

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



ATHERWOOD ELEMENTARY SCHOOL

A 2013 CALIFORNIA BUSINESS FOR EDUCATION EXCELLENCE AWARD RECIPIENT

2350 East Greensward Street, Simi Valley, CA 93065 (805) 520-6730

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SCHOOL ACCOUNTABILITY REPORT CARD

2023-24 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2025

PRINCIPAL'S MESSAGE

Dear Atherwood Families,

I look forward to continue to serve as the principal at Atherwood Elementary School, Home of the All Stars. It is our mission to find the star in each student and guide them to be well rounded, confident citizens learning and growing to be their best versions. The All Stars staff and school community believe every student can learn and we collaborate to ensure that for all students at our site.

We are committed to fostering a safe, inclusive, and engaging learning environment that nurtures academic growth and social emotional development. Atherwood's dedicated staff works consistently to deliver high quality education tailored to meet the needs of each student. We continue to emphasize academic skills alongside social and emotional learning.

The school to home partnership is of great value and importance at Atherwood to ensure our students have a positive school experience. This partnership supports our thriving educational community where we make a difference in the lives of our students.

Atherwood All Stars SHINE together!

Safety First
Help Others
Include Everyone
Nurture the Mind, Body, & Heart
Expect Success

DISTRICT & SCHOOL DESCRIPTION

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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

OUR PLEDGE

Their path.

Our pledge.

From here to anywhere.

More than a promise, it's a commitment.

To our town.

Our schools.

Our students.

Our community.

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

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



SimiValleySchools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

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ATHERWOOD ELEMENTARY SCHOOL

During the 2023-24 school year, Atherwood Elementary School served 486 students in grades TK-6. Student enrollment included 16.9% receiving special education services, 4.7% qualifying for English learner support, 0.2% foster youth, 0.2% homeless youth, and 35.2% 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	44.9%	TK	41
Male	55.1%	Kindergarten	48
Non-Binary	0.0%	Grade 1	69
American Indian or Alaskan Native	0.0%	Grade 2	77
Asian	6.4%	Grade 3	80
Black or African American	1.4%	Grade 4	78
Filipino	3.1%	Grade 5	78
Hispanic or Latino	34.8%	Grade 6	15
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	5.6%		
White	48.6%		
English Learners	4.7%		
Foster Youth	0.2%		
Homeless	0.2%		
Migrant	0.0%		
Socioeconomically Disadvantaged	35.2%	Total Enrollment	486
Students with Disabilities	16.9%		

SCHOOL VISION

All-Stars support, empower, and value each others' strengths of learning and leadership as we are all an important part of the school.

SCHOOL MISSION

Atherwood Elementary School, as a multicultural and diverse learning community, prepares each student for academic, social emotional, and personal success by providing a safe, supportive, challenging and meaningful environment.

We will:

Encourage a love of learning in all students by providing the academic and social skills necessary to reach their greatest potential

Provide equal access to the core curriculum regardless of language, race, creed or circumstance to maintain our high academic standards

Maintain an active partnership with parents by promoting participation in all aspects of their child's education

Integrate the use of technology into the core curriculum and provide opportunities for enrichment, extension, and intervention so all so all students can access the curriculum in a rigorous, safe environment.

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 highly encouraged to be involved in their child's learning which enhances the student's schooling experience. Volunteer opportunities are offered throughout the year in different forms to meet our parents availability.

Opportunities to Volunteer

Field Trips
Fundraising Activities

Committees

English Learner Advisory Committee (ELAC)
Parent Teacher Association (PTA)
School Site Council (SSC)

School Activities

Back to School Night
Family Events
Open House
Star Bucks Cafe
Grass Field Supervision

SCHOOL NEWS

Parents stay informed on upcoming events and school activities through Blackboard Connect, Facebook, flyers, letters, weekly principal newsletters, progress reports, the school marquee, the school website, Parent Link (automated telephone message delivery system), the PTA Facebook page, and Aeries Portal. Contact any school office member, the PTA President, or Jennifer Kaitz, Principal, at (805) 520-6730 for more information on how to become involved in your child's learning environment.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	AES		SVUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	52.78	43.24	34.32	31.54	30.29	30.73

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

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/.

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	79	71	89.87%	10.13%	28.17%
Female	34	31	91.18%	8.82%	41.94%
Male	45	40	88.89%	11.11%	17.50%
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	20	86.96%	13.04%	10.00%
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	45	40	88.89%	11.11%	37.50%
English Learners	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	23	79.31%	20.69%	21.74%
Students Receiving Migrant Education Services					
Students with Disabilities	22	17	77.27%	22.73%	5.88%

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

	AES		SVUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	49	46	49	48	46	47
Mathematics	43	44	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	249	239	95.98%	4.02%	45.61%	249	239	95.98%	4.02%	43.93%
Female	116	112	96.55%	3.45%	54.46%	116	112	96.55%	3.45%	39.29%
Male	133	127	95.49%	4.51%	37.80%	133	127	95.49%	4.51%	48.03%
American Indian or Alaskan Native										
Asian	17	17	100.00%	0.00%	41.18%	17	17	100.00%	0.00%	47.06%
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	84	81	96.43%	3.57%	40.74%	84	81	96.43%	3.57%	28.40%
Native Hawaiian or Pacific Islander										
Two or More Races	16	16	100.00%	0.00%	93.75%	16	16	100.00%	0.00%	87.50%
White	122	115	94.26%	5.74%	42.61%	122	115	94.26%	5.74%	46.96%
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	85	78	91.76%	8.24%	41.03%	85	78	91.76%	8.24%	29.49%
Students Receiving Migrant Education Services										
Students with Disabilities	53	47	88.68%	11.32%	12.77%	53	47	88.68%	11.32%	10.64%

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	98.6%	79.7%	100.0%	98.6%	98.6%

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.

