

# SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



## ROYAL HIGH SCHOOL

# SCHOOL ACCOUNTABILITY REPORT CARD

2023-24 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2025

### PRINCIPAL'S MESSAGE

The Royal High School staff is an outstanding and dedicated group of professionals who are committed to providing students with a quality educational experience. High standards and equally high expectations are an important part of the education process on the Royal High School campus.

Upon graduation from Royal, students will be:

- Effective communicators
- Self-directed, lifelong learners
- Involved community leaders
- Proficient technology users
- Effective problem solvers

In order to accomplish our goals, involvement from parents and community members is essential. As a team, we will work together to ensure that we nurture and support the leaders of tomorrow.

Royal High School is continually striving to advance the educational opportunities offered to our students. Royal's Citizen Scholar Institute (CSI) represents a partnership with the Ronald Reagan Presidential Foundation and Library and brings singular experiences to our students with national and international leaders. The home of our CSI, Room 10-4, is a state-of-the-art classroom/conference center which is open to our campus, district, and community leaders for meetings, trainings, etc. Unique to Royal High School is the Presidential Diploma Seal, which students can earn upon graduation. Several projects to beautify the campus and provide more student centered areas are underway.

### DISTRICT & SCHOOL DESCRIPTION

#### SIMI VALLEY UNIFIED SCHOOL DISTRICT

Simi Valley Unified School District offices are located in the northwest region of the city of Simi Valley. During the 2023-24 school year, the district's eighteen elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 15,677 students in grades TK-12. The district's student population is comprised of 11.9% identified as English learners, 13.4% receiving special education services, 0.3% foster youth, 1.8% homeless youth, and 45.2% enrolled in the Free & Reduced-Price Meal program.

#### OUR PLEDGE

Their path.

Our pledge.

From here to anywhere.

More than a promise, it's a commitment.

To our town.

Our schools.

Our students.

Our community.

To empower ALL students to become the best potential versions of themselves.

Their path starts in Simi Valley Schools and our pledge starts now.



SimiValleySchools

SIMI VALLEY UNIFIED SCHOOL DISTRICT

### ROYAL HIGH SCHOOL

1402 Royal Avenue, Simi Valley, CA 93065  
(805) 306-4875

Michael Hall, Principal

Jordan Hoffman, Assistant Principal

Patty Myszkowski, Assistant Principal

Patricia Russell, Assistant Principal

Reina Zapata, Assistant Principal

Website: [www.rhs.simivalleyusd.org](http://www.rhs.simivalleyusd.org)

Twitter: @theroyalhs

### BOARD OF TRUSTEES

Kristina Pine, President

Dawn Smollen, Clerk

Mike James, Trustee

Kareem Jubran, Trustee

Dr. Ron Resnick, Trustee

### DISTRICT ADMINISTRATION

Dr. Hani Youssef  
Superintendent

Ron Todo  
Associate Superintendent  
Business & Facilities

Julie Ellis  
Assistant Superintendent  
Personnel Services

Sean Goldman  
Assistant Superintendent  
Student Support Services

Dr. Jerry Block  
Assistant Superintendent  
Schools and Programs

Dr. Jamie Snodgrass  
Assistant Superintendent  
Instruction & Pupil Services

### CONTENTS

Principal's Message

District & School Description

Local Control Accountability Plan

Parent Involvement

Student Achievement

School Facilities & Safety

Classroom Environment

Curriculum & Instruction

Professional Staff

College & Career Readiness

District Expenditures

SARC Data, CA Dashboard & Disclosure

## ROYAL HIGH SCHOOL

During the 2023-24 school year, Royal High School served 1,933 students in grades 9-12. Student enrollment included 13.9% receiving special education services, 1.1% homeless, 0.3% foster youth, 10.8% qualifying for English learner support, and 40.9% enrolled in the Free & Reduced-Price Meal program.

| Student Enrollment by Student Group and Grade Level 2023-24 |                       |                  |               |
|---|-----------------------|------------------|---------------|
| Student Group   | % of Total Enrollment | Grade Level      | # of Students |
| Female  | 47.0%                 | Grade 9          | 474           |
| Male  | 52.9%                 | Grade 10         | 480           |
| Non-Binary  | 0.1%                  | Grade 11         | 479           |
| American Indian or Alaskan Native                           | 0.1%                  | Grade 12         | 500           |
| Asian   | 4.8%                  |                  |               |
| Black or African American                                   | 1.8%                  |                  |               |
| Filipino  | 1.4%                  |                  |               |
| Hispanic or Latino  | 48.9%                 |                  |               |
| Native Hawaiian or Pacific Islander                         | 0.2%                  |                  |               |
| Two or More Races   | 3.4%                  |                  |               |
| White   | 39.5%                 |                  |               |
| English Learners  | 10.8%                 |                  |               |
| Foster Youth  | 0.3%                  |                  |               |
| Homeless  | 1.1%                  |                  |               |
| Migrant   | 0.0%                  |                  |               |
| Socioeconomically Disadvantaged                             | 40.9%                 | Total Enrollment | 1,933         |
| Students with Disabilities                                  | 13.9%                 |                  |               |

