

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

2023-24 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2025

PRINCIPAL'S MESSAGE

Welcome to Sinaloa Middle School! Sinaloa was named a California School To Watch in 2013 and re-designated in 2016. At that time, this recognition was 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! As we partner with the Ronald Reagan Presidential Foundation & Institute, Sinaloa Middle School will offer a schoolwide program to introduce its sixth, seventh and eighth grade students to leadership and communications pathways beginning in the 2024-2025 school year. Special courses will be offered in broadcasting, debate, Mock Trial, art and dance. More in-depth curriculum will be developed and offered in the areas of leadership, civics and communications. Besides the new course offerings, students and staff will have opportunities to work and learn with the Reagan Foundation staff. These will include volunteering at the Ronald Reagan Presidential Library and Museum during special events and to help curate exhibits; creating broadcast content using journalist principles; going on specialized field trips; working on special projects and more.

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!

Shawn Rumble, Principal

DISTRICT & SCHOOL DESCRIPTION

SIMI VALLEY UNIFIED SCHOOL DISTRICT

Simi Valley Unified School District offices are located in the northwest region of the city of Simi Valley. During the 2023-24 school year, the district's eighteen elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 15,677 students in grades TK-12. The district's student

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



BOARD OF TRUSTEES

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Personnel Services

Sean Goldman
Assistant Superintendent
Student Support Services

Dr. Jerry Block
Assistant Superintendent
Schools and Programs

Dr. Jamie Snodgrass
Assistant Superintendent
Instruction & Pupil Services

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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.

SINALOA MIDDLE SCHOOL

During the 2023-24 school year, Sinaloa Middle School served 707 students in grades 6-8. Student enrollment included 15.6% receiving special education services, 11.6% qualifying for English learner support, 0.1% foster youth, 3.1% homeless youth, and 53.7% enrolled in the Free & Reduced-Price Meal program.

Student Enrollment by Student Group and Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.5%	Grade 6	136
Male	50.2%	Grade 7	253
Non-Binary	0.3%	Grade 8	318
American Indian or Alaskan Native	0.0%		
Asian	3.3%		
Black or African American	2.4%		
Filipino	1.4%		
Hispanic or Latino	46.3%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	4.2%		
White	42.3%		
English Learners	11.6%		
Foster Youth	0.1%		
Homeless	3.1%		
Migrant	0.0%		
Socioeconomically Disadvantaged	53.7%	Total Enrollment	707
Students with Disabilities	15.6%		

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	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	29.53	24.09	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.

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)

2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	311	298	95.82%	4.18%	26.17%
Female	168	159	94.64%	5.36%	23.90%
Male	143	139	97.20%	2.80%	28.78%
American Indian or Alaskan Native					
Asian	17	17	100.00%	0.00%	64.71%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	143	137	95.80%	4.20%	16.79%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31%	7.69%	58.33%
White	125	119	95.20%	4.80%	29.41%
English Learners	33	31	93.94%	6.06%	0.00%
Foster Youth					
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	156	96.30%	3.70%	16.67%
Students Receiving Migrant Education Services					
Students with Disabilities	54	50	92.59%	7.41%	2.00%

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	42	39	49	48	46	47
Mathematics	29	24	36	35	34	35

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) 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	718	699	97.35%	2.65%	38.77%	719	696	96.80%	3.20%	23.71%
Female	359	345	96.10%	3.90%	43.48%	360	342	95.00%	5.00%	20.76%
Male	358	353	98.60%	1.40%	33.99%	358	353	98.60%	1.40%	26.63%
American Indian or Alaskan Native										
Asian	24	24	100.00%	0.00%	54.17%	24	24	100.00%	0.00%	50.00%
Black or African American	13	12	92.31%	7.69%	33.33%	13	12	92.31%	7.69%	8.33%
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	341	331	97.07%	2.93%	28.40%	342	329	96.20%	3.80%	14.89%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	30	30	100.00%	0.00%	53.33%	30	30	100.00%	0.00%	36.67%
White	299	291	97.32%	2.68%	46.74%	299	290	96.99%	3.01%	29.68%
English Learners	71	65	91.55%	8.45%	3.08%	71	65	91.55%	8.45%	0.00%
Foster Youth										
Homeless	23	22	95.65%	4.35%	27.27%	23	22	95.65%	4.35%	4.55%
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	383	376	98.17%	1.83%	27.93%	384	373	97.14%	2.86%	13.14%
Students Receiving Migrant Education Services										
Students with Disabilities	115	107	93.04%	6.96%	7.48%	115	107	93.04%	6.96%	1.87%

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

Grade Level	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Seventh	98.1%	97.8%	98.1%	92.3%	98.4%

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.

