

# SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



## ARROYO ELEMENTARY SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

225 Ulysses Street, Simi Valley, CA 93065 (805) 306-4420

Aldo Calcagno, Principal

Website: www.arroyo.simivalleyusd.org • Twitter: @ArroyoEagles

# SCHOOL ACCOUNTABILITY REPORT CARD

2023-24 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2025

## PRINCIPAL'S MESSAGE

Welcome to Arroyo Elementary!

The Arroyo learning community strives to prepare our students to be leaders in their school, their community and their world. We believe that children are born with an innate curiosity to understand their world and we hope that their learning experiences here at Arroyo will encourage and stimulate that curiosity.

This year, we are especially proud to introduce our new Dual Language Program at the Arroyo Dual Language Academy in grades TK and Kindergarten. This program is designed to empower our students with bilingual and biliterate skills, giving them the tools they need to excel in a globalized world. By immersing our students in both English and Spanish, we aim to cultivate not just language proficiency but also cultural understanding and respect. This program is a significant addition to our curriculum, and I am excited to see our students thrive in this enriching environment.

In addition to our new Dual Language Program, we continue to offer our outstanding FLAGS Academy for grades 1 - 5. The FLAGS (Foreign Language Academic and Global Studies) program has been a cornerstone of our school, providing students with rudimentary language learning experiences that prepare them to be confident, global citizens. Our commitment to fostering linguistic and cultural diversity remains as strong as ever, and we are dedicated to ensuring that every student in the FLAGS Academy receives the highest quality education.

Technology is an integral part of any 21st Century educational program. All

Arroyo students have access to classroom computers, educational software programs, curricular online supplementary programs and technology presentation formats. We are constantly in the process of updating our technology resources.

We cannot succeed without working together with the parents on common goals. Our Handbook describes behavioral and academic expectations for all students. We have a PTA that works closely with staff to provide an enriched program. Parents are invited to participate and play an active role in PTA.

Arroyo is a fun, involved center for learning.

Aldo Calcagno, Principal

## 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.



## BOARD OF TRUSTEES

Kristina Pine, President  
Dawn Smollen, Clerk  
Mike James, Trustee  
Kareem Jubran, Trustee  
Dr. Ron Resnick, 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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## 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.

## ARROYO ELEMENTARY SCHOOL

During the 2023-24 school year, Arroyo Elementary School served 235 students in grades TK-6. Student enrollment included 12.3% receiving special education services, 37.4% qualifying for English learner support, 1.7% homeless youth, and 75.7% 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	47.2%	TK	20
Male	52.8%	Kindergarten	27
Non-Binary	0.0%	Grade 1	21
American Indian or Alaskan Native	0.0%	Grade 2	31
Asian	2.6%	Grade 3	38
Black or African American	0.9%	Grade 4	37
Filipino	2.6%	Grade 5	44
Hispanic or Latino	75.7%	Grade 6	17
Native Hawaiian or Pacific Islander	0.9%		
Two or More Races	3.0%		
White	14.5%		
English Learners	37.4%		
Foster Youth	0.0%		
Homeless	1.7%		
Migrant	0.0%		
Socioeconomically Disadvantaged	75.7%	Total Enrollment	235
Students with Disabilities	12.3%		

## SCHOOL MISSION

"Connecting Children to the World"

Arroyo Elementary is committed to providing all students an enriched integrated curriculum to educate the whole child. In grades TK and Kindergarten, the Dual Language Academy commits to providing an equitable, rigorous, and engaging Dual Language Immersion program that meets the needs of all participating students to ensure the development of bilingualism and biliteracy, sociocultural competence, and the attainment of academic excellence. In grades 1-6, we believe our FLAGS (Foreign Language Academics Global Studies) program will open

opportunities for students to be exposed to Foreign Languages early in their lives that will give them access to the world around them through Global Studies. Ongoing technology training and integration of these skills into the curriculum will assist our students to prepare to be "connected to the world".

## 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 simply attending school events.

### Opportunities to Volunteer

Chaperone Field Trips  
Classroom Helper  
Coffee and Conversations  
Library Assistant  
Room Parent

### Committees

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

### School Activities

Back to School Night  
Coffee & Conversation  
Family Fun Nights  
Jr. Olympics  
Open House  
Parent Education Course  
Title I Weekly Book Library

## SCHOOL NEWS

Parents stay informed on upcoming events and school activities through Blackboard Connect, flyers, weekly spirit assemblies on Fridays, the PTA website, the PTA Facebook page, Instagram (ArroyoFlags), "X" (@ArroyoEagles), the school marquee,

## 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)	26.67	20.69	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.

weekly online parent update, the school website, Parent Link (online grade system), and monthly parent newsletters. Contact any school office member at (805) 306-4420 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)					
2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	43	43	100.00%	0.00%	27.91%
Female	19	19	100.00%	0.00%	26.32%
Male	24	24	100.00%	0.00%	29.17%
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00%	0.00%	15.15%
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00%	0.00%	14.29%
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	35	35	100.00%	0.00%	25.71%
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						
	AES		SVUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	34	40	49	48	46	47
Mathematics	26	24	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	136	129	94.85%	5.15%	40.31%	136	136	100.00%	0.00%	23.53%
Female	58	55	94.83%	5.17%	34.55%	58	58	100.00%	0.00%	18.97%
Male	78	74	94.87%	5.13%	44.59%	78	78	100.00%	0.00%	26.92%
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	105	99	94.29%	5.71%	34.34%	105	105	100.00%	0.00%	18.10%
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	14	14	100.00%	0.00%	57.14%	14	14	100.00%	0.00%	42.86%
English Learners	47	40	85.11%	14.89%	10.00%	47	47	100.00%	0.00%	10.64%
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	105	100	95.24%	4.76%	36.00%	105	105	100.00%	0.00%	19.05%
Students Receiving Migrant Education Services										
Students with Disabilities	26	26	100.00%	0.00%	11.54%	26	26	100.00%	0.00%	3.85%