At Royal High School, academics are important. A wide range of advanced, college prep, vocational, and general education courses are offered. An outstanding, standards-based curriculum complemented with extensive elective courses and co-curricular activities prepares students for success in their future educational pursuits and career choices.

Royal High School encourages its students to pursue an A-G curriculum when selecting their classes. Students who successfully complete A-G courses are eligible to apply for entrance into a four-year university. Counseling staff assist students with course identification and selection as well as following up on their progress in meeting UC/CSU entrance requirements.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in Royal High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance:

- Chaperoning school dances
- With special projects (mailers, fundraisers, assessment monitoring, schedule distribution)

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Parent Teacher Student Association, Booster Clubs, Club Advisors, and District English Learner Advisory Council. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe, supportive, and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact any school office staff member at (805) 306-4875.

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

- College Application Nights
- Financial Aid Night
- Parent Information Nights
- Parent Summit
- PSAT Scores Back Night

## California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

|                             | RHS   |       | SVUSD |       | CA    |       |
|-----------------------------|-------|-------|-------|-------|-------|-------|
|                             | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| Science (Grades 5, 8, & 10) | 33.03 | 27.31 | 34.32 | 31.54 | 30.29 | 30.73 |

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

- Scholarship Nights
- Student Performances - Athletic/ Drama/Music
- Walk In Counseling Night

### SCHOOL NEWS

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

- PTSA Newsletters
- Weekly email blasts
- Blackboard Connect (automated phone messaging system)
- School Marquee
- School Website
- Social media (Twitter, Instagram, Facebook)
- Press Releases - local paper

### STUDENT ACHIEVEMENT

#### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common

Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

| CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School) |                  |               |                |                    |                         |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| 2023-24  |                  |               |                |                    |                         |
|  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested  | 953              | 748           | 78.49%         | 21.51%             | 33.29%                  |
| Female   | 457              | 361           | 78.99%         | 21.01%             | 34.07%                  |
| Male   | 495              | 387           | 78.18%         | 21.82%             | 32.56%                  |
| American Indian or Alaskan Native  | --               | --            | --             | --                 | --                      |
| Asian  | 58               | 39            | 67.24%         | 32.76%             | 53.85%                  |
| Black or African American  | --               | --            | --             | --                 | --                      |
| Filipino   | 16               | 11            | 68.75%         | 31.25%             | 36.36%                  |
| Hispanic or Latino   | 452              | 370           | 81.86%         | 18.14%             | 21.62%                  |
| Native Hawaiian or Pacific Islander  | --               | --            | --             | --                 | --                      |
| Two or More Races  | 32               | 27            | 84.38%         | 15.62%             | 40.74%                  |
| White  | 382              | 295           | 77.23%         | 22.77%             | 44.41%                  |
| English Learners   | 77               | 51            | 66.23%         | 33.77%             | 0.00%                   |
| Foster Youth   | --               | --            | --             | --                 | --                      |
| Homeless   | 14               | 9             | 64.29%         | 35.71%             | --                      |
| Military   | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged  | 393              | 305           | 77.61%         | 22.39%             | 22.95%                  |
| Students Receiving Migrant Education Services                                | --               | --            | --             | --                 | --                      |
| Students with Disabilities   | 124              | 86            | 69.35%         | 30.65%             | 5.81%                   |

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

| California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight and High School |       |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|-------|
| Percentage of Students Meeting or Exceeding the State Standards   |       |       |       |       |       |       |
|   | RHS   |       | SVUSD |       | CA    |       |
|   | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| English-Language Arts/Literacy  | 59    | 57    | 49    | 48    | 46    | 47    |
| Mathematics   | 33    | 24    | 36    | 35    | 34    | 35    |

