

SIMI VALLEY UNIFIED SCHOOL DISTRICT

101 W. Cochran Street • Simi Valley, CA 93063 • (805) 306-4500 • www.simivalleyusd.org



SANTA SUSANA HIGH SCHOOL

A US News and World Report's "America's Best High Schools" Silver Medalist
2025 Educational Results Partnership (ERP) Award Recipient

3570 E. Cochran Street, Simi Valley, CA 93063 (805) 520-6800
Aimee Spurbeck-Boian, Principal / Melody Dennert, Assistant Principal / Jennifer Pemberton, Assistant Principal
Website: www.sshs.simivalleyusd.org

SCHOOL ACCOUNTABILITY REPORT CARD

2024-25 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2026

PRINCIPAL'S MESSAGE

Santa Susana High School is a vibrant community of learners focused on demonstrating outstanding scholarship, and honor in the areas of Accelerated Academics, Technical Arts, and Visual Performing Arts. As a magnet school, Santa Susana High School (SSHS) attracts students who expect to share the benefits of a smaller school campus, while being challenged by a rigorous and relevant academic curriculum and top-notch elective program, while preparing for both college and career. With an enrollment of 920 students, SSHS attracts students who desire a high school experience out of the ordinary in one of 17 Courses of Study. Within these courses, students enroll in rigorous college preparatory, Advanced Placement (AP) and Honors programs often merged with exceptionally strong visual, performing, and technical arts such as musical theater, stagecraft, and STEM: Pre-Med, as well as Robotics & Engineering. Our Law Academy's Mock Trial Team continuously wins competitions. Santa Susana High School is an AP Capstone school offering the Capstone diploma program which prepares students for college-level work by emphasizing skills over specific subject content.

Our bell schedule includes flexible nine-period days, with extended periods and a student advisory period two days each week. The Troubadour ACE period, seeks to build a strong teacher, student relationship where teachers advocate for their students, who remain with them for four years. For seniors, we have a myriad of college opportunities and supports. While SSHS has a variety of arts programs: visual arts, theater, vocal & instrumental music, dance, and stagecraft, SSHS has no interscholastic sports, cheerleaders or marching band. The student body is actively engaged and excited about their learning experiences both in and out of school.

Santa Susana High School Staff are innovative, creative, and forward-thinking. Santa Susana High School's mission is to build scholarly, skilled, honorable and service-minded students. Guided by the research on small school environments, SSHS students engage themselves and their talents in a setting of cooperation, respect, and compassion for one another. Students earn Certificates of Achievement, college credit, and engage in internship opportunities based on their coursework, performance level, and senior project. The certification process has been recognized by the California School Board Association and through the California Department of Education Gold Ribbon Awards. And we have been a recipient of the State of California Exemplary Arts Education Award. SSHS also serves as a state demonstration site for Career Technical Education in Arts, Media, and Entertainment.

Facebook.com/SantaSusanaHS
Instagram: SantaSusanaHS

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 2024-25 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 15,444 students in grades TK-12. The district's student population is comprised of 11.1% identified as English learners, 13.9% receiving special education services, 0.3% foster youth, 3.0% homeless youth, and 46.0% socioeconomically disadvantaged.



BOARD OF TRUSTEES

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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.

SANTA SUSANA HIGH SCHOOL

During the 2024-25 school year, Santa Susana High School served 1,033 students in grades 9-12. Student enrollment included 12.1% receiving special education services, 3.1% qualifying for English learner support, 0.4% foster youth, 1.2% homeless youth, and 30.9% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	56.4%
Male	42.6%
Non-Binary	1.0%
American Indian or Alaska Native	0.2%
Asian	18.0%
Black or African-American	1.4%
Filipino	4.6%
Hispanic or Latino	32.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.1%
White	37.6%
English Learners	3.1%
Foster Youth	0.4%
Homeless	1.2%
Migrant Services	0%
Socioeconomically Disadvantaged	30.9%
Students with Disabilities	12.1%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 9	244
Grade 10	238
Grade 11	246
Grade 12	305
Total Enrollment	1,033

SCHOOL MISSION STATEMENT

To inspire and empower diverse learners through a rigorous course of study and inclusive curriculum that reflects an ever changing world.

