

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



MADERA ELEMENTARY SCHOOL

A CALIFORNIA CIVIC LEARNING AWARD RECIPIENT

250 Royal Avenue, Simi Valley, CA 93065 (805) 520-6740

Tracie Bowden, Principal

Website: www.madera.simivalleyusd.org

SCHOOL ACCOUNTABILITY REPORT CARD

2022-23 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2024

PRINCIPAL'S MESSAGE

Madera Elementary School is a Civics Leadership Academy that has earned the Civic Learning Award of Merit multiple times. The school's vision is to develop thoughtful citizens and empower young leaders to become active members in their school, community, and government. Students learn to respect and value democracy, other cultures and their environment through a number of opportunities provided on campus. Students are actively involved in community service projects, participating in student council activities, and "We Vote Wednesdays". Madera promotes monthly civic leadership and character themes that engage students in critical thinking and empathy for others. The school motto is "Be Safe, Be Respectful, and Be Responsible". This guideline is infused into daily practice to support students in making wise choices with their words and actions. Teachers actively build community in the classroom through morning meetings.

In addition, the Madera community of learners, works together as a team to ensure that all students achieve at the highest possible levels in California Academic Standards. The schools mission states that we will meet all students where they are, using best instructional practices to cultivate academic and social emotional growth and success. Teachers and staff use multiple instructional strategies, material, and assessments to meet the diverse learning needs of students. Teachers meet regularly to discuss best practices and instructional strategies in professional learning teams.

Parents support our instructional programs by joining our PTA, volunteering in the classrooms, library, and makerspace. Our PTA is actively involved in supporting enrichment programs across the grade levels through volunteerism and fundraising. The work actively to promote additional activities and events that bring us together as a community.

Madera supports the arts and extracurricular activities to foster students' interests, sense of belonging, and connectedness to the school community. Volunteers teach art, gardening, makerspace, and chess. Music and Drama are taught in alternating semesters. These additional activities provide opportunities for all students to engage in exploration of their interests

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 2022-23 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 15,899 students in grades TK-12. The district's student population is comprised of 11.9% identified as English learners, 13.2% receiving special education services, 0.4% foster youth, 1.5% homeless youth, and 43.3% 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.



BOARD OF TRUSTEES

Bob LaBelle, President
Kristina Pine, Clerk
Dr. Sofya Bagdasaryan, Trustee
Kareem Jubran, Trustee
Dawn Smollen, 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

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.

MADERA ELEMENTARY SCHOOL

During the 2022-23 school year, Madera Elementary School served 274 students in grades TK-6. Student enrollment included 12.6% receiving special education services, 1.7% homeless, 0.7% foster youth, 13.6% qualifying for English learner support, and 41.6% enrolled in the Free & Reduced-Price Meal program.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.3%	TK	22
Male	49.7%	Kindergarten	40
Non-Binary	0.0%	Grade 1	34
American Indian or Alaskan Native	0.0%	Grade 2	48
Asian	3.5%	Grade 3	43
Black or African American	0.7%	Grade 4	31
Filipino	2.1%	Grade 5	56
Hispanic or Latino	48.3%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	2.8%		
White	41.3%		
English Learners	13.6%		
Foster Youth	0.7%		
Homeless	1.7%		
Migrant	0.0%		
Socioeconomically Disadvantaged	41.6%	Total Enrollment	274
Students with Disabilities	12.6%		

SCHOOL VISION STATEMENT

Madera will develop thoughtful citizens and empower young leaders to become active members in their school, community and government.

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/Guardians are encouraged to get involved in their child's learning environment by participating in a decision-making group such as ELAC, PTA, SSC, or volunteering in the classroom or at numerous PTA sponsored events. Parents/Guardians can also be involved by simply attending school events and conferencing with their child's teacher. We have several events and opportunities in which parents/Guardians can take an active role in the school community including:

Opportunities to Volunteer

Classroom Volunteer
Art Program Assistants
Chaperone Field Trips
Fundraising Activities - PTA
Room Parent

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

Back to School Night
Fall Trunk or Treat
Family Fun Nights
Winter Wonderland
School Safety Week
Veterans Day Assemblies
Family Game Night
Fun Run
Parent Education Workshops
Open House and Art Gallery
Student Performances
Jr. Olympics Coach
Dine out Nights
Red Ribbon Week
Bill of Rights Day
Lunch with your Valentine
Read Across America Day
Disaster Drills
MakerSpace Volunteers

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	MES		SVUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	22.92	28.3	32.03	31.54	29.47	30.29

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.

