

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



GARDEN GROVE IMPACT ACADEMY *A GOLD RIBBON SCHOOL*

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SCHOOL ACCOUNTABILITY REPORT CARD

2023-24 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2025

PRINCIPAL'S MESSAGE

Garden Grove IMPACT Academy is a Gold Ribbon School Award winner and a California Business for Education Excellence winner. By focusing on the California State Standards and the integrated mathematics and the Next Generation Science Standards curriculum, the Garden Grove staff will provide a stimulating hands-on learning environment to encourage lifelong learning. Students will utilize critical-thinking skills, become excited about learning and have ownership of their education. Research shows this education focus will have a positive IMPACT on all student populations, including At-Risk, EL, High Achievers and Special Education. Garden Grove is in the transition process of having drama as an elective one time per week.



DISTRICT & SCHOOL DESCRIPTION

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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

OUR PLEDGE

Their path.
Our pledge.
From here to anywhere.
More than a promise, it's a commitment.
To our town.
Our schools.
Our students.
Our community.
To empower ALL students to become the best potential versions of themselves.
Their path starts in Simi Valley Schools and our pledge starts now.



BOARD OF TRUSTEES

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DISTRICT ADMINISTRATION

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Assistant Superintendent
Personnel Services
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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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GARDEN GROVE IMPACT ACADEMY

During the 2023-24 school year, Garden Grove IMPACT Academy served 310 students in grades TK-6. Student enrollment included 28.1% receiving special education services, 3.2% homeless, 0.6% foster youth, 15.5% qualifying for English learner support, and 57.7% enrolled in the Free & Reduced-Price Meal program.

| Student Enrollment by Student Group and Grade Level 2023-24 | | | |
|---|-----------------------|------------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 49.0% | TK | 24 |
| Male | 51.0% | Kindergarten | 31 |
| Non-Binary | 0.0% | Grade 1 | 47 |
| American Indian or Alaskan Native | 1.0% | Grade 2 | 34 |
| Asian | 2.9% | Grade 3 | 44 |
| Black or African American | 1.6% | Grade 4 | 57 |
| Filipino | 3.9% | Grade 5 | 48 |
| Hispanic or Latino | 56.1% | Grade 6 | 25 |
| Native Hawaiian or Pacific Islander | 0.0% | | |
| Two or More Races | 3.9% | | |
| White | 30.6% | | |
| English Learners | 15.5% | | |
| Foster Youth | 0.6% | | |
| Homeless | 3.2% | | |
| Migrant | 0.0% | | |
| Socioeconomically Disadvantaged | 57.7% | | |
| Students with Disabilities | 28.1% | | |
| | | Total Enrollment | 310 |

Garden Grove IMPACT Academy offers before and after school daycare to its students through the Parks and Recreation Department. Enrichment programs are also offered after school.

SCHOOL VISION

The Garden Grove Impact Academy community shares the belief that every student will develop to his/her fullest potential. Encouragement and support are provided to all students to fulfill this commitment.

At Garden Grove, we provide a positive learning environment where students are educated in an integrated setting. Students are encouraged to become informed, responsible, and contributing members of society. The school community is dedicated to maintaining high expectations for academic and individual growth.

SCHOOL MISSION

Garden Grove is committed to providing a language arts-based curriculum that integrates Math, Science, the Arts, through Problem Solving and Critical Thinking Techniques to encourage lifelong learning. In a safe and nurturing environment, the Garden Grove IMPACT Academy staff will provide students with stimulating multi-

modal opportunities to become independent problem solvers. Students will utilize critical thinking skills, become excited about learning, and have ownership of their education. Garden Grove IMPACT Academy will continue to participate, support, and empower families to be partners in their student's education. Together, we have high expectations for our children and firmly believe that all students can and will learn.

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 appropriated 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 simply attending school events.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Volunteers
Library
Parent Center Volunteers
Room Parent

Committees

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

School Activities

Art & Music
Back to School Night
Big Buddies
Dance Festival
ELD
English Language Arts Intervention
Family Dance
Family Nights
Jr. Olympics
Monthly School Pride Assemblies
Move-A-Thon

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

| | GGES | | SVUSD | | CA | |
|-----------------------------|-------|-------|-------|-------|-------|-------|
| | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 |
| Science (Grades 5, 8, & 10) | 28.95 | 36.73 | 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.

Open House
 PRIDE Assemblies
 Pumpkin Palooza
 Reading Room
 Student Leadership
 Student Performances
 Student Recognition Assemblies
 Red Ribbon Week
 Tobacco Bus

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/.

