

SINALOA MIDDLE SCHOOL

2045 Vineyard Rd, Novato, CA 94947 • (415) 897-2111

Kit Gabbard, Principal

School Accountability Report Card

Principal's Message

I am proud to be the principal of Sinaloa Middle School. It is a place where students, staff, and parents enjoy putting their energy and enthusiasm to work each day. It is a place dedicated to the joyous and sometimes bumpy road from childhood to young adulthood. We strive for a balance between rigorous academics and fun. We welcome our parents and community as full partners in the goal of meeting each student's unique needs.

Kit Gabbard

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Sinaloa Middle at 415-897-211.

School Profile

Sinaloa Middle is one of three middle schools in the Novato Unified. Curriculum is focused on state standards. The school supports cultural awareness on a daily basis through its diverse literature selections and programs designed for middle school students and approved by the Board of Trustees.

During the 2006/07, 635 6th-8th grade students were enrolled at the school, with classes arranged on a traditional calendar. The student population is supported by 43 staff members. The staff is well balanced with experienced teachers and those just beginning their careers in education. The staff is committed to providing the best educational program and to promoting as well as supporting the social, emotional, and psychological development of all students.

Sinaloa Middle School is a supportive community of staff, parents, and students where students are inspired and positively challenged to acquire the knowledge and skills to live as responsible, caring, and contributing individuals in a changing world.

Sinaloa Middle School is located on 25 acres of beautifully wooded land with a meandering creek flowing beneath three footbridges used to travel to the buildings located on gently rolling terrain. The school was built in 1968.

Sinaloa's students score in the top ten percent of the state in language and math on standardized tests. Our students consistently win high honors and awards in county and state music, speech, and math competitions. Sinaloa was named a California Distinguished School in May 2003.

For more information about Sinaloa Middle School, visit their website at: <http://sinaloamiddleschool.wordpress.com/>

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	2.1%
American Indian	0.2%
Asian	5.5%
Caucasian	79.7%
Filipino	0.5%
Hispanic	9.8%
Pacific Islander	0.0%
Multiple or No Response	2.4%

Mission Statement

SINALOA MIDDLE SCHOOL IS A SUPPORTIVE COMMUNITY WHERE STUDENTS ARE CHALLENGED TO ACQUIRE THE KNOWLEDGE AND SKILLS TO LIVE AS RESPONSIBLE INDIVIDUALS IN A WORLD OF CHANGE.

Parent Involvement

Sinaloa Middle greatly benefits from its supportive parents who are invested in student success. The school has a strong base of parent volunteers who raise funds, plant gardens, tutor students, serve staff lunches, and help maintain a positive, nurturing environment. Parents are also welcome to join the School site Leadership Team. The school also benefits from several community partnerships, including Rotary clubs, Kiwanis, Novato Youth Services Bureau, Novato Youth Center, and local businesses. We work closely with the Novato Police and Firefighters.

Our parent support — in time and money -- has been extraordinary. Each day we have parents at our school, acting as art docents, grading papers, chaperoning trips, and supporting teachers. We have a thriving parent-teacher association (PTSA), who has provided invaluable assistance. In the 2005-06 school year, the PTSA had 513 parent and student members, with 325 parents on the volunteer list.

They provided the manpower to produce our school newsletter, organize our Gift Book Club (which adds 200 books to the library each year), print a student directory, handle sweatshirt orders, cook three staff luncheons, handle food and games at both Friendship Day and Family Fun night, organize and decorate for the graduation dance, and run our holiday "Sinaloa Shares" program, just to give a sampling. Further, this group runs 3 major fundraisers — a magazine drive that last year raised \$100,000 (half of which went to fund student activities and school improvements); a Cookie Dough sale, which raised \$3,000 that was distributed directly to teachers to help defray their classroom costs; a Bowl-a-Rama, which partners parents, staff, and the business community in a fun event that also happens to raise money! Last year, each participating teacher received \$150 for purchase of classroom materials. They have also raised money to give to Sinaloa's cultural arts, to buy equipment for math, woodshop, and others. We have PTSA members serving on Leadership, Curriculum Council, the School Liaison Committee, Diversity, GATE council, and other district committees. We also have Music Boosters, the parent support group of our music department. Their help has enabled us to provide one of the most extensive middle school music programs in the county. All these efforts have produced an enriched program and better facilities at our school.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
6th	223	182	220
7th	248	228	184
8th	250	247	230