SCHOOL VISION STATEMENT

Santa Susana High School's vision is to build scholarly, skilled, honorable and service-minded students.

PARENT INVOLVEMENT

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

- Active parent checking Aeries grade reporting frequently
- Performing Arts Center Volunteer
- Docent in our Performing Arts Center
- Library Helper
- Parent Teacher Student Association (PTSA)
- Santa Susana Performing Arts Booster
- Class or special project volunteer
- School Site Council

Please contact ASB for more information on parent volunteer opportunities.

Parent representation is an integral component of our schools' operations and opportunities for students. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe, supportive, and effective learning environment. Parents requesting more information to volunteer for our school community may contact Kelly Negrete, Office Manager, or the PTSA President at (805) 520-6800.

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

- Attend Back to School Night/Open House
- Talk to your child about their Aeries report regularly
- Model successful school habits
- Volunteer for Performing Arts Events & Student Performances
- Mentor Senior Projects
- Serve as an Artist-in-Residence
- Attend Parent Education Workshops & State of the School Addresses
- Serve as a Senior Project Panelist

SCHOOL NEWS

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

- Aeries (Grades/Homework/Calendar)
- Troubadour Tribune (weekly email newsletter)
- Remind App
- Social Media Pages (Facebook, Instagram)
- Blackboard Connect (automated phone messaging system)
- School Marquee
- Parent Nights
- Parent Square
- School Website & Teacher Websites
- Google Apps for Education, Including Google Classroom

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 high school. 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).

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/.

CAASPP Test Results in ELA and Mathematics for All Students 2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	80.0	81.0	48.0	50.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	39.0	58.0	35.0	36.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group 2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	240	234	97.50	2.50	80.77
Female	118	115	97.46	2.54	78.26
Male	118	116	98.31	1.69	82.76
American Indian or Alaska Native	0	0	0	0	0
Asian	50	49	98.00	2.00	87.76
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	64.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	00
White	98	95	96.94	3.06	86.32
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	80	79	98.75	1.25	67.09
Students with Disabilities	22	22	100	0	45.45

CAASPP Test Results in Mathematics by Student Group
2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	240	234	97.50	2.50	58.37
Female	118	115	97.46	2.54	48.25
Male	118	116	98.31	1.69	68.10
American Indian or Alaska Native	0	0	0	0	0
Asian	50	49	98.00	2.00	75.51
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	41.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	98	95	96.94	3.06	59.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	80	79	98.75	1.25	50.00
Students with Disabilities	22	22	100	0	18.18

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students
2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	49.81	60.26	31.54	35.26	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	498	463	92.97	7.03	60.26
Female	269	249	92.57	7.43	53.01
Male	223	209	93.72	6.28	69.38
American Indian or Alaska Native	0	0	0	0	0
Asian	90	87	96.67	3.33	65.52
Black or African American	--	--	--	--	--
Filipino	26	24	92.31	7.69	54.17
Hispanic or Latino	146	136	93.15	6.85	50.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	73.91
White	204	187	91.67	8.33	64.17
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	128	120	93.75	6.25	45.83
Students with Disabilities	34	27	79.41	20.59	18.52

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

PHYSICAL FITNESS

In the spring of each year, Santa Susana High School is required by the state to administer a physical fitness test to all students in 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.

**Physical Fitness Test
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	97.6%	98.4%	98.4%	98.4%	98.4%

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Santa Susana High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1970. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

Campus Description	
Year Built	1970
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	52
Portable Classrooms	3
Restrooms (Sets)	4
Auditorium	1
College & Career Center	1
Computer Lab	1
Library	1
Multipurpose Room / Cafeteria	1
Staff Lounge	1

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, and campus supervisors are located throughout the campus to ensure student activities occur in a safe and orderly manner. Campus supervisors patrol the campus during class time and passing periods to minimize student loitering in buildings, restrooms, and parking lots.