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

| CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) |                                |               |                |                    |                         |                  |               |                |                    |                         |
|--|--------------------------------|---------------|----------------|--------------------|-------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| 2023-24  |                                |               |                |                    |                         |                  |               |                |                    |                         |
|  | English Language Arts/Literacy |               |                |                    |                         | Mathematics      |               |                |                    |                         |
|  | Total Enrollment               | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested  | 465                            | 444           | 95.48%         | 4.52%              | 57.11%                  | 465              | 442           | 95.05%         | 4.95%              | 23.76%                  |
| Female   | 229                            | 215           | 93.89%         | 6.11%              | 66.36%                  | 229              | 214           | 93.45%         | 6.55%              | 20.09%                  |
| Male   | 236                            | 229           | 97.03%         | 2.97%              | 48.47%                  | 236              | 228           | 96.61%         | 3.39%              | 27.19%                  |
| American Indian or Alaskan Native  | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Asian  | 24                             | 23            | 95.83%         | 4.17%              | 73.91%                  | 24               | 23            | 95.83%         | 4.17%              | 65.22%                  |
| Black or African American  | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Filipino   | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino   | 221                            | 215           | 97.29%         | 2.71%              | 48.84%                  | 221              | 212           | 95.93%         | 4.07%              | 14.62%                  |
| Native Hawaiian or Pacific Islander  | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Two or More Races  | 12                             | 12            | 100.00%        | 0.00%              | 41.67%                  | 12               | 12            | 100.00%        | 0.00%              | 0.00%                   |
| White  | 190                            | 177           | 93.16%         | 6.84%              | 65.34%                  | 190              | 177           | 93.16%         | 6.84%              | 31.07%                  |
| English Learners   | 37                             | 36            | 97.30%         | 2.70%              | 16.67%                  | 37               | 36            | 97.30%         | 2.70%              | 0.00%                   |
| Foster Youth   | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Homeless   | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Military   | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged  | 194                            | 185           | 95.36%         | 4.64%              | 51.63%                  | 194              | 183           | 94.33%         | 5.67%              | 16.39%                  |
| Students Receiving Migrant Education Services  | --                             | --            | --             | --                 | --                      | --               | --            | --             | --                 | --                      |
| Students with Disabilities   | 58                             | 52            | 89.66%         | 10.34%             | 9.80%                   | 58               | 50            | 86.21%         | 13.79%             | 4.00%                   |

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

## California Physical Fitness Test Results

2023-24

| % of Students Tested |                  |                                  |   |                                   |             |
|----------------------|------------------|----------------------------------|---|-----------------------------------|-------------|
|                      | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| Grade Level          |                  |                                  |   |                                   |             |
| Ninth                | 94.4%            | 95.2%                            | 96.3%                                       | 82.6%                             | 97.5%       |

*Note: The administration of the PFT requires only participation results for these five fitness areas.*

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

### PHYSICAL FITNESS

In the spring of each year, Royal High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (PFT) for students in California school is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents.

Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Royal High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1968. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

### SUPERVISION & SAFETY

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

loitering in buildings, restrooms, and parking lots.

Royal High School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the visitor management system and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) was developed for Royal High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, the sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in February 2025.

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

### SCHOOL INSPECTIONS

Every morning before school begins, site maintenance workers inspect the campus for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering

| Campus Description             |          |
|--------------------------------|----------|
| Year Built                     | 1968     |
|                                | Quantity |
| # of Permanent Classrooms      | 106      |
| # of Portable Classrooms       | 18       |
| # of Restrooms (student use)   | 7        |
| Baseball Fields                | 2        |
| Computer Labs                  | 6        |
| Gym with Locker Rooms          | 1        |
| Library                        | 1        |
| Multipurpose Room/Cafeteria    | 1        |
| Staff Lounge/Teacher Work Room | 5        |
| Sports Stadium                 | 1        |
| Swimming Pool                  | 1        |
| Tennis Courts                  | 6        |

| School Facility Good Repair Status                    |               |      |      |   |
|---|---------------|------|------|---|
| Item Inspected  | Repair Status |      |      |   |
| Inspection Date:                                      | Good          | Fair | Poor | Repair Needed and Action Taken or Planned |
| September 24, 2024                                    |               |      |      |   |
| Systems   | ✓             |      |      |   |
| Interior Surfaces                                     | ✓             |      |      |   |
| Cleanliness   | ✓             |      |      |   |
| Electrical  | ✓             |      |      |   |
| Restrooms/Fountains                                   | ✓             |      |      |   |
| Safety  | ✓             |      |      |   |
| Structural  | ✓             |      |      |   |
| External  | ✓             |      |      |   |
| Overall Summary of School Facility Good Repair Status |               |      |      |   |
|   | Exemplary     | Good | Fair | Poor                                      |
| Overall Summary                                       | ✓             |      |      |   |