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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
September 25, 2024			
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
	✓		Poor

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.

Campus Description

Year Built	1964
	Quantity
# of Permanent Classrooms	43
# of Portable Classrooms	6
# of Restrooms (student use)	4
Band Room	1
Computer Labs	1
Gym with Locker Rooms	1
Library/Media Center	1
Multipurpose Room/Cafeteria	1
Science Labs	5
Staff Lounge	1
Staff Work Room	1
Sensory Room	1

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.

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	762	741	156	21.10%
Female	374	364	74	20.30%
Male	386	375	81	21.60%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	24	1	4.20%
Black or African American	17	17	5	29.40%
Filipino	--	--	--	--
Hispanic or Latino	362	350	81	23.10%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	4	13.30%
White	316	309	65	21.00%
English Learners	98	93	28	30.10%
Foster Youth	--	--	--	--
Homeless	28	28	14	50.00%
Socioeconomically Disadvantaged	417	402	109	27.10%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	125	122	33	27.00%

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.

Suspensions and Expulsions

	SMS			SVUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	9.51%	8.63%	11.42%	3.60%	3.65%	3.63%	3.17%	3.60%	3.28%
Expulsions	0.24%	0.12%	0.00%	0.09%	0.11%	0.08%	0.07%	0.08%	0.07%

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

Suspensions & Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.42%	0.00%
Female	5.61%	0.00%
Male	17.10%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.85%	0.00%
Black or African American	23.53%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	14.64%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.33%	0.00%
White	8.54%	0.00%
English Learners	13.27%	0.00%
Foster Youth	0.00%	0.00%
Homeless	17.86%	0.00%
Socioeconomically Disadvantaged	16.55%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	16.80%	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.

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 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 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 Sinaloa Middle School took place on September 25, 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

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	2021-22				
	Average Class Size	Number of Classes*			
		1-22	23-32	33+	
English	23	15	7	11	
Math	26	12	8	9	
Science	25	7	13	6	
Social Science	23	10	15	3	
Subject	2022-23				
	English	24	13	16	4
	Math	22	14	9	7
	Science	23	10	8	9
Social Science	24	8	10	8	
Subject	2023-24				
	English	25	12	8	8
	Math	24	11	11	5
	Science	24	5	16	3
Social Science	26	5	12	5	

*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 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 Sinaloa Middle revolve around the California State Standards. During the 2023-24 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

Year	Days
2022-23	3 days
	<ul style="list-style-type: none"> • RTI/Literacy Coach Training • Soliday 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

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 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%

PROFESSIONAL STAFF

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.

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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	0	0
Misassignments	1.7	1.1	1.5
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	1.7	1.1	1.5

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0.7	0
Local Assignment Options	4.3	3.6	3.3
Total Out-of-Field Teachers	4.3	4.4	3.3

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)	5.2	2.4	3.7
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)	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

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)	26.4	79.48	645.6	85.87	231142	100
Intern Credential Holders Properly Assigned	0	0	1.2	0.17	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	4.6	39.5	5.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.3	10.15	48.4	6.44	11746.9	4.23
Unknown	1.9	5.77	16.9	2.25	14303.8	5.15
Total Teaching Positions	33.2	100	751.8	100	277698	100

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

Academic Counselors and Other Support Staff 2023-24		
	No. of Staff	FTE*
Academic Counselor	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.

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 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 2024.

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
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	16,614	N/A	N/A	N/A	N/A
Restricted (Supplemental)	5,370	N/A	N/A	N/A	N/A
Unrestricted (Basic)	11,244	10,612	106.0%	10,771	98.5%
Average Teacher Salary	90,862	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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