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) was developed for Santa Susana High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, the sexual harassment policy, dress code policy, and bully prevention policy. The school's school safety plan is reviewed, updated, and discussed with school staff each year by March 1st.

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

FACILITIES MAINTENANCE

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

A team comprised of a plant manager, maintenance workers and custodians are assigned to Santa Susana High School for routine maintenance, daily custodial duties, and special events preparations. The plant manager, custodians, and maintenance workers communicate biweekly regarding campus cleaning needs and safety concerns. The day custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, auditorium 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, auditorium, restrooms, and other areas as assigned. A team of groundskeepers is responsible for general landscaping, irrigation, litter/trash removal, and athletic field maintenance.

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

SCHOOL INSPECTIONS

Every morning before school begins, site maintenance workers inspect the campus for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Santa Susana High School took place on September 16, 2025. 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 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 16, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External				

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
<i>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.</i>				

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff emphasize a safe learning and effective learning environment. Behavior management practices and discipline policies are based upon district standards, board policies, and California Education Codes. Student Learning Objectives (SLOS) are posted in every classroom. Teachers have developed individual classroom management and incentives for positive behavior and academic achievement. 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 in classroom visits.

Santa Susana High School has focused on classroom instruction via Learning Walks to improve instruction. Over the last couple of years teachers and staff have been working in Professional Learning Communities or PLCs. As such, there is a hyperfocus on collaboration and using data to meet the needs of students.

Suspensions & Expulsions			
	22-23	23-24	24-25
School			
% Students Suspended	2.40	1.55	2.54
% Students Expelled	0.00	0.19	0.00
District			
% Students Suspended	3.65	3.63	3.25
% Students Expelled	0.11	0.80	0.11
State			
% Students Suspended	3.60	3.28	3.28
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	2.54	0.0
Female	2.0	0.0
Male	3.3	0.0
American Indian or Alaska Native	0.0	0.0
Asian	1.05	0.0
Black or African American	6.67	0.0
Filipino	1.89	0.0
Hispanic or Latino	2.56	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	3.70	0.0
White	3.02	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	6.67	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	4.28	0.0
Students with Disabilities	3.70	0.0
<i>Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>		

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the assistant principal of discipline, a counselor, the psychologist, or the principal for further intervention measures, taking into consideration past behavior trends. Misbehavior is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Santa Susana High School offers positive behavior support often through routine differentiated instruction, academic interventions involving student study teams, and other accommodations and modifications.

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	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
English	25	10	18	12
Math	22	15	11	14
Science	24	11	13	14
Social Science	27	6	11	12
Subject	2023-24			
	English	25	12	13
	Math	24	13	7
	Science	25	8	16
	Social Science	30	4	10
Subject	2024-25			
	English	24	12	14
	Math	25	9	19
	Science	26	10	10
	Social Science	26	8	14
<i>*Number of classes indicates how many classes fall into each size category (a range of total students per class).</i> <i>***"Other" category, if applicable, is for multi-grade level classes.</i>				

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Santa Susana High School sponsors over 80 school clubs and after school elective classes. Clubs such as Key Club and the California Scholarship Federation emphasize community service and academic achievement. Detailed information about these programs can be found in the student handbook, in our course catalog and on our school website.

ACTIVITIES INCLUDE:

- Instrumental Music, Dance, Theater, Musical Theater, Thespian, Vocal Music
- STEM: Robotics & Engineering
- Film & Broadcast Journalism
- Yearbook, Film Production, and other Technical Arts
- Entrepreneurship and Business through paid Internships
- Stagecraft
- STEAM & Applied Science Series
- Computer Science
- California Scholarship Federation
- Service through Key Club & Interact Club
- Career Education Organizations
- College Readiness Workshops
- Animation
- Digital Editing

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Santa Susana High School for the 2024-25 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."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1065	1052	166	15.8
Female	600	592	98	16.6
Male	455	450	65	14.4
American Indian or Alaska Native	--	--	--	--
Asian	191	190	23	12.1
Black or African American	15	14	4	28.6
Filipino	53	52	5	9.6
Hispanic or Latino	351	345	59	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	54	9	16.7
White	397	393	65	16.5
English Learners	40	40	11	27.5
Foster Youth	--	--	--	--
Homeless	15	15	5	33.3
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	374	372	67	18.0
Students with Disabilities	135	132	37	28.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