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

**Chronic Absenteeism by Student Group (2023-24)**

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 2047                  | 2000                                    | 326                       | 16.30%                   |
| Female  | 969                   | 946                                     | 169                       | 17.90%                   |
| Male  | 1075                  | 1051                                    | 154                       | 14.70%                   |
| Non-Binary                                    |                       |   |                           |                          |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 99                    | 98                                      | 10                        | 10.20%                   |
| Black or African American                     | 39                    | 36                                      | 7                         | 19.40%                   |
| Filipino                                      | 28                    | 27                                      | 4                         | 14.80%                   |
| Hispanic or Latino                            | 1020                  | 996                                     | 200                       | 20.10%                   |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 69                    | 67                                      | 8                         | 11.90%                   |
| White   | 787                   | 771                                     | 96                        | 12.50%                   |
| English Learners                              | 248                   | 239                                     | 58                        | 24.30%                   |
| Foster Youth                                  | 17                    | 9                                       | 7                         | 77.80%                   |
| Homeless                                      | 52                    | 51                                      | 21                        | 41.20%                   |
| Socioeconomically Disadvantaged               | 936                   | 904                                     | 201                       | 22.20%                   |
| Students Receiving Migrant Education Services |                       |   |                           |                          |
| Students with Disabilities                    | 293                   | 283                                     | 84                        | 29.70%                   |

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

**Suspensions and Expulsions**

|             | RHS   |       |       | SVUSD |       |       | CA    |       |       |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|             | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Suspensions | 3.81% | 5.62% | 4.74% | 3.60% | 3.65% | 3.63% | 3.17% | 3.60% | 3.28% |
| Expulsions  | 0.14% | 0.24% | 0.15% | 0.09% | 0.11% | 0.08% | 0.07% | 0.08% | 0.70% |

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

**Suspensions & Expulsions by Student Group (2023-24)**

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 4.74%            | 0.15%           |
| Female  | 2.58%            | 0.10%           |
| Male  | 6.70%            | 0.19%           |
| Non-Binary                                    | 0.00%            | 0.00%           |
| American Indian or Alaska Native              | 0.00%            | 0.00%           |
| Asian   | 0.00%            | 0.00%           |
| Black or African American                     | 5.13%            | 0.00%           |
| Filipino                                      | 3.57%            | 0.00%           |
| Hispanic or Latino                            | 6.57%            | 0.29%           |
| Native Hawaiian or Pacific Islander           | 0.00%            | 0.00%           |
| Two or More Races                             | 2.90%            | 0.00%           |
| White   | 3.18%            | 0.00%           |
| English Learners                              | 10.48%           | 0.00%           |
| Foster Youth                                  | 11.76%           | 5.88%           |
| Homeless                                      | 15.38%           | 0.00%           |
| Socioeconomically Disadvantaged               | 6.41%            | 0.21%           |
| Students Receiving Migrant Education Services | 0.00%            | 0.00%           |
| Students with Disabilities                    | 9.90%            | 0.34%           |

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

training from qualified supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

## CLASSROOM ENVIRONMENT

### CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Royal High School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

### DISCIPLINE & CLIMATE FOR LEARNING

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

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship.

school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Royal High School took place on September 24, 2024. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

### FACILITIES MAINTENANCE

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

school custodian or district maintenance staff, based upon the nature of the situation.

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

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive

The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the assistant principal of discipline, a counselor, the psychologist, or the principal for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

#### EXTRACURRICULAR & ENRICHMENT ACTIVITIES

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

#### ACTIVITIES INCLUDE:

- AP Classes
- Band
- Baseball
- Basketball
- Cheer
- Chorus
- Color Guard
- Cross Country
- Dance
- Drama
- Football
- Golf
- Honors Classes
- Lacrosse
- Marching Band
- Mock Trial
- Music
- Orchestra
- Soccer
- Softball
- Tennis
- Track
- Wrestling
- Volleyball

#### DROPOUTS & GRADUATION RATES

Royal High School's teachers and administrative staff have been trained and are skilled in developing ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school.

Behavior and academic intervention strategies provide the support and

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students                                  | 490                          | 465                        | 94.90%                 |
| Female  | 226                          | 219                        | 96.90%                 |
| Male  | 263                          | 245                        | 93.20%                 |
| Non-Binary                                    | --                           | --                         | --                     |
| American Indian or Alaska Native              | --                           | --                         | --                     |
| Asian   | 37                           | 33                         | 89.20%                 |
| Black or African American                     | --                           | --                         | --                     |
| Filipino                                      | --                           | --                         | --                     |
| Hispanic or Latino                            | 232                          | 218                        | 94.00%                 |
| Native Hawaiian or Pacific Islander           | --                           | --                         | --                     |
| Two or More Races                             | 20                           | 20                         | 100.00%                |
| White   | 188                          | 183                        | 97.30%                 |
| English Learners                              | 57                           | 42                         | 73.70%                 |
| Foster Youth                                  | --                           | --                         | --                     |
| Homeless                                      | 17                           | 14                         | 82.40%                 |
| Socioeconomically Disadvantaged               | 259                          | 248                        | 95.80%                 |
| Students Receiving Migrant Education Services | --                           | --                         | --                     |
| Students with Disabilities                    | 72                           | 62                         | 86.10%                 |

