

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



JUSTIN EARLY LEARNERS ACADEMY

SCHOOL ACCOUNTABILITY REPORT CARD

2023-24 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2025

PRINCIPAL'S MESSAGE

I'd like to welcome you to Justin Early Learners Academy's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our professional staff, instructional materials, safety procedures, classroom environment, and condition of facilities.

Justin Early Learners Academy provides a warm, stimulating environment where students are actively involved in beginning their academic future as well as positive values. Students receive a curriculum by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Justin Early Learners Academy's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

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.

Student Enrollment by Student Group and Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	43.4%	TK	113
Male	56.6%	Kindergarten	0
Non-Binary	0.0%	Grade 1	0
American Indian or Alaskan Native	0.0%	Grade 2	0
Asian	8.8%	Grade 3	0
Black or African American	0.9%	Grade 4	0
Filipino	3.5%	Grade 5	0
Hispanic or Latino	46.0%	Grade 6	0
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	6.2%		
White	34.5%		
English Learners	20.4%		
Foster Youth	0.0%		
Homeless	0.0%		
Migrant	0.0%		
Socioeconomically Disadvantaged	38.9%		
Students with Disabilities	53.1%		
		Total Enrollment	113

JUSTIN EARLY LEARNERS ACADEMY
2245 N. Justin Avenue, Simi Valley, CA 93065
(805) 520-6619
Laurie Cariker, Principal
Website: www.justin.simivalleyusd.org

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Dr. Jamie Snodgrass
Assistant Superintendent
Instruction & Pupil Services

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JUSTIN EARLY LEARNERS ACADEMY

During the 2023-24 school year, Justin Early Learners Academy served 113 students in grade TK. Student enrollment included 20.4% identified as English learners, 53.1% receiving special education services, 38.9% socioeconomically disadvantaged.

Justin Early Learners Academy is the newest addition to Simi Valley Schools. Our youngest learners are found here, with programs serving infants through age five in general and special education programs. We partner with several agencies to provide each child the best early-childhood education possible. Our district's Special Education Preschool students are here, where they enjoy specially outfitted rooms and play yards, and exceptional attention to their unique needs.

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 Justin Early Learners Academy's learning community by volunteering their time or attending school events. The school welcomes assistance:

- Back to School Night
- Student Orientation
- Monthly Principal/Counselor Information Meetings

Parents seeking more information about becoming an active member in the school community may contact the school office at (805) 520-6619.

SCHOOL NEWS

All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, and school updates in the following formats:

- Blackboard
- Monthly newsletter
- Flyers
- School Website

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/.

Note: The school does not have students in grades 5, 8 or 11 so no results for CAASPP testing are published in this report.

PHYSICAL FITNESS

Justin Early Learners Academy is not required to conduct physical fitness testing as there are no students in grades five, seven or nine on site.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

The district takes great efforts to ensure all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Justin Early Learners Academy was built in 1969. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, at the District Office, or on the Internet at www.simivalleyusd.org.

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

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two part-time evening custodians are assigned Justin Early Learners Academy. 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.

Campus Description	
Year Built	1969
	Quantity
# of Permanent Classrooms	18
# of Portable Classrooms	4
# of Restrooms (student use)	2
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge/Teacher Work Room	1

SUPERVISION & SAFETY

Justin Early Learners Academy is the site within the district where the youngest learners are found, with programs serving infants through age five in general and special education programs. We partner with several agencies to provide each child the best early-childhood education possible. Our district's Special Education Preschool students are here, where they enjoy specially outfitted rooms and play yards, and exceptional attention to their unique needs.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) was developed for Justin Early Learners 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, the sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed and updated, and shared with school staff in Fall 2024.

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.

SCHOOL INSPECTIONS

Each morning before students arrive on campus, the custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. 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 Justin Early Learners Academy took place on February 26, 2025. 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

The Learning Garden classes are designed to acquaint parents with the characteristics common to the toddler or preschool child, including the various stages of physical and mental development, plus effective discipline techniques for each stage. Classes provide parents with unique hands-on involvement in their children's education in a supportive environment with age-appropriate materials and activities.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date:	Good	Fair	Poor	
February 26, 2025				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Rm 2 - Classroom fountain needs to be adjusted down, work order #19173
Safety	✓			
Structural	✓			MPR - Minor roof leaks, work order #18914
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

The chart in this report identifies the chronic absenteeism rates by student group for Justin Early Learners 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.”

CLASS SIZE

There is no Class Size Distribution table in this report as the only classes that would be reported are the transitional kindergarten classes which are all in the 1-21 average class size.