DROPOUTS & GRADUATION RATES

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

Behavior and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, Troubadour ACE Class (2 times per week 40 mins. each), online grade recovery classes, concurrent enrollment in community college, credit recovery through Edgenuity Online Learning Solutions, and referral to Apollo High School or Monte Vista independent study program are available to resolve issues for those students having difficulty with subject area content or social interactions. A math interventionist for Algebra I is available for targeted intervention.

Administrators, counselors, and school staff review 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.

Dropout and Graduation Rates			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	0.40	0.00	0.40
Graduation Rate (%)	99.6	97.1	97.7
	District		
	22-23	23-24	24-25
Dropout Rate (%)	3.50	3.60	2.30
Graduation Rate (%)	92.3	92.6	94.9
	State		
	22-23	23-24	24-25
Dropout Rate (%)	8.20	8.90	8.00
Graduation Rate (%)	86.2	86.4	87.5

Graduation Rate by Student Group (Four-Year Cohort Rate)

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	259	253	97.7
Female	153	152	99.3
Male	105	100	95.2
American Indian or Alaska Native	0	0	0.0
Asian	45	43	95.6
Black or African American	--	--	--
Filipino	20	17	85.0
Hispanic or Latino	74	74	100
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	13	12	92.3
White	104	104	100
English Learners	11	10	90.9
Foster Youth	0	0	0.0
Homeless	--	--	--
Migrant Services	0	0	0.0
Socioeconomically Disadvantaged	119	113	95.0
Students with Disabilities	22	21	95.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CURRICULUM & INSTRUCTION

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 2023-24, 2024-25, and 2025-26 school years, Santa Susana High School's teachers attended the following events hosted by the Simi Valley Unified School District:

Number of School Days Dedicated to Staff Development and Continuous Improvement

2023-24	3 days
Professional Learning Communities	
Response to Intervention	
Science of Reading	
Math Instruction	
Multi-Tiered Systems of Support	
2024-25	3 days
Positive Behavior Support	
Instructional Practices	
Professional Learning Community	
2025-26	5 days
Professional Learning Communities (PLCs)	
Multi-Tiered Systems of Support (MTSS)	
Inclusive and Culturally Responsive Instructional Practices	
Data Analysis	

SITE-BASED STAFF DEVELOPMENT

During the 2024-25 school year, Santa Susana High School focused staff development efforts on student achievement, social-emotional learning, and Professional Learning Communities. Supplemental training takes place during the week on late start Fridays. One day each month is dedicated to staff meetings, one day is dedicated to department level meetings, and two days are dedicated to PLC staff plus 4 minimum days. In 2024-25, staff collaboration activities focused on:

- PLC work including: (Identifying essential standards; Pacing guides; Developing common assessments; Analyzing data from common assessments; Developing intervention and enrichment)
- Digital Citizenship
- Instructional Practices
- Mandated Reporter Training
- Safety Protocol Trainings
- School Safety Training
- Social Emotional Wellbeing
- Suicide Prevention Training
- Technology Training

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

Simi Valley Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies and methodologies. During the

2025-26 school year supplemental training topics focus on the following:

- Universal Design for Learning (UDL)
- Differentiated Instruction
- English Learner Supports
- Equity-Focused Practices to Support all Learners

