

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



HILLSIDE MIDDLE SCHOOL

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SCHOOL ACCOUNTABILITY REPORT CARD

2023-24 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2025

PRINCIPAL'S MESSAGE

We welcome you to Hillside Middle School. Effective communication and a strong alliance with our parents are priorities at HMS. We believe that a strong partnership between home and school leads to student success. We utilize multiple communication methods to work with our parents and research shows that with a school/home partnership, students will find more success in school. The school will be using The Hillside Happenings, an online newsletter that will be sent to families weekly on the happenings at Hillside.

There are many ways for parents to be involved in the Hillside community, including: joining our PTSA, volunteering with our STEAM activities, or helping to fundraise for all of our incredible programs. Our STEAM Academy offers classes in dance, piano, theater, ceramics, drawing, painting, strings orchestra, concert band, web design, stage design (drawing and painting), digital photography, computer applications, programming, robotics, speech and debate, and video production. These classes are very popular, and we offer some of them during the 0 and 7th period so that all students have an opportunity to participate in these classes.

During the Advisory period, we focus on school wide goals, such as citizenship, work habits, goal-setting and technology skills (proficiency and digital citizenship). During our SOAR Period, Hillside offers intervention opportunities for students Monday-Thursday. Hillside also offers additional Response to Intervention (RtI) in English Language Arts and Mathematics as a resource to increase student achievement. Hillside Middle School received the Arts, Media & Entertainment Demonstration site grant in 2021, and the grant has been renewed for the 2022, 2023, and 2024 school years.

We invite you to become a part of the Hillside Middle School community and experience our warm and welcoming environment where students are our number one priority! Go Hawks!



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

CONTENTS

Principal's Message
District & School Description
Local Control Accountability Plan
Parent Involvement
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
College & Career Readiness
District Expenditures
SARC Data, CA Dashboard & Disclosure

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.



HILLSIDE MIDDLE SCHOOL

During the 2023-24 school year, Hillside Middle School served 964 students in grades 6-8. Student enrollment included 14% receiving special education services, 9.5% qualifying for English learner support, 0.6% foster youth, 2.1% homeless youth, and 42.8% 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 | 54.1% | Grade 6 | 231 |
| Male | 45.4% | Grade 7 | 388 |
| Non-Binary | 0.4% | Grade 8 | 345 |
| American Indian or Alaskan Native | 0.2% | | |
| Asian | 14.4% | | |
| Black or African American | 0.8% | | |
| Filipino | 2.7% | | |
| Hispanic or Latino | 43.2% | | |
| Native Hawaiian or Pacific Islander | 0.3% | | |
| Two or More Races | 4.7% | | |
| White | 33.7% | | |
| English Learners | 9.5% | | |
| Foster Youth | 0.6% | | |
| Homeless | 2.1% | | |
| Migrant | 0.0% | | |
| Socioeconomically Disadvantaged | 42.8% | Total Enrollment | 964 |
| Students with Disabilities | 14.0% | | |

SCHOOL MISSION

The mission of Hillside Middle School, a Science, Technology, Engineering, Arts and Math academy, is to provide all students with a rich educational experience that allows them to explore STEAM themes in an authentic, hands-on manner and while also promoting personal and social responsibility, cultural awareness and lifelong learning skills.

SCHOOL VISION

All students will be lifelong learners and responsible American and global citizens with the ability to function and adapt to the changing realities of 21st century society.

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

Assist with Clubs
Chaperone School Dances/Rallies
Portfolio Day

Committees

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

School Activities

Awards Nights
Back to School Night
Coffee with the Principal
Concerts
Hawk Prep Days
Open House
Parent Information Nights
Silent Auctions
Sports Activities

SCHOOL NEWS

Parents stay informed on upcoming events and school activities through the school marquee, the school website, email, Weekly Friday Newsletter, PTSA flyers, Facebook, Twitter (@HillsideSTEAM), Instagram, Remind (text and email messages), and Blackboard Connect (automated telephone message delivery system). Contact the school office at (805) 520-6810 for more information on how to become involved in your child's learning environment.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

| | HMS | | SVUSD | | CA | |
|-----------------------------|-------|-------|-------|-------|-------|-------|
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| Science (Grades 5, 8, & 10) | 29.59 | 23.84 | 34.32 | 31.54 | 30.29 | 30.73 |