- 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 and teachers monitor student behavior to ensure a safe and orderly departure.

Atherwood 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.

SCHOOL SITE SAFETY PLAN

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

PHYSICAL FITNESS

In the spring of each year, Atherwood 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.

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.siminalleyusd.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 Atherwood Elementary. The day custodian is responsible for:

- 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:

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. Atherwood Elementary's original facilities were built in 1972; 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

Campus Description	
	Quantity
Year Built	1972
# of Permanent Classrooms	24
# of Portable Classrooms	0
# of Restrooms (student use)	4
MakerSpace	1
Library/Media Center	1
Multipurpose Room/Cafeteria	1
Staff Lounge	1
Speech Room	2
Workroom	1

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: August 28, 2024				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	493	491	72	14.70%
Female	222	222	31	14%
Male	271	269	41	15.20%
Non-Binary				
American Indian or Alaska Native				
Asian	33	33	5	15.20%
Black or African American	--	--	--	--
Filipino	15	15	2	13.30%
Hispanic or Latino	169	168	25	14.90%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	1	3.70%
White	240	240	37	15.40%
English Learners	23	23	2	8.70%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	182	180	42	23.30%
Students Receiving Migrant Education Services				
Students with Disabilities	91	91	19	20.90%

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

	AES			SVUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	2.76%	0.39%	0.41%	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	0.41%	0.00%
Female	0.00%	0.00%
Male	0.74%	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	1.18%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.55%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	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.

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 Atherwood Elementary School took place on August 28, 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

Atherwood 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. Behavioral intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation using a restorative justice framework.

At Atherwood Elementary School, Positive Behavioral Interventions and Supports (PBIS) framework is followed with fidelity utilizing our school behavior motto, SHINE, schoolwide behavior expectations matrix, volume levels and Peaceful Playgrounds game rules. We teach our students the expected behavior for different places on the campus and reward them with Star Bucks which students can use to purchase both tangible and non tangible items once a month at Star Bucks Cafe. In addition, we hold monthly schoolwide assemblies introducing a monthly superpower (example: empathy) and recognize students who demonstrate that superpower with

a certificate presented at the schoolwide assembly; families are included at this event.

CHRONIC ABSENTEEISM

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

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	2021-22			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	2	1	
1	25.0		3	
2	24.0		3	
3	23.0	1	2	
4	28.0		2	
5	24.0		2	
2022-23				
K	22.0		4	
1	22.0	1	3	
2	24.0		3	
3	24.0		3	
4	36.0			2
5	31.0		2	
2023-24				
K	24.0		2	
1	23.0		3	
2	22.0		3	
3	25.0		3	
4	31.0		2	
5	31.0		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.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Atherwood Elementary revolve around the California State Standards. During the 2022-23, 2023-24, and 2024-25 school years, Atherwood 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	
2022-23	3 days
<ul style="list-style-type: none"> • RTI/Literacy Coach Training • Social Emotional Learning (Panorama Ed) Training • Sondag 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 	

During the 2023-24 school year, Atherwood Elementary held staff development devoted to:

- CAASPP Data/School Plan
- Safety Training
- Active Assailant Training
- Implementation of Positive Behavioral Interventions & Supports (PBIS)
- Mission/Vision Building
- Multi-Tiered System of Supports (MTSS)
- Professional Learning Communities (PLCs)
- Response to Intervention (RtI)
- Universal Access Program
- Universal Design to Learning (UDL)
- Differentiated Instruction
- UFLI Training

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%

Staff development topics are created by staff input and need based on data analysis, instruction, safety, and school needs. The Professional Learning Coach (PLC) works with all staff to determine the needs and plan accordingly with the principal and other groups. Atherwood Elementary supports ongoing professional growth throughout the year during Professional Learning Communities (PLC) mandated time. Teachers meet in grade level teams reviewing student data, collaborating on instruction to meet the needs of students, and creating a variety of assessments.

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.

Atherwood 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 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.

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

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	1	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	1	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)	7.6	14.2	9
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)	19.5	90.7	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)	1	4.65	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	4.65	31.2	4.42	18854.3	6.86
Total Teaching Positions	21.5	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)	18.6	82.35	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	8.83	22.7	3.21	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	4.41	49.8	7.04	12115.8	4.41
Unknown	1	4.41	31.2	4.42	18854.3	6.86
Total Teaching Positions	22.6	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)	19.6	86.77	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)	2	8.82	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	1	4.41	16.9	2.25	14303.8	5.15
Total Teaching Positions	22.6	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 below identify the number of teachers at Atherwood 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 Atherwood 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.

COUNSELORS & SUPPORT PERSONNEL

Atherwood 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 Atherwood 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 2023-24		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Library Clerk	1	0.3
Nurse	As Needed	
Occupational Therapist	1	0.6
Health Clerk	1	0.3
Psychologist	1	0.4
Speech Therapist	2	1.4
Counselor	1	0.2
Intervention Aide	1	1.0

*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/>.

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 Atherwood 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 2024.

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
Dollars Spent Per Student					
Expenditures Per Pupil	AES	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	14,283	N/A	N/A	N/A	N/A
Restricted (Supplemental)	5,237	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,046	10,612	85.2%	10,771	98.5%
Average Teacher Salary	87,696	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
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