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

For more information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

motivation some students require to earn their diploma. Counseling, tutoring, at-risk junior and seniors classes, Response to Intervention, summer school, concurrent enrollment in community college, concurrent enrollment in adult school, and referral to Monte Vista independent study program are available to resolve issues for those students having difficulty with subject area content or social interactions. Royal High School opened a new center for academic success that starts 7th period and provides tutoring from teachers and students.

Administrators, counselors, and school staff review CAASPP performance and teacher recommendations to monitor student behavior and credit accumulation efforts. Department teams review student performance data to collaborate and identify students for referral to the Student Study Team (SST) for intervention planning. Counselors meet with students and may recommend SST support based upon individual circumstances and status of course credits.

Detailed information about dropout rates and graduation rates can be found on the DataQuest website at <http://dq.cde.ca.gov/dataquest/>.

|                     | RHS   |       |       |
|---------------------|-------|-------|-------|
|                     | 21-22 | 22-23 | 23-24 |
| Dropout Rate (%)    | 3.8   | 2.7   | 2.7   |
| Graduation Rate (%) | 90.5  | 92.9  | 94.9  |
| SVUSD               |       |       |       |
| Dropout Rate (%)    | 3.6   | 1.9   | 3.6   |
| Graduation Rate (%) | 92.8  | 94.4  | 92.6  |
| CA                  |       |       |       |
| Dropout Rate (%)    | 7.8   | 8.2   | 15.9  |
| Graduation Rate (%) | 87.0  | 86.2  | 52.2  |

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

#### CLASS SIZE

The Average Class Size & Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

**Average Class Size and Class Size Distribution**

| Subject        | 2021-22            |                    |       |     |
|----------------|--------------------|--------------------|-------|-----|
|                | Average Class Size | Number of Classes* |       |     |
|                |                    | 1-22               | 23-32 | 33+ |
| English        | 21                 | 46                 | 27    | 29  |
| Math           | 21                 | 43                 | 18    | 29  |
| Science        | 24                 | 22                 | 15    | 27  |
| Social Science | 24                 | 31                 | 18    | 28  |
| 2022-23        |                    |                    |       |     |
| English        | 20                 | 47                 | 30    | 23  |
| Math           | 23                 | 35                 | 20    | 25  |
| Science        | 25                 | 16                 | 21    | 17  |
| Social Science | 24                 | 23                 | 32    | 17  |
| 2023-24        |                    |                    |       |     |
| English        | 21                 | 41                 | 25    | 28  |
| Math           | 23                 | 32                 | 19    | 25  |
| Science        | 24                 | 23                 | 15    | 21  |
| Social Science | 24                 | 27                 | 12    | 32  |

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

**CURRICULUM & INSTRUCTION**

**INSTRUCTIONAL MATERIALS**

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

On September 10, 2024, the Simi Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No.08-24/25 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