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

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

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

| 2023-24 | | | | | |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | 343 | 307 | 89.50% | 10.50% | 33.55% |
| Female | 184 | 166 | 90.22% | 9.78% | 36.14% |
| Male | 157 | 139 | 88.54% | 11.46% | 30.22% |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- |
| Asian | 49 | 48 | 97.96% | 2.04% | 77.08% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 164 | 143 | 87.20% | 12.80% | 13.29% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 16 | 14 | 87.50% | 12.50% | 35.71% |
| White | 103 | 91 | 88.35% | 11.65% | 40.66% |
| English Learners | 30 | 28 | 93.33% | 6.67% | 0.00% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 162 | 143 | 88.27% | 11.73% | 15.38% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 48 | 40 | 83.33% | 16.67% | 2.50% |

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

| | HMS | | SVUSD | | CA | |
|--------------------------------|-------|-------|-------|-------|-------|-------|
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| English-Language Arts/Literacy | 50 | 49 | 49 | 48 | 46 | 47 |
| Mathematics | 35 | 37 | 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 | 965 | 898 | 93.06% | 6.94% | 49.27% | 965 | 895 | 92.75% | 7.25% | 36.73% |
| Female | 522 | 485 | 92.91% | 7.09% | 52.07% | 522 | 482 | 92.34% | 7.66% | 35.42% |
| Male | 439 | 409 | 93.17% | 6.83% | 45.95% | 439 | 409 | 93.17% | 6.83% | 38.39% |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 139 | 136 | 97.84% | 2.16% | 80.88% | 139 | 136 | 97.84% | 2.16% | 74.26% |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | 26 | 26 | 100.00% | 0.00% | 69.23% | 26 | 26 | 100.00% | 0.00% | 57.69% |
| Hispanic or Latino | 423 | 388 | 91.73% | 8.27% | 29.79% | 423 | 384 | 90.78% | 9.22% | 18.32% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | 45 | 43 | 95.56% | 4.44% | 67.44% | 45 | 43 | 95.56% | 4.44% | 39.53% |
| White | 320 | 293 | 91.56% | 8.44% | 55.82% | 320 | 294 | 91.88% | 8.12% | 41.16% |
| English Learners | 82 | 75 | 91.46% | 8.54% | 1.33% | 82 | 75 | 91.46% | 8.54% | 4.00% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Homeless | 24 | 21 | 87.50% | 12.50% | 19.05% | 24 | 21 | 87.50% | 12.50% | 9.52% |
| Military | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 430 | 397 | 92.33% | 7.67% | 33.42% | 430 | 396 | 92.09% | 7.91% | 22.03% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | 129 | 114 | 88.37% | 11.63% | 13.27% | 129 | 115 | 89.15% | 10.85% | 8.85% |

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 | | | | | |
| Seventh | 98.1% | 95.7% | 98.4% | 94.1% | 98.1% |

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

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

- Classroom cleaning
- 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, administrators, teachers, and campus supervisors are strategically assigned to designated entrance areas and the playground. During recess and lunch, administrators, the counselor, and campus supervisors monitor playground activity. At the end of the day when students are dismissed, teachers and campus supervisors monitor student behavior to ensure a safe and orderly departure.

Hillside 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.

PHYSICAL FITNESS

In the spring of each year, Hillside 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. Hillside Middle's original facilities were built in 1971; 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.sivalleyusd.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.

2024-25 Campus Improvements:

- HVAC projects
- Addition of six new portables
- New outdoor eating area

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, one plant manager, and three evening custodians (two full-time and one part-time) are assigned to Hillside Middle. The day custodian is responsible for:

| Campus Description | |
|------------------------------|----------|
| Year Built | 1972 |
| | Quantity |
| # of Permanent Classrooms | 34 |
| # of Portable Classrooms | 8 |
| # of Restrooms (student use) | 5 |
| Computer Lab | 1 |
| Fitness Lab | 1 |
| Gym with Locker Rooms | 1 |
| Library | 1 |
| Multipurpose Room/Cafeteria | 1 |
| Outdoor Covered Patio | 2 |
| Dance Room | 1 |
| Piano Lab | 1 |
| Teen Club | 1 |
| Outdoor Classroom | 1 |
| Kiln Room | 1 |