Chess Club Volunteers
Garden Club Volunteers
Attending Monthly Character Awards
Assemblies
UTK/K Orientation

SCHOOL NEWS

Parents/Guardians stay informed on upcoming events and school activities through multiple modes of communication including the weekly Madera Mustang Messenger (available for translation in many languages) sent every Wednesday via the School Loop Blackboard system. Attached to the Madera Mustang Messenger is the yearly family calendar. In addition, communication is provided through email, flyers, parent conferences, progress reports, school marquee, school website, Facebook posts, text messages, and phone calls sent through the automated Blackboard Delivery System. Our PTA also has a Facebook page and is an integral part of our communication with parents. Please contact Tabitha Knaub, our PTA president, at presidentmaderapta@gmail.com for more information on how you can connect and be involved in your child's learning environment.

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)					
2022-23					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	54	50	92.59	7.41	30
Female	24	22	91.67	8.33	27.27
Male	30	28	93.33	6.67	32.14
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	25	24	96	4	16.67
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	50
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	0	16.67
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

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					
	MES		SVUSD		CA
	21-22	22-23	21-22	22-23	21-22
English-Language Arts/Literacy	47	57	50	49	47
Mathematics	36	38	35	36	33

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)										
2022-23										
	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	126	120	95.24	4.76	57.5	126	120	95.24	4.76	37.5
Female	60	57	95	5	57.89	60	57	95	5	28.07
Male	66	63	95.45	4.55	57.14	66	63	95.45	4.55	46.03
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	62	60	96.77	3.23	46.67	62	60	96.77	3.23	31.67
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	45	41	91.11	8.89	70.73	45	41	91.11	8.89	36.59
English Learners	13	13	100	0	38.46	13	13	100	0	23.08
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	60	59	98.33	1.67	50.85	60	59	98.33	1.67	35.59
Students Receiving Migrant Education Services										
Students with Disabilities	18	18	100	0	5.56	18	18	100	0	5.56

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					
2022-23					
% of Students Tested					
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Fifth	100.0%	100.0%	100.0%	100.0%	100.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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/.

PHYSICAL FITNESS

In the spring of each year, Madera Elementary School is required by the state to administer a physical fitness test to all students in fifth 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/.

Campus Description	
Year Built	1966
	Quantity
# of Permanent Classrooms	23
# of Portable Classrooms	3
# of Restrooms (student use)	3
MakerSpace / Technology Lab	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge/Teacher Work Room	1

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Madera Elementary's original facilities were built in 1966; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, at the District Office, or on the Internet at www.simivalleyusd.org.

A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Madera Elementary. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning
- Office area cleaning
- Multi-Use room cleaning
- Site/Playground inspection reports
- Delivery of goods/supplies to classrooms

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning
- Securing gates and campus

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

In addition, monthly site and playground inspection reports are conducted by the site principal and custodian. This report is turned in to the Risk management Department monthly. Open work orders are reviewed and progress reported.

SUPERVISION & SAFETY

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus supervisors are strategically assigned to designated entrance areas and the playground. During

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 14, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
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 (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	286	281	63	22.4
Female	136	133	26	19.5
Male	150	148	37	25
Non-Binary				
American Indian or Alaska Native				
Asian	14	13	3	23.1
Black or African American	5	5	3	60
Filipino	4	4	0	0
Hispanic or Latino	133	130	24	18.5
Native Hawaiian or Pacific Islander				
Two or More Races	9	9	3	33.3
White	121	120	30	25
English Learners	35	34	8	23.5
Foster Youth	2	2	1	50
Homeless	1	1	0	0
Socioeconomically Disadvantaged	128	126	28	22.2
Students Receiving Migrant Education Services				
Students with Disabilities	42	42	13	31

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

	MES			SVUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	2.25%	5.94%	0.13%	3.60%	3.65%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.09%	0.11%	0.00%	0.07%	0.08%

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 (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.94%	0.00%
Female	1.47%	0.00%
Male	10.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	7.14%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.26%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	6.61%	0.00%
English Learners	2.86%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.13%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	11.90%	0.00%

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.

Madera Elementary School utilizes the Positive Behavior Intervention Support (PBIS) program as the foundation of a positive discipline approach. The PBIS program provides comprehensive curriculum through the Medal of Honor program to promote responsible, safe behaviors as well as bully prevention strategies through the use of classroom activities, presentations, hands-on activities, and scripted weekly lessons.

All teachers at the Madera Elementary School have been trained on Classroom Instruction that Works (CITW) and the program has been fully implemented. CITW is a program that consists of effective research-based strategies that are proven to increase student achievement.

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.

CHRONIC ABSENTEEISM

The following chart identifies the chronic absenteeism rates by student group for Madera Elementary School for the 2022-23 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."

recess and lunch, campus supervisors monitor playground activity. At the end of the day when students are dismissed, campus supervisors and the administrator monitor the parking lot and teachers monitor student behavior to ensure a safe and orderly departure.