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	100.0%	100.0%	100.0%	100.0%	100.0%

*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.*

### PHYSICAL FITNESS

In the spring of each year, Arroyo 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. Arroyo Elementary's original facilities were built in 1962; 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. During the 2024-25

Campus Description	
Year Built	1962
	Quantity
# of Permanent Classrooms	15
# of Portable Classrooms	0
# of Restrooms (student use)	3
Computer Lab	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Parent Workroom	1
Staff Lounge/Teacher Work Room	1
MakerSpace	1
Professional Development Room(s)	1

school year, planned improvements include roofing projects throughout the campus.

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.

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 evening custodian are assigned to Arroyo 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:

- 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.

Arroyo Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor 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 Arroyo 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 28, 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	251	247	61	24.70%
Female	121	118	37	31.40%
Male	130	129	24	18.60%
Non-Binary				
American Indian or Alaska Native				
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	188	44	23.40%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	35	34	11	32.40%
English Learners	94	94	22	23.40%
Foster Youth				
Homeless	--	--	--	--
Socioeconomically Disadvantaged	192	191	52	27.20%
Students Receiving Migrant Education Services				
Students with Disabilities	37	37	13	35.10%

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.

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

### CHRONIC ABSENTEEISM

The following chart identifies the chronic absenteeism rates by student group for Arroyo 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.

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	4.70%	3.33%	5.58%	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.

Average Class Size and Class Size Distribution				
2021-22				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0		1	
1	26.0		1	
2				
3	26.0		1	
4	29.0		1	
5	27.0		1	
2022-23				
K	25.0		2	
1	20.0	1		
2	20.0	1		
3	19.0	2		
4	32.0		1	
5				
2023-24				
K	27.0		1	
1	17.0	1		
2	18.0	1		
3	19.0	2		
4	32.0		1	
5				

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

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

### 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 Arroyo 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

Arroyo 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.

Suspensions & Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	5.58%	0.00%
Female	1.65%	0.00%
Male	9.23%	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	6.81%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.86%	0.00%
English Learners	8.51%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.77%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.11%	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.

Arroyo Elementary School has implemented a daily positive behavior program schoolwide. Zones of Regulation and Morning Meeting provide 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. Arroyo Elementary School has a school-based counselor available to assist students who are exhibiting educational or behavioral issues.

# CURRICULUM & INSTRUCTION

## STAFF DEVELOPMENT

All training and curriculum development activities at Arroyo Elementary revolve around the California State Standards. During the 2022-23, 2023-24, and 2024-25 school years, Arroyo 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	
<b>2022-23</b>	<b>3 days</b>
<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>	
<b>2023-24</b>	<b>3 days</b>
<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>	
<b>2024-25</b>	<b>3 days</b>
<ul style="list-style-type: none"> <li>• Positive Behavior Support</li> <li>• Instructional Practices</li> <li>• Professional Learning Community</li> </ul>	

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

- CAASPP Training
- Chromebook Management Training
- Digital Citizenship
- Dual Language Instruction (TK & K)
- ELlevation
- English Language Development (ELD)
- FLAGS Academy & Language Club After School Program
- Flashlight Learning (Writing Program)
- Google Classroom
- Identifying Reading & Math Essential Standards
- Intervention
- Math Training
- Panorama Education
- Professional Learning Communities (PLCs)
- Social Emotional Learning (SEL)
- Technology Training
- Universal Access
- Vertical Integration of Standards
- Writing Skills

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%

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. Arroyo 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.

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

Arroyo 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. 08-24/25 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.

## PROFESSIONAL STAFF

### TEACHER PREPARATION AND CREDENTIALS

The charts below identify the number of teachers at Arroyo 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 Arroyo 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

Arroyo 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 Arroyo 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.

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

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)	0	3.8	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	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)	10.5	100	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	0	31.2	4.42	18854.3	6.86
Total Teaching Positions	10.5	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)	11.7	85.41	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	14.59	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	13.7	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)	14.2	87.67	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	6.17	39.5	5.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	6.17	48.4	6.44	11746.9	4.23
Unknown	0	0	16.9	2.25	14303.8	5.15
Total Teaching Positions	16.2	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.

Academic Counselors and Other Support Staff 2023-24		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Adaptive PE Specialist	As Needed	
Counselor	2	0.4
Library Clerk	1	0.3
Occupational Therapist	As Needed	
Program Specialist	As Needed	
Psychologist	1	0.2
Speech Therapist	1	0.3
Nurse	As Needed	

\*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/](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 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 Arroyo 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 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	9,060	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,064	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,996	10,612	56.5%	10,771	98.5%
Average Teacher Salary	81,728	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](http://www.simivalleyusd.org)  
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