CURRICULUM & INSTRUCTION

DISTRICT-SPONSORED STAFF DEVELOPMENT

All curriculum and instructional improvement activities within the Simi Valley Unified School District are being aligned to the California State Standards. Staff development is selected and identified based upon student assessment results, state content standards, professional development staff surveys, and district/school goals. The district and site level staff development committees work as a team to identify areas of need and deliver innovative training programs to support the district’s efforts to increase student performance levels. The district-level committee is a collective of district and school level representatives who share curricular goals and objectives as well as evaluate staff development programs and opportunities. Site level committees are responsible for overseeing the staff development budget and approving training programs and opportunities. Both district and site level committees consider objectives identified in school plans, Federal Program Monitoring (FPM) review results, and input from various state and federal agencies to identify staff development needs to improve instructional practices and student achievement. Professional Development initiated by district and/or site administration involves all stakeholder groups and is data driven and research based.

During the 2022-23, 2023-24, and 2024-25 school years, Justin Early Learner Academy’s teachers attended the following events hosted by the Simi Valley Unified School District:

Chronic Absenteeism by Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	123	122	51	41.80%
Female	55	54	20	37.00%
Male	68	68	31	45.60%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	58	32	55.20%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	42	42	10	23.80%
English Learners	21	21	11	52.40%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	51	50	23	46.00%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	67	35	52.20%

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 • Sunday 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 	

SITE-BASED STAFF DEVELOPMENT

During the 2023-24 school year, Justin Early Learners Academy focused staff development efforts on student achievement, instructional strategies, best practices, and data analysis. In 2023-24, staff collaboration activities focused on:

- Professional Learning Teams (PLTs)
- TK PLC Meetings (4 per year)

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Classified support staff may receive additional job-related training from vendors, department supervisors, district representatives, and professional trainers. District-sponsored in-service opportunities are provided for technical staff, secretarial support staff, office management staff, customer service staff and leadership staff.

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.

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				
2018	Yes	Benchmark: Ready to Advance		0%
Math				
2018	Yes	Benchmark: Ready to Advance		0%
Science				
2018	Yes	Benchmark: Ready to Advance		0%
Social Science				
2018	Yes	Benchmark: Ready to Advance		0%

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers			0
Misassignments			9
Vacant Positions			0
Total Teachers Without Credentials and Misassignments			9

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
Local Assignment Options			0
Total Out-of-Field Teachers			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)			50%
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%

No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)

PROFESSIONAL STAFF

SUPPORT SERVICES STAFF

Justin Early Learners Academy's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Academic Counselors and Other Support Staff 2023-24		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Nurse	As Needed	
Psychologist	1	0.2
Registrar	1	1.0
Speech & Language Pathologist	1	0.2
Average Number of Students per Academic Counselor		303

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

TEACHER PREPARATION AND CREDENTIALS

The charts below identify the number of teachers at Justin Early Learner 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 Justin Early Learner 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.

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)			602.40	85.13%	228366.10	83.12%
Intern Credential Holders Properly Assigned			1.40	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			22.70	3.21%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			49.80	7.04%	12115.80	4.41%
Unknown			31.20	4.42%	18854.30	6.86%
Total Teaching Positions			707.70	100%	274759.10	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)			624.20	86.24%	234405.20	84.00%
Intern Credential Holders Properly Assigned			2.60	0.36%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			20.30	2.81%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			51.20	7.08%	11953.10	4.28%
Unknown			25.40	3.51%	15831.90	5.67%
Total Teaching Positions			723.80	100%	279044.80	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.

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)	3.50	28.32%	645.60	85.87%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0%	1.20	0.17%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.00	71.60%	39.50	5.26%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0%	48.40	6.44%	11746.90	4.23%
Unknown	0.00	0%	16.90	2.25%	14303.80	5.15%
Total Teaching Positions	12.50	100%	751.80	100%	277698.00	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.

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/.

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

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

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 Justin Early Learner 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.

Expenditures Per Pupil and School Site Teachers Salaries 2022-23

Expenditures Per Pupil	Dollars Spent Per Student					
	JES	SVUSD	State Average for Districts of Same Size and Type			
			% Difference - School and District	% Difference - School and State	% Difference - School and State	
Total Restricted and Unrestricted	27,565	N/A	N/A	N/A	N/A	N/A
Restricted (Supplemental)	20,474	N/A	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,092	10,612	66.8%	10,771	98.5%	98.5%
Average Teacher Salary	82,109	91,819	89.4%	97,756	93.9%	93.9%

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

[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.)

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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