**Textbooks**

| Year Adopted                        | From Most Recent State Adoption? | Publisher and Series  | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
|-------------------------------------|----------------------------------|---|--|
| <b>Reading/Language Arts</b>        |                                  |   |  |
| 2009                                | *                                | Bedford St. Martin's: <i>Literature and Composition</i>                   | 0%   |
|                                     | *                                | Cambium Learning: <i>Focus on English Learners (ELD)</i>                  | 0%   |
|                                     | *                                | Bedford St. Martin's: <i>Advanced Language &amp; Literature</i>           | 0%   |
|                                     | *                                | Bedford St. Martin's: <i>Conversations in American Literature</i>         | 0%   |
|                                     | *                                | Bedford St. Martin's: <i>Bedford Introduction to Literature</i>           | 0%   |
| <b>Math</b>                         |                                  |   |  |
| 2015                                | *                                | Houghton Mifflin Harcourt: <i>HMH Algebra 1, Geometry &amp; Algebra 2</i> | 0%   |
| 2010                                | *                                | Cengage: <i>Financial Algebra</i>   | 0%   |
| 2015                                | *                                | Cengage: <i>Financial Algebra (Advanced)</i>                              | 0%   |
| 2015                                | *                                | Cengage: <i>Century 21 Accounting</i>                                     | 0%   |
| 2015                                | *                                | McGraw Hill: <i>Math for Business &amp; Personal Finance</i>              | 0%   |
| 2015                                | *                                | MPS: <i>Practice of Statistics</i>  | 0%   |
| 2015                                | *                                | Cengage: <i>Precalculus with Limits</i>                                   | 0%   |
| 2015                                | *                                | Cengage: <i>Calculus of a Single Variable</i>                             | 0%   |
| <b>Science</b>                      |                                  |   |  |
| 2022                                | *                                | SAVAAS: <i>Experience Biology</i>   | 0%   |
| 2022                                | *                                | SAVAAS: <i>Experience Chemistry</i>                                       | 0%   |
| 2022                                | *                                | SAVAAS: <i>Experience Physics</i>   | 0%   |
| 2006                                | *                                | Prentice Hall: <i>Earth Science</i>                                       | 0%   |
| 2021                                | *                                | McGraw Hill: <i>Hole's Essentials of Human Anatomy &amp; Physiology</i>   | 0%   |
| 2018                                | *                                | Pearson: <i>Fundamentals of Anatomy &amp; Physiology</i>                  | 0%   |
| 2017                                | *                                | Zumdahl: <i>Chemistry AP Edition</i>                                      | 0%   |
| 2006                                | *                                | Bedford/Freeman: <i>Environmental Science for the AP Course</i>           | 0%   |
| 2018                                | *                                | Wiley: <i>Cutnell &amp; Johnson Physics (AP Physics I &amp; II)</i>       | 0%   |
| 2018                                | *                                | Wiley: <i>Fundamentals of Physics (AP Physics C)</i>                      | 0%   |
| 2022                                | *                                | Mader: <i>Biology AP Edition</i>  | 0%   |
| <b>Social Science</b>               |                                  |   |  |
|                                     | *                                | Pearson: <i>World History</i>   | 0%   |
|                                     | *                                | TCI: <i>History Alive! American Ideals</i>                                | 0%   |
|                                     | *                                | TCI: <i>Government Alive! Power, Politics &amp; You</i>                   | 0%   |
|                                     | *                                | Cengage: <i>Contemporary Economics</i>                                    | 0%   |
|                                     | *                                | Bedford, Freeman & Worth: <i>Thinking About Psychology</i>                | 0%   |
|                                     | *                                | AMSCO: <i>World History</i>   | 0%   |
|                                     | *                                | AMSCO: <i>U.S. History</i>  | 0%   |
|                                     | *                                | AMSCO: <i>U.S. Government &amp; Politics</i>                              | 0%   |
|                                     | *                                | Bedford, Freeman & Worth: <i>Krugman's Macroeconomics for AP</i>          | 0%   |
|                                     | *                                | Bedford, Freeman & Worth: <i>Myers' Psychology for the AP</i>             | 0%   |
|                                     | *                                | Pearson: <i>The Cultural Landscape</i>                                    | 0%   |
| <b>Foreign Language</b>             |                                  |   |  |
| 2023                                | *                                | Senderos Spanish I, II, III, and Intermediate Spanish                     | 0%   |
| 2003                                | *                                | Holt, Rinehart & Winston: <i>Komm Mit!</i>                                | 0%   |
| 2003                                | *                                | McDougal Littell: <i>Discovering French</i>                               | 0%   |
| 2008                                | *                                | Dawn Sign Press: <i>Signing Naturally</i>                                 | 0%   |
| 2012                                | *                                | Pearson: <i>French AP - Allons Au-Dela</i>                                | 0%   |
| 2008                                | *                                | Cheng & Tsui: <i>Integrated Chinese</i>                                   | 0%   |
| <b>Visual &amp; Performing Arts</b> |                                  |   |  |
| 2005                                | *                                | Davis Publishing: <i>Basic Design: The Visual Experience</i>              | 0%   |
| 2005                                | *                                | Davis Publishing: <i>Basic Design: Beginning Sculpture</i>                | 0%   |
| 2003                                | *                                | Davis Publishing: <i>Ceramics: Experience Clay</i>                        | 0%   |
| 2005                                | *                                | Davis Publishing: <i>Ceramics: Beginning Sculpture</i>                    | 0%   |
| 2004                                | *                                | Perfection Learning: <i>Drama: Basic Drama Projects</i>                   | 0%   |
| 2007                                | *                                | Davis Publishing: <i>Drawing &amp; Painting: Discovering Drawing</i>      | 0%   |
| 2007                                | *                                | Davis Publishing: <i>Photography: Focus on Photography</i>                | 0%   |