Enrollment By Program

During the 2006/07 school year 634 students were enrolled at Sinaloa Middle, of which 8.2% were students with disabilities, 2.8% were English Learners, and 9.8% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from: three special education aides and one EL aide.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	29	29	29	2	2	2	18	18	19	5	4	1
Mathematics	28	27	27	3	4	5	16	17	14	6	3	4
Science	30	29	29	-	2	1	23	17	19	1	3	1
Social Science	30	30	29	1	1	1	18	17	21	6	5	1

Safe School Plan

Safety of students and staff is a primary concern of Sinaloa Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 11/06 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year.

Discipline & Climate for Learning

Students at Sinaloa Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Sinaloa Middle discipline program is to guide students to make good choices. Parents and students are informed of school rules and discipline policies through the Parent handbook and student planner which are sent home at the beginning of the school year. Additionally, each homeroom reviews all school rules during the first three weeks of school.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Each student at Sinaloa receives a student planner which they use to track their homework and school projects. Included in the planner are the school rules, calendar, descriptions of clubs, after school programs, the homework club, access to peer counseling and other vital information in the day-to-day life of a middle school student. Important phone information is listed in the planner. All the information in the planner as well as a school events' calendar is outlined on the school website: <http://sinaloamiddleschool.wordpress.com/>.

Students have been trained to be peer counselors and "Safe Ambassadors", a program piloted during the spring semester. Additionally, Bully Proofing classes are taught in P.E. and elective classes. This continues the work begun in the feeder elementary schools.

After school homework help is available to all students through our homework club which meets three days per week. Teachers volunteer their time and peer tutors, trained by our Dean of Students, are available to help. Individual teachers also hold tutoring sessions at lunch and after school. At risk students are given intervention help in reading, writing, and math.

Students are recognized for their achievements during school-wide semester and quarterly awards assemblies as well as individual teacher recognition.

Athletic programs include: a PE program based on state standards, intramural lunch-time sports, after school track and cross country.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	29	59	127	935	959	1446
Suspension Rate	4.02%	8.98%	20.03%	11.96%	12.06%	17.87%
Expulsions	2	3	2	25	33	32
Expulsion Rate	0.28%	0.46%	0.32%	0.32%	0.41%	0.40%

School Facilities

Sinaloa Middle was originally constructed in 1968 and is comprised of 30 classrooms, one gym, one library, one food serving area, one staff lounge, one computer lab, and five playing areas.

School Facility Conditions				
Date of Last Inspection: 4-18-2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process: The principal works daily with the custodial staff of 2.0 full-time staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

During the 2006/07 school year, the district contribution to deferred maintenance was \$295,496 which is 0.50% of our budget.

Between 2002 and 2007, the Measure A Bond and state funding through modernization and the deferred maintenance program have provided the funds to upgrade and modernize facilities at Sinaloa MS including:

- Upgraded fire alarm and signal systems
- Renovated playing fields
- Improved exterior lighting
- Improved access for fire protection
- Paved pathways and parking areas
- Restrooms renovated
- Site accessibility addressed per (ADA) requirements
- Classrooms modernized
- Restrooms renovated
- Repaired and painted exteriors
- Upgraded electrical system
- Roofing replaced
- Classrooms modernized

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Sinaloa Middle. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the principal, vice principal or dean assumes the role of substitute.