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 9, 2025, 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. 18-25/26 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			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
	Bedford St. Martin's: <i>Literature and Composition</i>	N - Local	0%
2009	Cambium Learning: <i>Focus on English Learners (ELD)</i>	N - Local	0%
	Bedford St. Martin's: <i>Advanced Language & Literature</i>	N - Local	0%
	Bedford St. Martin's: <i>Conversations in American Literature</i>	N - Local	0%
	Bedford St. Martin's: <i>Bedford Introduction to Literature</i>	N - Local	0%
History-Social Science			
	Pearson: <i>World History</i>	N - Local	0%
	TCI: <i>History Alive! American Ideals</i>	N - Local	0%
	TCI: <i>Government Alive! Power, Politics & You</i>	N - Local	0%
	Cengage: <i>Contemporary Economics</i>	N - Local	0%
	Bedford, Freeman & Worth: <i>Myers' Psychology for the AP</i>	N - Local	0%
	AMSCO: <i>World History</i>	N - Local	0%
	AMSCO: <i>U.S. History</i>	N - Local	0%
	AMSCO: <i>U.S. Government & Politics</i>	N - Local	0%
	Bedford, Freeman & Worth: <i>Krugman's Macroeconomics for the AP</i>	N - Local	0%
	Pearson: <i>The Cultural Landscape</i>	N - Local	0%

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
Mathematics			
2015	Houghton Mifflin Harcourt: <i>HMH Algebra 1, Geometry & Algebra 2</i>	N - Local	0%
2010	Cengage: <i>Financial Algebra</i>	N - Local	0%
2015	Cengage: <i>Financial Algebra (Advanced)</i>	N - Local	0%
2015	Cengage: <i>Century 21 Accounting</i>	N - Local	0%
2015	McGraw Hill: <i>Math for Business & Personal Finance</i>	N - Local	0%
2015	MPS: <i>Practice of Statistics</i>	N - Local	0%
2015	Cengage: <i>Precalculus with Limits</i>	N - Local	0%
2015	Cengage: <i>Calculus of a Single Variable</i>	N - Local	0%
Science			
2022	SAVAAS: <i>Experience Biology</i>	N - Local	0%
2022	SAVAAS: <i>Experience Chemistry</i>	N - Local	0%
2022	SAVAAS: <i>Experience Physics</i>	N - Local	0%
2006	Prentice Hall: <i>Earth Science</i>	N - Local	0%
2021	McGraw Hill: <i>Hole's Essentials of Human Anatomy & Physiology</i>	N - Local	0%
2018	Pearson: <i>Fundamentals of Anatomy & Physiology</i>	N - Local	0%
2017	Zumdahl: <i>Chemistry AP Edition</i>	N - Local	0%
2006	Bedford/Freeman: <i>Environmental Science for the AP Course</i>	N - Local	0%
2018	Wiley: <i>Cutnell & Johnson Physics (AP Physics I & II)</i>	N - Local	0%
2018	Wiley: <i>Fundamentals of Physics (AP Physics C)</i>	N - Local	0%
2022	Mader: <i>Biology AP Edition</i>	N - Local	0%
	Science Laboratory Equipment	N/A	0%
Foreign Language			
2023	Senderos: <i>Spanish I, II, III, and Intermediate Spanish</i>	N - Local	0%
2023	Vista Higher Learning: <i>Senderos I, II, III, IV, V</i>	N - Local	0%
2023	Vista Higher Learning: <i>Temas AP Spanish</i>	N - Local	0%
2008	Dawn Sign Press: <i>Signing Naturally</i>	N - Local	0%
2023	Vista Higher Learning: <i>Temas IB Spanish</i>	N - Local	0%
2023	Vista Higher Learning: <i>Chemins I, II, III, IV</i>	N - Local	0%
Visual & Performing Arts			
2005	Davis Publishing: <i>Basic Design: The Visual Experience</i>	N - Local	0%
2005	Davis Publishing: <i>Basic Design: Beginning Sculpture</i>	N - Local	0%
2003	Davis Publishing: <i>Ceramics: Experience Clay</i>	N - Local	0%
2005	Davis Publishing: <i>Ceramics: Beginning Sculpture</i>	N - Local	0%
2004	Perfection Learning: <i>Drama: Basic Drama Projects</i>	N - Local	0%
2007	Davis Publishing: <i>Drawing & Painting: Discovering Drawing</i>	N - Local	0%
2007	Davis Publishing: <i>Photography: Focus on Photography</i>	N - Local	0%
Health			
2016	Sexual Health Education for America's Youth: Positive Prevention Plus	N - Local	0%
2004	Holt, Reinhart, Winston: <i>Lifetime Health</i>	N - Local	0%