SCHOOL NEWS

Parents stay informed on upcoming events and school activities through email, flyers, text messages, the school marquee, the school website, Aeries Portal, Instagram, Facebook, and Parent Link (automated telephone message delivery system). Contact the PTA President, the classroom teacher, or the Principal at (805) 520-6700 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

| CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School) | | | | | |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| 2023-24 | | | | | |
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | 48 | 45 | 93.75% | 6.25% | 26.67% |
| Female | 27 | 24 | 88.89% | 11.11% | 25.00% |
| Male | 21 | 21 | 100.00% | 0.00% | 28.57% |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 26 | 96.30% | 3.70% | 26.92% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 14 | 14 | 100.00% | 0.00% | 14.29% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 25 | 24 | 96.00% | 4.00% | 8.33% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 20 | 18 | 90.00% | 10.00% | 11.11% |

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 | | | | | | |
| | GGES | | SVUSD | | CA | |
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| English-Language Arts/Literacy | 38 | 46 | 49 | 48 | 46 | 47 |
| Mathematics | 31 | 35 | 36 | 35 | 34 | 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 and High School) | | | | | | | | | | |
|--|--------------------------------|---------------|----------------|--------------------|-------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| 2023-24 | | | | | | | | | | |
| | English Language Arts/Literacy | | | | | Mathematics | | | | |
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | 169 | 164 | 97.04% | 2.96% | 45.73% | 169 | 164 | 97.04% | 2.96% | 34.76% |
| Female | 89 | 85 | 95.51% | 4.49% | 54.12% | 89 | 85 | 95.51% | 4.49% | 36.47% |
| Male | 80 | 79 | 98.75% | 1.25% | 36.71% | 80 | 79 | 98.75% | 1.25% | 32.91% |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 94 | 92 | 97.87% | 2.13% | 40.22% | 94 | 92 | 97.87% | 2.13% | 34.78% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| White | 50 | 49 | 98.00% | 2.00% | 44.90% | 50 | 49 | 98.00% | 2.00% | 28.57% |
| English Learners | 29 | 28 | 96.55% | 3.45% | 17.86% | 29 | 28 | 96.55% | 3.45% | 7.14% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 100 | 98 | 98.00% | 2.00% | 38.78% | 100 | 98 | 98.00% | 2.00% | 29.59% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | 60 | 57 | 95.00% | 5.00% | 10.53% | 60 | 57 | 95.00% | 5.00% | 7.02% |

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

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

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

California Physical Fitness Test Results

2023-24

| % of Students Tested | | | | | |
|----------------------|------------------|----------------------------------|---|-----------------------------------|-------------|
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| Grade Level | | | | | |
| Fifth | 94.0% | 94.0% | 94.0% | 94.0% | 94.0% |

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

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

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, one of the custodians inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and one evening custodian is assigned to Garden Grove IMPACT Academy. The day custodians are responsible for:

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

Restrooms are checked regularly and supplies are replenished throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are 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.

PHYSICAL FITNESS

In the spring of each year, Garden Grove IMPACT Academy 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.

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. Garden Grove IMPACT Academy's original facilities were built in 1969; 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. During the 2023-24 and 2024-25 school year, the following campus improvement projects were completed or are planned:

- All floors were redone in the Summer of 2024
- Creation of a multi-sensory de-escalation room (to be completed Spring 2025)
- Modernization of all classrooms (Summer 2025)

| Campus Description | |
|--|--------------------|
| Year Built | 1969 |
| | Quantity |
| # of Permanent Classrooms | 23 |
| # of Portable Classrooms | 8 |
| # of Restrooms (student use) | 5 sets & 6 singles |
| Library | 1 |
| Outdoor Covered Patio | 1 |
| Robotics Lab | 1 |
| Staff Lounge | 1 |
| Staff Work Room | 1 |
| MakerSpace | 1 |
| Kinder Discovery Center | 1 |
| Art Room | 1 |
| Student Garden | 1 |
| Speech Room | 1 |
| Psychology Room | 1 |
| Intervention Rooms | 7 |
| MTU/CCS COE Program (Contract Agency) Office | 1 |
| Sensory Rooms | 2 |
| Learning Centers | 3 |

| School Facility Good Repair Status | | | | |
|---|---------------|------|------|---|
| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| Inspection Date: August 29, 2024 | Good | Fair | Poor | |
| Systems | ✓ | | | |
| Interior Surfaces | ✓ | | | |
| Cleanliness | ✓ | | | |
| Electrical | ✓ | | | |
| Restrooms/Fountains | ✓ | | | |
| Safety | ✓ | | | |
| Structural | ✓ | | | |
| External | ✓ | | | |
| Overall Summary of School Facility Good Repair Status | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | ✓ | | | |