### DISTRICT-SPONSORED STAFF DEVELOPMENT

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

During the 2022-23, 2023-24, and 2024-25 school years, Royal High School's teachers attended the following events hosted by the Simi Valley Unified School District:

| Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement   |        |
|--|--------|
| 2022-23  | 3 days |
| <ul style="list-style-type: none"> <li>RTI/Literacy Coach Training</li> <li>Sunday Training (Reading Intervention)</li> <li>Renaissance/STAR Training</li> <li>Universal Design for Learning</li> </ul>              |        |
| 2023-24  | 3 days |
| <ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Response to Intervention</li> <li>Science of Reading</li> <li>Math Instruction</li> <li>Multi-Tiered Systems of Support</li> </ul> |        |
| 2024-25  | 3 days |
| <ul style="list-style-type: none"> <li>Positive Behavior Support</li> <li>Instructional Practices</li> <li>Professional Learning Community</li> </ul>  |        |

### SITE-BASED STAFF DEVELOPMENT

During the 2023-24 school year, Royal High School focused staff development efforts on student achievement, instructional strategies, best practices, and data analysis. Supplemental training takes place during Professional Learning Communities (PLC) time. One day each month is dedicated to staff meetings, one day is dedicated to department level meetings. The remaining two days each month are used for staff collaboration. In 2023-24, staff collaboration activities focused on:

- Professional Learning Communities (PLCs)
- Student Achievement
- Student Connections

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

### PROFESSIONAL STAFF

#### SUPPORT SERVICES STAFF

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

| Academic Counselors and Other Support Staff<br>2023-24 |              |       |
|--|--------------|-------|
|  | No. of Staff | FTE*  |
| Academic Counselor                                     | 5            | 5.0   |
| College & Career Counselor                             | 1            | 1.0   |
| Health Clerk   | 1            | 1.0   |
| Library Clerk  | 2            | 2.0   |
| Nurse  | 1            | 1.0   |
| Psychologist   | 1            | 1.0   |
| Resource Officer                                       | As Needed    |       |
| Speech Therapist                                       | 1            | 1.0   |
| Nurse Assistant  | 1            | 1.0   |
| Average Number of Students per Academic Counselor      |              | 426.2 |

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



| Teachers Without Credentials and Misassignments<br>(Considered "Ineffective" under ESSA) /<br>Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers  | 0       | 0       | 0       |
| Misassignments   | 3.9     | 3       | 3.2     |
| Vacant Positions   | 0       | 0       | 0       |
| Total Teachers Without Credentials and Misassignments  | 3.9     | 3       | 3.2     |

| Credentialed Teachers Assigned Out-of-Field<br>(Considered "out-of-Field" under ESSA) / Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver  | 0.4     | 0.5     | 0.8     |
| Local Assignment Options  | 4.8     | 6.3     | 6.8     |
| Total Out-of-Field Teachers   | 5.3     | 6.8     | 7.6     |

| Class Assignments / Indicator  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)                | 4       | 4.3     | 2.6     |
| No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.5     | 0.6     | 0.2     |

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

| School Year 2020-21   |             |             |               |               |            |            |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement /<br>Authorization/Assignment                                 | School<br># | School<br>% | District<br># | District<br>% | State<br># | State<br>% |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 71.9        | 78.6        | 602.4         | 85.13         | 228366.1   | 83.12      |
| Intern Credential Holders Properly Assigned   | 1.4         | 1.54        | 1.4           | 0.2           | 4205.9     | 1.53       |
| Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)                      | 3.9         | 4.32        | 22.7          | 3.21          | 11216.7    | 4.08       |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 5.3         | 5.82        | 49.8          | 7.04          | 12115.8    | 4.41       |
| Unknown   | 8.8         | 9.7         | 31.2          | 4.42          | 18854.3    | 6.86       |
| Total Teaching Positions  | 91.5        | 100         | 707.7         | 100           | 274759.1   | 100        |

| School Year 2021-22   |             |             |               |               |            |            |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement /<br>Authorization/Assignment                                 | School<br># | School<br>% | District<br># | District<br>% | State<br># | State<br>% |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 73.4        | 82.15       | 624.2         | 86.24         | 234405.2   | 84         |
| Intern Credential Holders Properly Assigned   | 1.6         | 1.81        | 2.6           | 0.36          | 4853       | 1.74       |
| Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)                      | 3           | 3.38        | 20.3          | 2.81          | 12001.5    | 4.3        |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 6.8         | 7.67        | 51.2          | 7.08          | 11953.1    | 4.28       |
| Unknown   | 4.4         | 4.95        | 25.4          | 3.51          | 15831.9    | 5.67       |
| Total Teaching Positions  | 89.4        | 100         | 723.8         | 100           | 279044.8   | 100        |

