

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



SINALOA MIDDLE SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

2013 & 2016 CALIFORNIA SCHOOL TO WATCH

601 Royal Avenue, Simi Valley, CA 93065 (805) 520-6835

Shawn Rumble, Principal

Website: www.sinaloa.simivalleyusd.org / Twitter: @sinaloams

SCHOOL ACCOUNTABILITY REPORT CARD

2022-23 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2024

PRINCIPAL'S MESSAGE

Welcome to Sinaloa Middle School! Sinaloa was named a California School To Watch in 2013 and re-designated in 2016. This recognition has been awarded to 60 middle schools in California out of the 1,258 middle schools. Sinaloa was recognized as a Gold Ribbon School. Students can be proud to attend one of the best middle schools in the state!

At Sinaloa, posted in every classroom and area on campus, is our SABERS Code which is a list of expectations for everyone on the Sinaloa campus.

Students should start each day with a positive attitude to:

Achieve – Do their very best work every day and make every effort to contribute in a positive way on campus, particularly in the classroom.

Believe – Believe that they are capable of being a success and transferring that belief daily in their interactions with others.

Endure – Not all days will be great days, they need to work hard to overcome any obstacles that present themselves.

Respect – The school, each other, and themselves to do what is right, even when no one is looking.

Succeed – Your success is expected and is something every SABER should take pride in!

Learning is our top priority and the Sinaloa staff is working hard to ensure how students have a strong Common Core foundation and enjoy the clubs and activities appropriate for middle school students.

Sinaloa uses the acronym T.H.I.N.K on campus; which deals with treating others in a respectful, positive responsible manner.

Making this year a great year also means treating others with respect and kindness! Be the change you want to see in the world! Make it a great year!

Bradley Torti, 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 2022-23 school year, the district's eighteen elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 15,899 students in grades TK-12. The district's student population is comprised of 11.9% identified as English learners, 13.2% receiving special education services, 0.4% foster youth, 1.5% homeless youth, and 43.3% enrolled in the Free & Reduced-Price Meal program.

NAMED A "CALIFORNIA SCHOOL TO WATCH" IN 2013 & 2016

BOARD OF TRUSTEES

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Schools and Programs

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Assistant Superintendent
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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.

SINALOA MIDDLE SCHOOL

During the 2022-23 school year, Sinaloa Middle School served 775 students in grades 6-8. Student enrollment included 17.3% receiving special education services, 12.1% qualifying for English learner support, 0.6% foster youth, 1.2% homeless youth, and 49.2% enrolled in the Free & Reduced-Price Meal program.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.1%	Grade 6	150
Male	48.9%	Grade 7	317
Non-Binary	0.0%	Grade 8	308
American Indian or Alaskan Native	0.1%		
Asian	5.2%		
Black or African American	2.3%		
Filipino	1.9%		
Hispanic or Latino	40.6%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	3.9%		
White	45.8%		
English Learners	12.1%		
Foster Youth	0.6%		
Homeless	1.2%		
Migrant	0.0%		
Socioeconomically Disadvantaged	49.2%	Total Enrollment	
Students with Disabilities	17.3%		775

SCHOOL VISION

Sinaloa Middle School develops students who are equipped with the skills they need to be resilient, life-long learners and productive members of society in an ever-changing world. Students who promote from Sinaloa Middle School are responsible, self-motivated, and empathetic citizens.

SCHOOL MISSION

Sinaloa staff is committed to

- creating a rigorous academic program for all students,
- providing access to a well-rounded education that goes beyond the borders of the classroom, and
- nurturing an environment for students to discover who they are.

Our close-knit and compassionate community

- gives students the goals to successfully navigate the world's obstacles and opportunities;
- promotes appropriate behavior for the professional world;
- and models creativity, adaptability, and perseverance in real-world contexts.

SCHOOL MOTTO

Where success is expected.

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.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	SMS		SVUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	21.2	24.09	32.03	31.54	29.47	30.29

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

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 receive scores.

Opportunities to Volunteer

Career Fair
Chaperone Field Trips
Chaperone School Dances
Fundraising Activities
Library Helper
Office Helper
Portfolio Day

Committees

English Learner Advisory Council
District English Learner Advisory Council
Music Club
Parent Teacher Student Association
School Site Council

School Activities

Back to School Night
Career Fair
DELAC Meetings
Drama Performances
ELAC Meetings
Family Movie Nights
Music Performances
Open House
Parent Education Nights
Portfolio Day - 8th Grade
Sports Events
Student Recognition Assemblies