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

Chronic Absenteeism by Student Group (2023-24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 321 | 317 | 72 | 22.70% |
| Female | 155 | 153 | 34 | 22.20% |
| Male | 166 | 164 | 38 | 23.20% |
| Non-Binary | | | | |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | 12 | 12 | 2 | 16.70% |
| Hispanic or Latino | 180 | 177 | 45 | 25.40% |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | 12 | 12 | 1 | 8.30% |
| White | 98 | 97 | 15 | 15.50% |
| English Learners | 53 | 51 | 10 | 19.60% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 13 | 13 | 5 | 38.50% |
| Socioeconomically Disadvantaged | 188 | 188 | 52 | 27.70% |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 101 | 100 | 36 | 36% |

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

| | GGES | | | SVUSD | | | CA | | |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Suspensions | 2.38% | 2.79% | 1.56% | 3.60% | 3.65% | 3.63% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.09% | 0.11% | 0.80% | 0.07% | 0.08% | 0.07% |

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

Suspensions & Expulsions by Student Group (2023-24)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.56% | 0.00% |
| Female | 1.29% | 0.00% |
| Male | 1.81% | 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 | 1.67% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 2.04% | 0.00% |
| English Learners | 0.00% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 2.13% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 3.96% | 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.

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Garden Grove IMPACT Academy 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 school safety plan is reviewed, updated, and discussed with school staff each year by March 1st.

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 Garden Grove IMPACT Academy took place on August 29, 2024.

The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Garden Grove IMPACT Academy'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. Disciplinary intervention is managed by the school administrator in a fair, firm, and consistent manner based upon the nature of each situation.

Garden Grove IMPACT Academy has implemented the CHAMPS program schoolwide. CHAMPS is a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.

Garden Grove IMPACT Academy also implemented Zones of Regulation through morning meetings and daily check-ins. Teachers are able to address and support the social emotional well-being of each child.

All teachers at the Garden Grove IMPACT Academy have been trained on Highly Effective Teaching Strategies and the program has been fully implemented. Highly Effective Teaching Strategies is a program that consists of effective research-based strategies that are proven to increase student achievement.

The district office utilizes a SEL survey formatted for analysis of school climate, campus culture, bullying, parent engagement, teacher support, workplace environment, learning, careers, and student safety. This information is then used to improve student outcomes in 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, 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

| 2021-22 | | | | |
|-------------|--------------------|--------------------|-------|-----|
| Grade Level | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 24.0 | | 1 | |
| 1 | 1.0 | 1 | | |
| 2 | 24.0 | | 2 | |
| 3 | 22.0 | | 2 | |
| 4 | 10.0 | 2 | 1 | |
| 5 | 32.0 | | 1 | |
| 2022-23 | | | | |
| K | 24.0 | | 2 | |
| 1 | 19.0 | 1 | | |
| 2 | 17.0 | 2 | | |
| 3 | 26.0 | | 2 | |
| 4 | 33.0 | | | |
| 5 | 32.0 | | 1 | |
| 2023-24 | | | | |
| K | 22.0 | | 1 | |
| 1 | 22.0 | | 1 | |
| 2 | 21.0 | | 1 | |
| 3 | 23.0 | | 1 | |
| 4 | 32.0 | | 1 | |
| 5 | 30.0 | | 1 | |

*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.

CHRONIC ABSENTEEISM

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

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Garden Grove IMPACT Academy revolve around the California State Standards and Technology. During the 2023-24 school year, Garden Grove IMPACT Academy held staff development devoted to:

- CAASPP Data
- Data Analysis
- Digital Citizenship
- Effective Teaching Strategies
- ELPAC
- Formative & Summative Assessments
- Highly Effective Teaching Strategies
- Medal of Honor
- Next Generation Science Standards (NGSS)
- Professional Accountability
- Response to Intervention
- Social Emotional Learning
- Technology Training
- Trauma Informed Practices

During the 2022-23, 2023-24, and 2024-25 school years, Garden Grove IMPACT Academy's teachers had the opportunity to attend the events hosted by the Simi Valley Unified School District as follows:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

| Year | Days |
|---------|--|
| 2022-23 | 3 days |
| | <ul style="list-style-type: none"> • RTI/Literacy Coach Training • Social Emotional Learning (Panorama Ed) Training • Soliday Training (Reading Intervention) • Renaissance/STAR Training • Universal Design for Learning |
| 2023-24 | 3 days |
| | <ul style="list-style-type: none"> • Professional Learning Communities • Response to Intervention • Science of Reading • Math Instruction • Multi-Tiered Systems of Support |
| 2024-25 | 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, assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Garden Grove IMPACT Academy supports ongoing professional growth throughout the year during Professional Learning Communities (PLC) time. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions 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.