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

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

Chronic Absenteeism by Student Group (2023-24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 999 | 990 | 169 | 17.10% |
| Female | 545 | 539 | 95 | 17.60% |
| Male | 450 | 447 | 74 | 16.60% |
| Non-Binary | | | | |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 140 | 140 | 4 | 2.90% |
| Black or African American | -- | -- | -- | -- |
| Filipino | 26 | 26 | 3 | 11.50% |
| Hispanic or Latino | 439 | 435 | 98 | 22.50% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 46 | 45 | 3 | 6.70% |
| White | 333 | 329 | 58 | 17.60% |
| English Learners | 119 | 117 | 25 | 21.40% |
| Foster Youth | 11 | 11 | 7 | 63.60% |
| Homeless | 25 | 25 | 11 | 44% |
| Socioeconomically Disadvantaged | 450 | 448 | 113 | 25.20% |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | 147 | 147 | 42 | 28.60% |

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

| | HMS | | | SVUSD | | | CA | | |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Suspensions | 6.79% | 4.81% | 3.50% | 3.60% | 3.65% | 3.63% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.43% | 0.10% | 0.09% | 0.11% | 0.80% | 0.07% | 0.08% | 0.07% |

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

Suspensions & Expulsions by Student Group (2023-24)

| Student Group | Suspensions | Expulsions |
|---|-------------|------------|
| | Rate | Rate |
| All Students | 3.50% | 0.10% |
| Female | 2.02% | 0.18% |
| Male | 5.33% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.71% | 0.00% |
| Black or African American | 0.00% | 0.00% |
| Filipino | 3.85% | 0.00% |
| Hispanic or Latino | 5.69% | 0.23% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 1.80% | 0.00% |
| English Learners | 6.72% | 0.00% |
| Foster Youth | 27.27% | 0.00% |
| Homeless | 12.00% | 0.00% |
| Socioeconomically Disadvantaged | 5.78% | 0.22% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 4.76% | 0.68% |

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 Hillside 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 school safety plan is reviewed, updated, and discussed with school staff each year by March 1st.

SCHOOL INSPECTIONS

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Hillside Middle School took place on August 29, 2024. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Hillside 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. The groundwork for a Restorative Justice class has been put in place at Hillside Middle School. 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.

Some teachers at the Hillside Middle School utilize the Classroom Instruction that Works (CITW) and the program has been fully implemented. CITW is a program that consists of effective research-based strategies that are proven to increase student achievement. Administration works closely with teachers to develop a discipline program to improve student behavior on campus.

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 | 2021-22 | | | | | |
|----------------|--------------------|--------------------|-------|-----|-----|--|
| | Average Class Size | Number of Classes* | | | 33+ | |
| | | 1-22 | 23-32 | 33+ | | |
| English | 23 | 15 | 12 | 11 | | |
| Math | 23 | 15 | 10 | 9 | | |
| Science | 27 | 4 | 15 | 9 | | |
| Social Science | 27 | 6 | 10 | 13 | | |
| | | 2022-23 | | | | |
| English | 23 | 14 | 9 | 13 | | |
| Math | 21 | 18 | 8 | 10 | | |
| Science | 25 | 6 | 18 | 5 | | |
| Social Science | 23 | 13 | 12 | 7 | | |
| | | 2023-24 | | | | |
| English | 21 | 16 | 18 | 4 | | |
| Math | 21 | 19 | 7 | 10 | | |
| Science | 26 | 6 | 16 | 6 | | |
| Social Science | 23 | 11 | 16 | 6 | | |

*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 following chart identifies the chronic absenteeism rates by student group for Hillside Middle 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."

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Hillside Middle revolve around the California State Standards. During the 2022-23, 2023-24, and 2024-25 school years, Hillside 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 | |
|--|---------------|
| 2022-23 | 3 days |
| <ul style="list-style-type: none"> • RTI/Literacy Coach Training • Sondag Training (Reading Intervention) • Renaissance/STAR Training • Universal Design for Learning | |
| 2023-24 | 3 days |
| <ul style="list-style-type: none"> • Professional Learning Communities • Response to Intervention • Science of Reading • Math Instruction • Multi-Tiered Systems of Support | |
| 2024-25 | 3 days |
| <ul style="list-style-type: none"> • Positive Behavior Support • Instructional Practices • Professional Learning Community | |

During the 2023-24 school year, Hillside Middle held site-based staff development devoted to:

- Active Shooter Training
- California State Standards
- Character Strong
- Common Assessments & Essential Standards
- Culture & Climate
- Differentiated Instruction & ELD
- Digital Citizenship
- Growth Mindset
- Implementing STEAM focus
- Mandated Reporter Training
- Professional Learning Communities (PLCs)
- Response to Intervention (RtI)
- Rigor & Relevance
- Social Emotional Learning Training
- STAR Testing
- Technology Integration

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. Hillside 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.

