

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

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

Shawn Rumble, Principal

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SCHOOL ACCOUNTABILITY REPORT CARD

2024-25 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2026

PRINCIPAL'S MESSAGE

Welcome to Sinaloa Middle School and the Ronald Reagan Academy of Communication and Leadership! As a partner with the Ronald Reagan Presidential Foundation & Institute, Sinaloa Middle School offers a schoolwide program that introduces its sixth, seventh and eighth grade students to leadership and communications pathways. This program began in the 2024-2025 school year. As a part of this partnership Sinaloa offers special courses in broadcasting, debate, Mock Trial, art and dance. We offer a more in-depth curriculum in the areas of leadership, civics and communications. Besides the new course offerings, students and staff have opportunities to work and learn with the Reagan Foundation staff. These 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 students have a strong 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



Sinaloa Middle School
SIMI VALLEY UNIFIED SCHOOL DISTRICT



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 2024-25 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 15,444 students in grades TK-12. The district's student population is comprised of 11.1% identified as English learners, 13.9% receiving special education services, 0.3% foster youth, 3.0% homeless youth, and 46.0% socioeconomically disadvantaged.

BOARD OF TRUSTEES

Dawn Smollen, President
Kareem Jubran, Clerk
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DISTRICT ADMINISTRATION

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Associate Superintendent
Business & Facilities
Julie Ellis
Assistant Superintendent
Personnel Services
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Student Support Services
Dr. Jerry Block
Assistant Superintendent
Schools and Programs
Dr. Jamie Snodgrass
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Instruction & Pupil Services
Matthew Guzzo
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Lori Neiman
Director of Elementary Education

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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 2024-25 school year, Sinaloa Middle School served 843 students in grades 6-8. Student enrollment included 16.0% receiving special education services, 14.0% qualifying for English learner support, 0.4% foster youth, 4.2% homeless youth, and 61.1% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25

Student Group	% of Total Enrollment
Female	45.6%
Male	54.2%
Non-Binary	0.2%
American Indian or Alaska Native	0%
Asian	3.7%
Black or African-American	1.4%
Filipino	1.9%
Hispanic or Latino	52.4%
Native Hawaiian or Pacific Islander	0%
Two or More Races	4.7%
White	35.8%
English Learners	14.0%
Foster Youth	0.4%
Homeless	4.2%
Migrant Services	0%
Socioeconomically Disadvantaged	61.1%
Students with Disabilities	16.0%

Student Enrollment by Grade Level 2024-25

Grade Level	# of Students
Grade 6	287
Grade 7	289
Grade 8	267
Total Enrollment	843

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.

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

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, 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 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 ELA and Mathematics for All Students 2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	39.0	41.0	48.0	50.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	24.0	27.0	35.0	36.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group 2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	823	802	97.45	2.55	40.90
Female	372	359	96.51	3.49	42.62
Male	449	441	98.22	1.78	39.46
American Indian or Alaska Native	0	0	0	0	0
Asian	33	32	96.97	3.03	59.38
Black or African American	14	13	92.86	7.14	30.77
Filipino	14	14	100	0	78.57
Hispanic or Latino	429	419	97.67	2.33	30.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	40	97.56	2.44	62.50
White	292	284	97.26	2.74	49.30
English Learners	100	95	95.00	5.00	5.26
Foster Youth	--	--	--	--	--
Homeless	40	40	100	0	22.50
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	506	490	96.84	3.16	32.04
Students with Disabilities	137	128	93.43	6.57	7.03

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	823	803	97.57	2.43	27.02
Female	372	360	96.77	3.23	23.06
Male	449	441	98.22	1.78	30.16
American Indian or Alaska Native	0	0	0	0	0
Asian	33	32	96.97	3.03	34.38
Black or African American	14	13	92.86	7.14	30.77
Filipino	14	14	100	0	64.29
Hispanic or Latino	429	419	97.67	2.33	15.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	40	97.56	2.44	50.00
White	292	285	97.60	2.40	37.19
English Learners	100	95	95.00	5.00	1.05
Foster Youth	--	--	--	--	--
Homeless	40	40	100	0	15.00
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	506	490	96.84	3.16	16.94
Students with Disabilities	137	128	93.43	6.57	3.13