SCHOOL NEWS

Parents stay informed on upcoming events and school activities through the school marquee, the school website, teacher emails, flyers, parent conferences, the "Sinaloa Saber" newsletter, Instagram, Facebook, Twitter (@sinaloasabers), and ParentSquare (automated telephone message delivery system), and Aeries Parent Portal. Contact any school office member at (805) 520-6830 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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2022-23					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	304	259	85.2	14.8	28.96
Female	153	121	79.08	20.92	22.31
Male	151	138	91.39	8.61	34.78
American Indian or Alaskan Native					
Asian	20	19	95	5	52.63
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	116	90.63	9.37	12.93
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	135	107	79.26	20.74	41.12
English Learners	40	38	95	5	2.63
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	150	130	86.67	13.33	17.69
Students Receiving Migrant Education Services					
Students with Disabilities	55	50	90.91	9.09	6

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

	SMS		SVUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	45	42	50	49	47	46
Mathematics	31	29	35	36	33	34

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

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	782	696	88.62	11.38	42.28	783	686	87.61	12.39	28.72
Female	400	334	83.5	16.5	46.11	401	332	82.79	17.21	25.6
Male	382	359	93.98	6.02	38.72	382	354	92.67	7.33	31.64
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	41	40	97.56	2.44	50	41	40	97.56	2.44	52.5
Black or African American	20	14	70	30	14.29	20	13	65	35	7.69
Filipino	15	13	86.67	13.33	84.62	15	13	86.67	13.33	53.85
Hispanic or Latino	319	292	91.54	8.46	30.82	319	290	90.91	9.09	16.9
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	29	29	100	0	51.72	29	29	100	0	48.28
White	356	304	85.39	14.61	50.66	357	300	84.03	15.97	35
English Learners	88	82	93.18	6.82	3.66	88	82	93.18	6.82	2.44
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	13	10	76.92	23.08	--	13	9	69.23	30.77	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	387	346	89.41	10.59	32.08	387	343	88.63	11.37	18.08
Students Receiving Migrant Education Services										
Students with Disabilities	136	116	85.29	14.71	6.9	136	111	81.62	18.38	2.7

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

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

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

California Physical Fitness Test Results

2022-23

% of Students Tested

	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Seventh	97.6%	98.5%	98.8%	98.2%	98.5%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

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/.

PHYSICAL FITNESS

In the spring of each year, Sinaloa Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test (PFT) for students in California school is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sinaloa Middle's original facilities were built in 1964; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, at the District Office, or on the Internet at www.simivalleyusd.org.

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 plant manager inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds.

One day custodian, two evening custodians, a plant manager, and a groundskeeper are assigned to Sinaloa Middle. 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 custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

SUPERVISION & SAFETY

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus supervisors and administration are strategically assigned to designated entrance areas and the playground. During recess and lunch, campus supervisors and administration monitor playground activity. At the end of the day when students are dismissed, campus supervisors and administration monitor student behavior to ensure a safe and orderly departure. A school resource officer is on campus throughout the day on an as needed basis.

Sinaloa Middle 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 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 Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 2, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
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 (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	823	804	212	26.4
Female	420	409	100	24.4
Male	403	395	112	28.4
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	41	41	6	14.6
Black or African American	22	20	5	25
Filipino	16	15	3	20
Hispanic or Latino	340	331	98	29.6
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	30	30	4	13.3
White	372	365	96	26.3
English Learners	104	102	32	31.4
Foster Youth	9	7	6	85.7
Homeless	15	13	5	38.5
Socioeconomically Disadvantaged	419	407	134	32.9
Students Receiving Migrant Education Services				
Students with Disabilities	149	144	57	39.6

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

	SMS			SVUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.73%	9.51%	8.63%	0.13%	3.60%	3.65%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.24%	0.12%	0.01%	0.09%	0.11%	0.00%	0.07%	0.08%

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

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.63%	0.12%
Female	7.38%	0.00%
Male	9.93%	0.25%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	13.64%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	12.94%	0.29%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	10.00%	0.00%
White	5.65%	0.00%
English Learners	16.35%	0.00%
Foster Youth	0.00%	0.00%
Homeless	26.67%	0.00%
Socioeconomically Disadvantaged	13.13%	0.24%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	16.11%	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.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Sinaloa Middle in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated,

and discussed with school staff in September 2023.

SCHOOL INSPECTIONS

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Sinaloa Middle School took place on August 2, 2023. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Sinaloa Middle 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.

Sinaloa Middle School has implemented the CHAMPS program schoolwide. CHAMPS is a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity. When positive referrals are given to the office, the parents are called and congratulated. Sinaloa Middle School uses Character Strong to help foster relationships with students and staff and to assist with the social-emotional aspects of learning.

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

CLASS SIZE

The Average Class Size & Distribution table in this report illustrates the distribution of class sizes by subject, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution

Subject	2020-21			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	13	53	7	1
Math	13	49	5	2
Science	13	50	3	
Social Science	13	48	3	
Subject	2021-22			
	Average Class Size	1-22	23-32	33+
	23	15	7	11
	26	12	8	9
	25	7	13	6
Subject	2022-23			
	Average Class Size	1-22	23-32	33+
	24	13	16	4
	22	14	9	7
Subject				
	Average Class Size	1-22	23-32	33+
	23	10	8	9
Subject				
	Average Class Size	1-22	23-32	33+
	24	8	10	8

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Sinaloa Middle School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the

school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Sinaloa Middle revolve around the California State Standards. During the 2022-23 school year, Sinaloa Middle held site-based staff development devoted to:

- CAASPP
- Co-Teaching
- Data-Drive Intervention Program
- Digital Citizenship
- Mandated Reporter Training
- Professional Learning Communities (PLCs)
- Social Emotional Learning / Trauma Informed Practices

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. Sinaloa Middle 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 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.