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

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

| Textbooks | | | |
|--------------------------|----------------------------------|---|--|
| 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% |

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Permits and Waivers | 0 | 1 | 0 |
| Misassignments | 1.5 | 0.7 | 1.3 |
| Vacant Positions | 0 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.5 | 1.7 | 1.3 |

| 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 | 0.8 | 1 | 1 |
| Local Assignment Options | 2.3 | 1 | 0.3 |
| Total Out-of-Field Teachers | 3.2 | 2 | 1.3 |

| 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) | 4.4 | 1.3 | 4.2 |
| No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

| School Year 2020-21 | | | | | | |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 33.6 | 82.27 | 602.4 | 85.13 | 228366.1 | 83.12 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1.4 | 0.2 | 4205.9 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.5 | 3.84 | 22.7 | 3.21 | 11216.7 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.2 | 7.95 | 49.8 | 7.04 | 12115.8 | 4.41 |
| Unknown | 2.4 | 5.92 | 31.2 | 4.42 | 18854.3 | 6.86 |
| Total Teaching Positions | 40.8 | 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) | 32.5 | 82.17 | 602.4 | 85.13 | 228366.1 | 83.12 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1.4 | 0.2 | 4205.9 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.7 | 4.44 | 22.7 | 3.21 | 11216.7 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2 | 5.12 | 49.8 | 7.04 | 12115.8 | 4.41 |
| Unknown | 3.2 | 8.22 | 31.2 | 4.42 | 18854.3 | 6.86 |
| Total Teaching Positions | 39.6 | 100 | 707.7 | 100 | 274759.1 | 100 |

| School Year 2022-23 | | | | | | |
|---|-------------|-------------|---------------|---------------|------------|------------|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 33.4 | 86.38 | 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) | 1.3 | 3.52 | 39.5 | 5.26 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.3 | 3.44 | 48.4 | 6.44 | 11746.9 | 4.23 |
| Unknown | 2.5 | 6.64 | 16.9 | 2.25 | 14303.8 | 5.15 |
| Total Teaching Positions | 38.6 | 100 | 751.8 | 100 | 277698 | 100 |

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

PROFESSIONAL STAFF

TEACHER PREPARATION AND CREDENTIALS

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

COUNSELORS & SUPPORT PERSONNEL

Hillside 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 Hillside 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 2023-24 | | |
|---|-----------------|------|
| | No. of Staff | FTE* |
| Academic Counselor | 3 | 3.0 |
| Library Clerk | 1 | 1.0 |
| Nurse | 1 | 0.5 |
| Occupational Therapist | 1 | 0.4 |
| Psychologist | 2 | 1.5 |
| Speech Therapist | 2 | 1.5 |
| Adaptive PE Specialist | 1 | 0.4 |
| School Resource Officer | As needed | |
| Community Liaison | 1 | 0.6 |
| Health Clerk | 1 | 1.0 |
| Average Number of Students per Academic Counselor | | 335 |

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

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

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

EXPENDITURES PER STUDENT

For the 2022-23 school year, Simi Valley Unified School District spent an average of \$16,065 to educate each student (Current Expense of Education per ADA, based on 2022-23 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| Teacher and Administrative Salaries 2022-23 | | |
|--|---------|---|
| | SVUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 54,699 | 59,551 |
| Mid-Range Teacher Salary | 86,102 | 93,855 |
| Highest Teacher Salary | 111,254 | 120,219 |
| Average Principal Salaries: | | |
| Elementary School | 141,414 | 151,525 |
| Middle School | 150,885 | 158,215 |
| High School | 157,759 | 171,087 |
| Superintendent Salary | 264,471 | 300,043 |
| Percentage of Budget For: | | |
| Teacher Salaries | 30.25 | 31 |
| Administrative Salaries | 4.43 | 4.91 |

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

SARC DATA

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Hillside 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 2024.

| Expenditures Per Pupil and School Site Teachers Salaries 2022-23 | | | | | |
|---|--------|--------|------------------------------------|---|---------------------------------|
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | HMS | SVUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 21,567 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 6,783 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 14,784 | 10,612 | 139.3% | 10,771 | 98.5% |
| Average Teacher Salary | 90,587 | 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



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