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	24.09	20.39	31.54	35.83	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	261	255	97.70	2.30	20.39
Female	126	121	96.03	3.97	16.53
Male	133	132	99.25	0.75	23.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	125	123	98.40	1.60	8.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	113	111	98.23	1.77	30.63
English Learners	21	21	100	0	0
Foster Youth	--	--	--	--	--
Homeless	13	13	100	0	7.69
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	149	145	97.32	2.68	14.48
Students with Disabilities	41	39	95.12	4.88	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 grade seven. 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.

**Physical Fitness Test
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	97.9%	98.6%	98.6%	98.3%	99.0%

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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.

Campus Description	
Year Built	1964
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	43
Portable Classrooms	6
Restrooms (Sets)	4
Band Room	1
Staff Lounge	1
Library / Media Center	1
Science Labs	5
Staff Workroom	1
Gym w/Locker Rooms	1
Computer Lab	1
Sensory Room	1
Multipurpose Room / Cafeteria	1

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 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 17, 2025. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 17, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
<i>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.</i>				

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.

Suspensions & Expulsions			
	22-23	23-24	24-25
School			
% Students Suspended	8.63	11.42	7.97
% Students Expelled	0.12	0.00	0.11
District			
% Students Suspended	3.65	3.63	3.25
% Students Expelled	0.11	0.80	0.11
State			
% Students Suspended	3.60	3.28	3.28
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	7.97	0.11
Female	6.68	0.0
Male	9.11	0.21
American Indian or Alaska Native	0.0	0.0
Asian	6.25	3.13
Black or African American	18.75	0.0
Filipino	0.0	0.0
Hispanic or Latino	8.93	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	4.88	0.0
White	7.01	0.0
English Learners	9.60	0.0
Foster Youth	0.0	0.0
Homeless	15.91	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	9.82	0.18
Students with Disabilities	13.91	0.0
<i>Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>		

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	2022-23				
	Avg. Class Size	Number of Classes			
		1-20	21-32	33+	
English	24	13	16	4	
Math	22	14	9	7	
Science	23	10	8	9	
Social Science	24	8	10	8	
	2023-24				
	English	25	12	8	8
	Math	24	11	11	5
	Science	24	5	16	3
	Social Science	26	5	12	5
	2024-25				
	English	24	12	6	9
	Math	23	12	9	6
	Science	27	7	5	10
	Social Science	29	5	7	10
*Number of classes indicates how many classes fall into each size category (a range of total students per class).					
***"Other" category, if applicable, is for multi-grade level classes.					

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Sinaloa Middle School for the 2024-25 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."

Chronic Absenteeism by Student Group 2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	878	861	216	25.1
Female	404	394	104	26.4
Male	472	465	111	23.9
American Indian or Alaska Native	--	--	--	--
Asian	32	32	4	12.5
Black or African American	16	15	7	46.7
Filipino	16	16	2	12.5
Hispanic or Latino	459	450	114	25.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	40	9	22.5
White	314	308	80	26.0
English Learners	125	121	37	30.6
Foster Youth	--	--	--	--
Homeless	44	42	19	45.2
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	550	539	163	30.2
Students with Disabilities	151	145	49	33.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Sinaloa Middle revolve around the California State Standards. During the 2024-25 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 2023-24, 2024-24, and 2024-25 school years, Sinaloa Middle School's teachers attended the following events hosted by the Simi Valley Unified School District:

Number of School Days Dedicated to Staff Development and Continuous Improvement	
2023-24	3 days
Professional Learning Communities	
Response to Intervention	
Science of Reading	
Math Instruction	
Multi-Tiered Systems of Support	
2024-25	3 days
Positive Behavior Support	
Instructional Practices	
Professional Learning Community	
2025-26	5 days
Professional Learning Communities (PLCs)	
Multi-Tiered Systems of Support (MTSS)	
Inclusive and Culturally Responsive Instructional Practices	
Data Analysis	

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.

