

# SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



## BIG SPRINGS ELEMENTARY SCHOOL

A CALIFORNIA BUSINESS FOR EDUCATION EXCELLENCE AWARD RECIPIENT

3401 Big Springs Avenue, Simi Valley, CA 93063 (805) 520-6710

Sean Platt, Principal

Website: [www.bigsprings.simivalleyusd.org](http://www.bigsprings.simivalleyusd.org) / Twitter: @BigSpringsEl

# SCHOOL ACCOUNTABILITY REPORT CARD

2022-23 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2024

### PRINCIPAL'S MESSAGE

Welcome to Big Springs Elementary School! We are pleased to take this opportunity to introduce you to our school. Children at Big Springs receive an outstanding educational experience. We have a dedicated teaching staff offering a challenging, exciting curriculum that is aligned to the California Academic Standards. Our teachers work collaboratively both in grade levels teams and in curricular areas. The staff is continuously taking part in additional training to maintain and enhance the high academic standards at Big Springs. Our school is fortunate to have a very dedicated group of parents who give thousands of volunteer hours yearly through the PTA, School Site Council (SSC), in classrooms, on field trips, making copies, and in numerous other ways. Strong cooperation and communication between the home and school make Big Springs a school that children love to attend.

### 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.

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.



### 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

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## BIG SPRINGS ELEMENTARY SCHOOL

During the 2022-23 school year, Big Springs Elementary School served 467 students in grades TK-6. Student enrollment included 6.4% receiving special education services, 4.9% qualifying for English learner support, 0.2% homeless, and 33.2% 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	51.6%	TK	24
Male	48.4%	Kindergarten	60
Non-Binary	0.0%	Grade 1	68
American Indian or Alaskan Native	0.0%	Grade 2	69
Asian	8.4%	Grade 3	77
Black or African American	0.4%	Grade 4	72
Filipino	2.6%	Grade 5	83
Hispanic or Latino	29.1%	Grade 6	14
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	3.2%		
White	56.1%		
English Learners	4.9%		
Foster Youth	0.0%		
Homeless	0.2%		
Migrant	0.0%		
Socioeconomically Disadvantaged	33.2%	Total Enrollment	467
Students with Disabilities	6.4%		

## SCHOOL VISION

Big Springs Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential, prepared to meet the challenges of the 21st Century, college and career ready. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students believing that high expectations equal high achievement. Our entire school community shares the belief that all children CAN and WILL learn.

## SCHOOL MISSION

Big Springs Elementary School is preparing all of our students for their future.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

### Opportunities to Volunteer Program

Classroom Support  
Computer Support  
Fundraising Activities  
Library Support  
Music Program  
Room Parent

### Committees

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

### School Activities

Back to School Night  
Book Fair  
Family Picnic Night  
Family Dance  
Family Reading Night  
Health & Fitness Week  
Jr. Olympics  
Open House  
Pumpkin Patch  
Reflections Program  
School Assemblies  
Student Leadership Club  
Student Recognition Assemblies  
Track and Field Days  
Walk to School Day

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	BSES		SVUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
	Science (Grades 5, 8, & 10)	53.49	42.68	32.03	31.54	29.47

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.

## Partnership with Community

Active PTA with many parent volunteers  
Active School Site Council  
Simi Valley Education Foundation  
Local Eateries - Monthly Dine-Out Nights  
Spark of Love (Holiday Toy Drive)  
Box Tops for Education  
Angel Tree  
Teachers of Tomorrow Program  
For the Troops Program  
Samaritan Center  
...and many more!

## SCHOOL NEWS

Parents stay informed on upcoming events and school activities through Blackboard Connect, email, flyers, newsletters, monthly PTA newsletters, parent conferences, progress reports, the school marquee, Twitter, the school website, Aeries Portal, and Parent Link (automated telephone message delivery system). Contact the PTA President, Sara Foncier, or the Principal, Sean Platt, at (805) 520-6710 for more information on how to become 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).

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

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	83	80	96.39	3.61	43.75
Female	45	43	95.56	4.44	34.88
Male	38	37	97.37	2.63	54.05
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American					
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	31.82
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	43	41	95.35	4.65	46.34
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	28	100	0	32.14
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					
	BSES		SVUSD		CA
	21-22	22-23	21-22	22-23	21-22
English-Language Arts/Literacy	63	58	50	49	47
Mathematics	55	47	35	36	34

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

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 and 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	243	230	94.65	5.35	57.6	243	221	90.95	9.05	47
Female	131	123	93.89	6.11	54.31	131	117	89.31	10.69	43.48
Male	112	107	95.54	4.46	61.39	112	104	92.86	7.14	50.98
American Indian or Alaskan Native										
Asian	19	18	94.74	5.26	75	19	18	94.74	5.26	68.75
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	68	64	94.12	5.88	51.67	68	60	88.24	11.76	40.68
Native Hawaiian or Pacific Islander										
Two or More Races	12	12	100	0	50	12	12	100	0	41.67
White	138	130	94.2	5.8	58.4	138	126	91.3	8.7	48
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	77	74	96.1	3.9	52.05	77	74	96.1	3.9	33.33
Students Receiving Migrant Education Services										
Students with Disabilities	19	17	89.47	10.53	23.53	19	17	89.47	10.53	5.88

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.

- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

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

Big Springs Elementary 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.

## PHYSICAL FITNESS

In the spring of each year, Big Springs 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/](http://www.cde.ca.gov/ta/tg/pf/).

## 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. Big Springs Elementary's original facilities were built in 1964; 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](http://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.

Summer 2023 Improvement Projects:

- Add fencing to kinder area
- Addition of outdoor tables (PTA & school funds)
- Create patio areas on two buildings
- Addition of outdoor learning picnic tables (PTA funds)

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 part-time afternoon custodian are assigned to Big Springs Elementary. The day custodian is responsible for:

Campus Description	
Year Built	1964
	Quantity
# of Permanent Classrooms	21
# of Portable Classrooms	8
# of Restrooms (student use)	4
Indoor Food Service Area	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge	1
Staff Work Room	1
Resource Room	1

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: September 12, 2023	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety			✓	P72 - Extreme deficiency noted
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	474	69	14.6
Female	244	243	38	15.6
Male	232	231	31	13.4
Non-Binary				
American Indian or Alaska Native				
Asian	39	39	7	17.9
Black or African American	2	2	0	0
Filipino	12	12	3	25
Hispanic or Latino	139	139	26	18.7
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	16	15	2	13.3
White	267	266	31	11.7
English Learners	23	23	7	30.4
Foster Youth				
Homeless	2	2	1	50
Socioeconomically Disadvantaged	162	161	27	16.8
Students Receiving Migrant Education Services				
Students with Disabilities	36	36	4	11.1

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									
	BSES			SVUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.00%	1.17%	0.84%	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	0.84%	0.00%
Female	0.41%	0.00%
Male	1.29%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.44%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.75%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.85%	0.00%
Students Receiving Migrant Education Services	2.00%	0.00%
Students with Disabilities	2.78%	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.

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.

## 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				
Grade Level	Average Class Size	2020-21		
		Number of Classes*		
		1-20	21-32	33+
K	11.0	6		
1	13.0	6		
2	11.0	8		
3	12.0	8		
4	15.0	6		
5	15.0	6		
2021-22				
K	22.0	1	2	
1	24.0		3	
2	26.0		3	
3	27.0		3	
4	2.0		3	
5	28.0		3	
2022-23				
K	21.0	2	2	
1	23.0		3	
2	23.0		3	
3	26.0		3	
4	36.0			2
5	33.0		3	

\*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.

## SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Big Springs 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 October 2023.

## 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 Big Springs Elementary School took place on September 12, 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.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

Big Springs 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.

Panorama Education is a data-based company that provides a format for analysis of school climate, campus culture, bullying, parent engagement, teacher support, workplace environment, learning, careers, and student safety. Big Springs Elementary School utilizes Panorama Education's data to improve student outcomes in a social-emotional learning, school climate, family engagement, MTSS and more.

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,



## CHRONIC ABSENTEEISM

The chart in this table identifies the chronic absenteeism rates by student group for Big Springs 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."

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All training and curriculum development activities at Big Springs Elementary revolve around the California State Standards. During the 2021-22, 2022-23, and 2023-24 school years, Big Springs 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"> <li>• RTI/Literacy Coach Training</li> <li>• Social Emotional Learning (Panorama Ed) Training</li> <li>• Soliday Training (Reading Intervention)</li> <li>• Renaissance/STAR Training</li> <li>• Universal Design for Learning</li> </ul>	
2022-23	3 days
<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Response to Intervention</li> <li>• Science of Reading</li> <li>• Math Instruction</li> <li>• Multi-Tiered Systems of Support</li> </ul>	
2023-24	3 days
<ul style="list-style-type: none"> <li>• Positive Behavior Support</li> <li>• Instructional Practices</li> <li>• Professional Learning Community</li> </ul>	

During the 2022-23 school year, Big Springs Elementary held staff development devoted to:

- Professional Learning Communities (PLCs)
- Response to Intervention (RtI)
- Social Emotional Learning (SEL)

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. Big Springs Elementary supports ongoing professional growth throughout the year 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 sessions such 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.

Big Springs 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 health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
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	California Studies Weekly	0%

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	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

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)	21.7	97.76	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	0	49.8	7.04	12115.8	4.41
Unknown	0	2.24	31.2	4.42	18854.3	6.86
Total Teaching Positions	22.2	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)	19.9	94.33	602.4	85.13	228366.1	83.12
Intern Credential Holders Properly Assigned	0.2	0.95	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	0	49.8	7.04	12115.8	4.41
Unknown	1	4.73	31.2	4.42	18854.3	6.86
Total Teaching Positions	21.1	100	707.7	100	274759.1	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

Big Springs 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 Big Springs 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	0.6
Nurse	As Needed	
Occupational Therapist	1	0.2
Psychologist	1	0.2
Resource Officer	As Needed	
Speech Therapist	1	0.4
Counselor	1	0.4
Health Clerk	1	0.6

\*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 below identify the number of teachers at Big Springs 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 Big Springs 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.

## 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

### INTERNET

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

### DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Simi Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities sections were acquired in October 2023.

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	BSES	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	12,683	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,496	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,187	9,455	97.2%	7,606	124.3%
Average Teacher Salary	86,949	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](http://www.simivalleyusd.org)  
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 Twitter: @SimiValleyUSD