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	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	95.07
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	67.06

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

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

CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

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

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 2024-25

	No. of AP Courses Offered
Art	3
Computer Education	0
English	8
Foreign Language	2
Math	6
Science	6
Social Science	10
Totals	35

CAREER READINESS

Santa Susana High School's academy, regional occupational, and career education programs offer a wide range of opportunities for students to get a head start on their future. Counselors introduce and discuss career education opportunities and coursework with students as part of their biannual meetings. Students also explore post-secondary options and careers through guest speakers, campus visits with academia and the work force, regional career fairs, internships, and capstone courses.

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, placement in internships, or continuing their education and/or training at a post-secondary institution. Freshmen through seniors 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.

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

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

Santa Susana High prepares students for college and career via academy programs such as Accelerated Academics, Law & Society, STEM: Robotics, World Languages, Digital Graphics & Publication, TV & the Art of Film, Stagecraft, Internet Development, Computer

Programming, Fine Arts, and Performing Arts with a focus in dance, instrumental music, theater, musical theater, and vocal music.

Santa Susana High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Santa Susana 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

2024-25

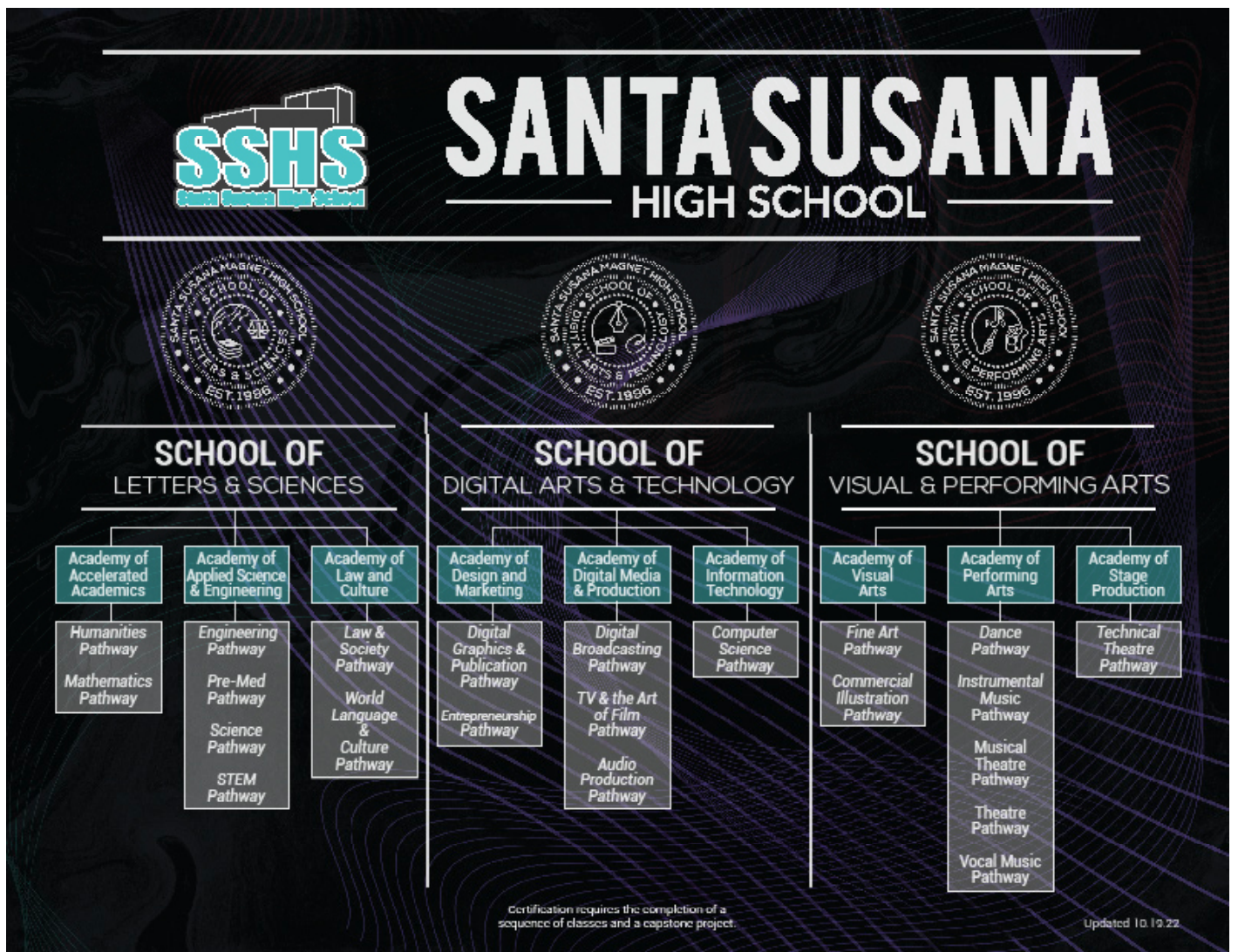
Total Number of Students Participating in CTE Programs	562
Percentage of Students Completing a CTE Program and Earning a High School Diploma	17.9
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