| School Year 2022-23   |             |             |               |               |            |            |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement /<br>Authorization/Assignment                                 | School<br># | School<br>% | District<br># | District<br>% | State<br># | State<br>% |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 74.7        | 83.01       | 645.6         | 85.87         | 231142.4   | 100        |
| Intern Credential Holders Properly Assigned   | 0.6         | 0.73        | 1.2           | 0.17          | 5566.4     | 2          |
| Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)                      | 3.2         | 3.64        | 39.5          | 5.26          | 14938.3    | 5.38       |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 7.6         | 8.52        | 48.4          | 6.44          | 11746.9    | 4.23       |
| Unknown   | 3.6         | 4.07        | 16.9          | 2.25          | 14303.8    | 5.15       |
| Total Teaching Positions  | 90          | 100         | 751.8         | 100           | 277698     | 100        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## TEACHER PREPARATION AND CREDENTIALS

The charts below identify the number of teachers at Royal High School, Simi Valley Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Royal High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

## COLLEGE & CAREER READINESS

### COLLEGE PREPARATION COURSES

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

| Enrollment in and Completion of UC/CSU-Required Courses                   |       |
|---|-------|
|   | %     |
| 2023-24 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission   | 98.35 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 47.26 |

\*Most current data available.

### UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California website at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

### CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus

in that region. For general admissions requirements please visit the California State University website at [www.calstate.edu/admission/](http://www.calstate.edu/admission/).

### ADVANCED PLACEMENT & INTERNATIONAL

#### BACCALAUREATE

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

| Advanced Placement (AP) Courses |                            |
|---------------------------------|----------------------------|
| 2023-24                         |                            |
|                                 | No. of AP Courses Offered* |
| Art                             | 2                          |
| Computer Education              | 2                          |
| English                         | 6                          |
| Foreign Language                | 5                          |
| Math                            | 6                          |
| Science                         | 4                          |
| Social Science                  | 22                         |
| <b>Totals</b>                   | <b>47</b>                  |

### CAREER READINESS

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

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

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

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

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

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

Royal High offers many College and Career Pathways courses and firmly believes that students benefit from a wide range of elective class offerings that have a more direct focus on college majors and/or careers. This provides the potential for students to become more productive members of our community, more focused on a possible college major or career and qualified to join the workforce after graduation.

Royal High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Royal High School to provide its students with the

academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

| Career Technical Education Program Participation  |       |
|---|-------|
| 2023-24   |       |
| Total Number of Students Participating in CTE Programs  | 788   |
| Percentage of Students Completing a CTE Program and Earning a High School Diploma                                 | 48.3% |
| Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | --    |

- After School Education & Safety (ASES)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

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

### EXPENDITURES PER STUDENT

For the 2022-23 school year, Simi Valley Unified School District spent an average of \$16,065 to educate each student (Current Expense of Education per ADA, based on 2022-23 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District

and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Teacher and Administrative Salaries |         |   |
|-------------------------------------|---------|---|
| 2022-23                             |         |   |
|                                     | SVUSD   | State Average of Districts in Same Category |
| Beginning Teacher Salary            | 54,699  | 59,551                                      |
| Mid-Range Teacher Salary            | 86,102  | 93,855                                      |
| Highest Teacher Salary              | 111,254 | 120,219                                     |
| Average Principal Salaries:         |         |   |
| Elementary School                   | 141,414 | 151,525                                     |
| Middle School                       | 150,885 | 158,215                                     |
| High School                         | 157,759 | 171,087                                     |
| Superintendent Salary               | 264,471 | 300,043                                     |
| Percentage of Budget For:           |         |   |
| Teacher Salaries                    | 30.25   | 31  |
| Administrative Salaries             | 4.43    | 4.91  |

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

| Expenditures Per Pupil and School Site Teachers Salaries |        |        |                                    |   |                                 |
|--|--------|--------|------------------------------------|---|---------------------------------|
| 2022-23  |        |        |                                    |   |                                 |
| Dollars Spent Per Student                                |        |        |                                    |   |                                 |
| Expenditures Per Pupil                                   | RHS    | SVUSD  | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted                        | 16,827 | N/A    | N/A                                | N/A   | N/A                             |
| Restricted (Supplemental)                                | 5,816  | N/A    | N/A                                | N/A   | N/A                             |
| Unrestricted (Basic)                                     | 11,011 | 10,612 | 103.8%                             | 10,771  | 98.5%                           |
| Average Teacher Salary                                   | 94,820 | 91,819 | N/A                                | 97,756  | N/A                             |

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

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

## SARC DATA

### DATAQUEST

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

### CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### INTERNET

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

### DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Simi Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities sections were acquired in October 2024.



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