Madera Elementary 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 INSPECTIONS

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 Madera Elementary School took place on September 14, 2023. 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 2023-24 all restrooms were fully functional and available for student use at the time of the inspection.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Madera Elementary 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, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September and October 2023.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Madera Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

CLASS SIZE DISTRIBUTION

The 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 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2020-21				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	12.0	5		
1	11.0	3		
2	12.0	3		
3	13.0	4		
4	12.0	4	4	
5	25.0	2		
Other**	17.0	2	1	
2021-22				
K	19.0	3		
1	22.0		2	
2	23.0		1	
3	23.0		1	
4	27.0		2	
Other**	31.0		2	1
2022-23				
K	22.0	2	3	
1	16.0	1	2	
2	24.0		3	
3	21.0		3	
4	31.0		1	
5	30.0	1	2	
Other**	21.0	2	5	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Madera Elementary revolve around the California State Standards. During the 2022-23 school year, Madera Elementary held staff development devoted to:

- California State Standards
- CAASPP Data
- Civics Education
- Data Analysis
- Growth Mindset
- Instructional Strategies
- Mandated Reporter Training
- Online Curriculum Resources Training
- Social Emotional Learning
- Zones of Regulation
- Professional Learning Communities (PLCs)
- Technology Training
- Equity Training
- English Language Learner ELlevation Training
- Behavior Strategies
- Universal Design for Learning (UDL)

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt: <i>Journeys</i>	0%
2008	Yes	Santillana: <i>Santillana Intensive English</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>Collections</i>	0%
Math			
2015	Yes	McGraw-Hill: <i>My Math</i>	0%
Science			
2022	Yes	Twig Education: <i>Twig Science</i>	0%
Social Science			
	Yes	<i>California Studies Weekly</i>	0%

During the 2021-22, 2022-23, and 2023-24 school years, Madera Elementary 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	
2021-22	3 days
<ul style="list-style-type: none"> • RTI/Literacy Coach Training • Social Emotional Learning (Panorama Ed) Training • Sonday Training (Reading Intervention) • Renaissance/STAR Training • Universal Design for Learning 	
2022-23	3 days
<ul style="list-style-type: none"> • Professional Learning Communities • Response to Intervention • Science of Reading • Math Instruction • Multi-Tiered Systems of Support 	
2023-24	3 days
<ul style="list-style-type: none"> • Positive Behavior Support • Instructional Practices • Professional Learning Community 	

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Madera Elementary supports ongoing professional growth during Professional Learning Communities (PLC) time. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement

of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Madera Elementary offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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 12, 2023, 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. 21-23/24 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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.5	1
Local Assignment Options	0	0
Total Out-of-Field Teachers	0.5	1

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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 / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.7	96.23	602.4	85.13	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1.4	0.2	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	22.7	3.21	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	3.77	49.8	7.04	12115.8	4.41
Unknown	0	0	31.2	4.42	18854.3	6.86
Total Teaching Positions	13.2	100	707.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.4	93.06	624.2	86.24	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.6	0.36	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0	0	20.3	2.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	6.94	51.2	7.08	11953.1	4.28
Unknown	0	0	25.4	3.51	15831.9	5.67
Total Teaching Positions	14.4	100	723.8	100	279044.8	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.

PROFESSIONAL STAFF

COUNSELORS & SUPPORT PERSONNEL

Madera Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Madera Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Adaptive PE Specialist	As Needed	
Library Clerk	1	0.4
Nurse	As Needed	
Occupational Therapist	As Needed	
Psychologist	1	0.2
Resource Officer	As Needed	
Speech Therapist	1	0.4
Counselor	1	0.2

*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.

TEACHER PREPARATION AND CREDENTIALS

The charts in this report identify the number of teachers at Madera Elementary 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 Madera Elementary 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.

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.

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 2021-22 school year, Simi Valley Unified School District spent an average of \$14,329 to educate each student (Current Expense of Education per ADA, based on 2021-22 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.)

Teacher and Administrative Salaries 2021-22		
	SVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,279	55,550
Mid-Range Teacher Salary	77,569	84,645
Highest Teacher Salary	100,229	111,284
Average Principal Salaries:		
Elementary School	128,403	139,860
Middle School	135,933	146,440
High School	147,622	158,447
Superintendent Salary	271,118	278,268
Percentage of Budget For:		
Teacher Salaries	31.54	32.21
Administrative Salaries	4.31	4.89

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

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 Madera Elementary 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 2023.

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	MES	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	13,843	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,697	N/A	N/A	N/A	N/A
Unrestricted (Basic)	10,146	9,455	107.3%	7,606	124.3%
Average Teacher Salary	80,048	83,696	N/A	90,632	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 2021-22 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: 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
www.facebook.com/SimiValleySchools
 Twitter: @SimiValleyUSD