Garden Grove IMPACT Academy 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 currently being aligned to the California State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 10, 2024, the Simi Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 8-24/25 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

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

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0 | 0 | 0 |
| Misassignments | 2 | 2 | 1 |
| Vacant Positions | 0 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 2 | 2 | 1 |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0 | 0 | 0 |
| Local Assignment Options | 0 | 0 | 0 |
| Total Out-of-Field Teachers | 0 | 0 | 0 |

| Class Assignments / Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8 | 11.1 | 5.2 |
| 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 | 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) | 15 | 88.24 | 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) | 2 | 11.76 | 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 | 0 | 31.2 | 4.42 | 18854.3 | 6.86 |
| Total Teaching Positions | 17 | 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) | 16 | 88.07 | 602.4 | 85.13 | 228366.1 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.1 | 0.82 | 1.4 | 0.2 | 4205.9 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2 | 11 | 22.7 | 3.21 | 11216.7 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0.11 | 49.8 | 7.04 | 12115.8 | 4.41 |
| Unknown | 0 | 0 | 31.2 | 4.42 | 18854.3 | 6.86 |
| Total Teaching Positions | 18.1 | 100 | 707.7 | 100 | 274759.1 | 100 |

| School Year 2022-23 | | | | | | |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.3 | 95.07 | 645.6 | 85.87 | 231142.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1.2 | 0.17 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 4.93 | 39.5 | 5.26 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 48.4 | 6.44 | 11746.9 | 4.23 |
| Unknown | 0 | 0 | 16.9 | 2.25 | 14303.8 | 5.15 |
| Total Teaching Positions | 20.3 | 100 | 751.8 | 100 | 277698 | 100 |

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

PROFESSIONAL STAFF

TEACHER PREPARATION AND CREDENTIALS

The charts in this report identify the number of teachers at Garden Grove IMPACT Academy, 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 Garden Grove IMPACT Academy 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.

COUNSELORS & SUPPORT PERSONNEL

Garden Grove IMPACT Academy 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 Garden Grove IMPACT Academy'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 2023-24 | | |
|---|-----------|------|
| | Staff | FTE* |
| Academic Counselor | 0 | 0.0 |
| Adaptive PE Specialist | As Needed | |
| Behavior Intervention Specialist | As Needed | |
| Nurse | 1 | 0.5 |
| Occupational Therapist | 1 | 0.4 |
| Psychologist | 1 | 0.5 |
| Physical Therapist | 1 | 0.1 |
| Speech & Language Therapist | 2 | 2.0 |
| Resource Officer | As Needed | |
| Program Specialist | 1 | 0.5 |

*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.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

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

EXPENDITURES PER STUDENT

For the 2022-23 school year, Simi Valley Unified School District spent an average of \$16,065 to educate each student (Current Expense of Education per ADA, based on 2022-23 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ 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 2022-23 | | |
|--|---------|---|
| | SVUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 54,699 | 59,551 |
| Mid-Range Teacher Salary | 86,102 | 93,855 |
| Highest Teacher Salary | 111,254 | 120,219 |
| Average Principal Salaries: | | |
| Elementary School | 141,414 | 151,525 |
| Middle School | 150,885 | 158,215 |
| High School | 157,759 | 171,087 |
| Superintendent Salary | 264,471 | 300,043 |
| Percentage of Budget For: | | |
| Teacher Salaries | 30.25 | 31 |
| Administrative Salaries | 4.43 | 4.91 |

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

| Expenditures Per Pupil and School Site Teachers Salaries 2022-23 | | | | | |
|---|--------|--------|------------------------------------|---|---------------------------------|
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | GGES | SVUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 6,894 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 2,873 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 4,021 | 10,612 | 37.9% | 10,771 | 98.5% |
| Average Teacher Salary | 87,082 | 91,819 | N/A | 97,756 | N/A |

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

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

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



www.simivalleyusd.org

www.facebook.com/simivalleyschools

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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 Garden Grove IMPACT Academy 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 2024.