Simi Valley Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies and methodologies. During the 2025-26 school year supplemental training topics focus on the following:

- Universal Design for Learning (UDL)
- Differentiated Instruction
- English Learner Supports
- Equity-Focused Practices to Support all Learners

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 9, 2025, 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. 18-25/26 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the

academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

PROFESSIONAL STAFF

TEACHER PREPARATION AND CREDENTIALS

The charts 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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2009	Cambium Learning: <i>Focus on English Learners</i>	No - Local	0%
2017	Houghton Mifflin Harcourt: <i>Collections</i>	Yes	0%
History-Social Science			
	TCL: <i>History Alive!</i>	Yes	0%
Mathematics			
2015	Houghton Mifflin Harcourt: <i>Big Ideas Math</i>	Yes	0%
Science			
2022	LabAids/SEPUP: <i>Lab-Aids</i>	No - Local	0%
	Science Education for Public Understanding: <i>Integrated Science</i>	No - Local	0%
Foreign Language			
2023	Vista Higher Learning: <i>Senderos Level 1, 1A, 1B</i>	Yes	0%
Visual & Performing Arts			
2001	Davis Publishing: <i>Art & the Human Experience</i>	No - Local	0%
Health			
2016	Sexual Health Education for America's Youth: <i>Positive Prevention Plus</i>	Yes	0%

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialled for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	26.8	0.0	0.5	2.7	2.1	32.4
School %	82.99	0.0	1.82	8.52	6.57	100
District #	641.9	0.0	13.5	44.2	49.3	749.1
District %	85.7	0.0	1.8	5.9	6.59	100
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	26.4	0.0	1.5	3.3	1.9	33.2
School %	79.48	0.0	4.6	10.15	5.77	100
District #	645.6	1.2	39.5	48.4	16.9	751.8
District %	85.87	0.17	5.26	6.44	2.25	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100
2021-22						
School #	27.0	0.0	1.1	4.4	2.7	35.2
School %	76.62	0.0	3.15	12.49	7.72	100
District #	602.4	1.4	22.7	49.8	31.2	707.7
District %	85.13	0.2	3.21	7.04	4.42	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	1.1	1.5	0.5
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.1	1.5	0.5

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.7	0.0	0.5
Local Assignment Options	3.6	3.3	2.2
Total Out-of-Field Teachers	4.4	3.3	2.7

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	2.4	3.7	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

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 & Other Support Staff (Nonteaching Professional Staff) 2024-25

	No. of Staff	FTE
Academic Counselor	2	2.0
Library Clerk	1	1.0
Nurse	1	0.3
Speech Therapist	1	0.4
Program Specialist	1	As Needed
Psychologist	1	0.6
Adaptive PE Specialist	1	0.2
Occupational Therapist	1	As Needed
Health Clerk	1	1.0
Resource Officer	1	As Needed
Intensive Behavioral Specialist	1	As Needed
Counselor-to-Student Ratio: 1:451.5		
<i>Note: 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.</i>		

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.

Teacher and Administrative Salaries 2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,699	\$62,783
Mid-Range Teacher Salary	\$86,102	\$97,783
Highest Teacher Salary	\$111,254	\$128,020
Superintendent Salary	\$275,050	\$313,465

Average Principal Salaries:

Elementary School	\$143,197	\$160,224
Middle School	\$150,885	\$166,991
High School	\$160,811	\$180,970

Percentage of Budget:

Teacher Salaries	28.8%	30.1%
Administrative Salaries	4.2%	5.0%

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

Expenditures Per Pupil and School Site Teacher Salaries 2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$17,246	N/A	N/A	N/A	N/A
Restricted	\$5,639	N/A	N/A	N/A	N/A
Unrestricted	\$11,607	\$10,734	108.1%	\$11,146	104.1%
Avg Teacher Salary	\$94,087	\$91,855	102.4%	\$103,743	90.7%

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

EXPENDITURES PER STUDENT

For the 2023-24 school year, Simi Valley Unified School District spent an average of \$17,225 to educate each student (Current Expense of Education per ADA, based on 2023-24 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.)

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2023-24 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
- Arts and Music in Schools (Prop 28)
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- 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

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 2025.



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