PROFESSIONAL STAFF

TEACHER PREPARATION AND CREDENTIALS

The charts below identify the number of teachers at Santa Susana 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 Santa Susana 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.



Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	43.5	0.0	0.3	1.8	1.3	47.0
School %	92.46	0.0	0.79	3.97	2.76	100
District #	641.9	0.0	13.5	44.2	49.3	749.1
District %	85.7	0.0	1.8	5.9	6.59	100
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	41.3	0.5	0.6	2.5	0.9	46.0
School %	89.77	1.19	1.5	5.54	1.95	100
District #	645.6	1.2	39.5	48.4	16.9	751.8
District %	85.87	0.17	5.26	6.44	2.25	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100
2021-22						
School #	41.4	0.0	0.3	2.9	0.6	45.4
School %	91.15	0.0	0.86	6.45	1.52	100
District #	602.4	1.4	22.7	49.8	31.2	707.7
District %	85.13	0.2	3.21	7.04	4.42	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.3	0.6	0.3
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.3	0.6	0.3

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.8	0.0	0.0
Local Assignment Options	2.1	2.5	1.8
Total Out-of-Field Teachers	2.9	2.5	1.8

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.8	2.1	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	0.4	0.4
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

SUPPORT SERVICES STAFF

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25

	No. of Staff	FTE
Academic Counselor	3	3.0
Psychologist	1	1.0
Nurse	1	1.0
Resource Officer	1	As Needed
Speech Therapist	1	As Needed
College & Career Counselor	1	1.0
Library Clerk	2	2.0
Adaptive PE Specialist	1	As Needed
Counselor-to-Student Ratio: 1:344.3		
<i>Note: 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.</i>		

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 Santa Susana 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/ 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 2025.

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.

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,699	\$62,783
Mid-Range Teacher Salary	\$86,102	\$97,783
Highest Teacher Salary	\$111,254	\$128,020
Superintendent Salary	\$275,050	\$313,465
Average Principal Salaries:		
Elementary School	\$143,197	\$160,224
Middle School	\$150,885	\$166,991
High School	\$160,811	\$180,970
Percentage of Budget:		
Teacher Salaries	28.8%	30.1%
Administrative Salaries	4.2%	5.0%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Pupil and School Site Teacher Salaries 2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$17,682	N/A	N/A	N/A	N/A
Restricted	\$5,922	N/A	N/A	N/A	N/A
Unrestricted	\$11,760	\$10,734	109.6%	\$11,146	105.5%
Avg Teacher Salary	\$91,369	\$91,855	99.5%	\$103,743	88.1%

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

EXPENDITURES PER STUDENT

For the 2023-24 school year, Simi Valley Unified School District spent an average of \$17,225 to educate each student (Current Expense of Education per ADA, based on 2023-24 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/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Arts and Music in Schools (Prop 28)
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- 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



www.simivalleyusd.org
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