During the 2021-22, 2022-23, and 2023-24 school years, Sinaloa Middle School’s teachers attended the following events hosted by the Simi Valley Unified School District:

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

2021-22	3 days
<ul style="list-style-type: none"> • RTI/Literacy Coach Training • Soliday Training (Reading Intervention) • Renaissance/STAR Training • Universal Design for Learning 	
2022-23	3 days
<ul style="list-style-type: none"> • Professional Learning Communities • Response to Intervention • Science of Reading • Math Instruction • Multi-Tiered Systems of Support 	
2023-24	3 days
<ul style="list-style-type: none"> • Positive Behavior Support • Instructional Practices • Professional Learning Community 	

Sinaloa Middle offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Simi Valley Unified School District are currently being aligned to the California State Standards. Instructional materials for core content areas are approved by the

district’s Board of Education. The district follows the State Board of Education’s adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 12, 2023, the Simi Valley Unified School District’s Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 21-23/24 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt: <i>Collections</i>	0%
2009	Yes	Cambrium Learning: <i>Focus on English Learners</i>	0%
Math			
2015	Yes	Houghton Mifflin Harcourt: <i>Big Ideas Math</i>	0%
Science			
2022	Yes	LabAids/SEPUP: <i>Lab-Aids</i>	0%
	Yes	<i>Focus on Earth Science</i>	0%
	Yes	<i>Focus on Life Science</i>	0%
	Yes	<i>Focus on Physical Science</i>	0%
Social Science			
	Yes	TCI: <i>History Alive!</i>	0%
Foreign Language			
2004	Yes	McDougal Littell: <i>En Espanol</i>	0%
2008	Yes	Cheng& Tsui: <i>Integrated Chinese</i>	0%
2004	Yes	McDougal Littell: <i>Discovering French</i>	0%
Visual & Performing Arts			
2001	Yes	Davis Publishing: <i>Art & the Human Experience</i>	0%

PROFESSIONAL STAFF

COUNSELORS & SUPPORT PERSONNEL

Sinaloa Middle 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 Sinaloa Middle's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Clerk	1	1.0
Library Clerks	1	1.0
Nurse	1	0.3
Psychologist	1	0.6
Speech Therapist	1	0.4
Resource Officer	As Needed	
Adaptive PE Specialist	1	0.2
Occupational Therapist	As Needed	
Program Specialist	As Needed	
Intensive Behavioral Interventionist	As Needed	
Average Number of Students per Academic Counselor		451.5

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

TEACHER PREPARATION AND CREDENTIALS

The charts in this report identify the number of teachers at Sinaloa Middle 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 Sinaloa Middle 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	1.7	1.1
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	1.7	1.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0.7
Local Assignment Options	4.3	3.6
Total Out-of-Field Teachers	4.3	4.4

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	2.4
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27	75.26	602.4	85.13	228366	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)	1.7	4.96	22.7	3.21	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.3	12.23	49.8	7.04	12115.8	4.41
Unknown	2.6	7.49	31.2	4.42	18854.3	6.86
Total Teaching Positions	35.9	100	707.7	100	274759	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)	27	76.62	624.2	86.24	234405	84
Intern Credential Holders Properly Assigned	0	0	2.6	0.36	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	3.15	20.3	2.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.4	12.49	51.2	7.08	11953.1	4.28
Unknown	2.7	7.72	25.4	3.51	15831.9	5.67
Total Teaching Positions	35.2	100	723.8	100	279045	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 2021-22 school year, Simi Valley Unified School District spent an average of \$14,329 to educate each student (Current Expense of Education per ADA, based on 2021-22 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ 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 2021-22		
	SVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,279	55,550
Mid-Range Teacher Salary	77,569	84,645
Highest Teacher Salary	100,229	111,284
Average Principal Salaries:		
Elementary School	128,403	139,860
Middle School	135,933	146,440
High School	147,622	158,447
Superintendent Salary	271,118	278,268
Percentage of Budget For:		
Teacher Salaries	31.54	32.21
Administrative Salaries	4.31	4.89

For detailed information on salaries, see the CDE 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 Sinaloa Middle 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 2023.

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	SMS	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	14,328	N/A	N/A	N/A	N/A
Restricted (Supplemental)	4,617	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,710	9,455	102.7%	7,606	124.3%
Average Teacher Salary	81,336	83,696	N/A	90,632	N/A

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

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education



www.simivalleyusd.org
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