimum Days – 6 days

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science	1	1	9
English	2	2	56
Foreign Language			
Mathematics	1	1	33
Science	1	2	20
Social Science	3	3	85

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
5758	3498	60.8

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
181	24	13.3

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	192	231	200	1355	1564	1549	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	33.3	33.3	35.0	33.6	31.3	32.2	37.3	36.7	35.2
Average Verbal Score	554	548	555	520	536	529	490	494	496
Average Math Score	546	541	541	542	545	549	516	518	519

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,542	\$36,856
Mid-Range Teacher Salary	\$59,094	\$58,263
Highest Teacher Salary	\$73,421	\$72,665
Average Principal Salary (Elementary)	\$91,784	\$94,774
Average Principal Salary (Middle)	\$96,512	\$98,934
Average Principal Salary (High)	\$103,069	\$106,858
Superintendent Salary	\$163,847	\$177,295
Percent of Budget for Teacher Salaries	45.3	41.6
Percent of Budget for Administrative Salaries	4.9	5.1

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$130,569,781	\$6,188	\$6,882	\$6,822

Types of Services Funded

Services funded include general education, special education, and class-size reduction. Also included are direct classroom expenditures, certificated and classified support salaries, support services, contracted services, books, instructional supplies, employee benefits, maintenance and transportation.