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Sinaloa Middle had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	35	31	29	416
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007/08 school year, the most current data are reported.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	13.00%	87.00%
District	17.00%	83.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	10.00%	90.00%

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

Individualized Instruction

The Sinaloa staff works diligently to provide for the many different needs of its student population. Sinaloa Middle provides special education services to students who are assessed and found to be eligible for special education. Currently, we have 10% of our students identified for special day and resource services. For these students, we have a 6th through 8th grade Special Day classroom, staffed by one teacher and instructional aides. When necessary, one-on-one aides are provided. We also have a pull-out and push-in resource room with 2 full-time Resource teachers and 2 aides. Our school plant is handicap-accessible. Before students arrive at Sinaloa, our special day and resource teachers meet and discuss incoming students with their previous instructors. All our special needs students are on IEPs. These plans are developed collaboratively with the student, staff, and family annually.

At Risk Interventions

Sinaloa Middle provides before school, lunch and after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Sinaloa Middle include: Homework Club, Algebra Academy, Resource Homework Club, and on-going Student Study Team review.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Sinaloa Middle is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
7th Grade	
School	
School Overall	54.9%
School (Boys)	46.6%
School (Girls)	62.8%
District	
District Overall	48.5%
District (Boys)	44.2%
District (Girls)	52.8%
State	
State Overall	29.4%
State (Boys)	27.2%
State (Girls)	31.8%

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts			Math			Science			Social Science											
	6	7	8	6	7	8	8	8	8												
	05	06	07	05	06	07	05	06	07	05	06	07									
All Students																					
School	68	73	72	71	80	77	67	77	66	78	67	70	73	73	70	74	70	68	73	66	
District	61	60	63	63	67	68	64	65	60	63	62	60	63	62	57	60	58	62	63	58	
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35	
Males																					
School	62	74	70	65	74	72	59	72	56	80	68	71	74	68	71	72	69	67	75	64	
District	58	57	62	55	61	64	59	58	52	64	61	63	59	60	60	59	58	65	62	56	
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36	
Females																					
School	75	72	74	78	87	81	77	82	76	74	66	70	74	77	70	76	70	70	72	70	
District	65	63	64	72	75	72	70	72	70	61	61	58	67	65	55	62	59	60	64	61	
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33	
Socioeconomically Disadvantaged																					
School	25	43	48	35	30	65	24	24	14	31	33	43	30	30	50	33	23	28	29	27	
District	26	27	36	30	31	41	29	30	24	30	31	34	30	28	27	29	21	31	35	25	
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20	
Asian																					
School	*	91	73	82	67	57	82	*	91	73	91	64	91	75	71	91	64	91	75	71	91
District	69	73	74	70	83	84	76	75	71	74	83	74	73	86	76	66	78	82	69	82	
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62	
Hispanic																					
School	37	35	43	33	48	56	24	43	22	42	35	38	33	38	44	48	22	32	39	30	
District	25	28	35	32	32	43	26	32	28	26	32	32	34	28	28	30	26	34	39	29	
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21	
Caucasian																					
School	72	77	74	75	86	78	75	82	72	80	70	73	79	77	73	77	77	75	78	72	
District	74	70	73	72	80	76	75	74	75	75	70	70	72	74	67	70	71	71	71	70	
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52	
Students with Disabilities																					
School	33	14	47	14	*	*	5	13	*	33	21	47	19	27	*	27	*	11	33	*	
District	27	20	33	14	18	25	14	8	18	25	18	34	17	22	19	15	21	24	23	18	
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10	
English Learners																					
School	*	*	*	*	*	*	8	*	*	*	*	*	*	*	*	*	*	17	*	*	
District	3	0	10	4	8	8	8	6	5	12	11	6	13	8	8	9	8	15	9	8	
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	8	7	
All Students				
Actual Growth	0	18	-20	870
Caucasian				
Actual Growth	2	13	-21	887

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

English Language Learners

All Sinaloa Middle school teachers are fully credentialed to provide instruction to English Learners. All our EL students are given the English Language Development Test (CELDT) annually to determine language proficiency. The EL students attend an EL language development class each day in place of an elective. This class supplements their other academic classes. All EL students have access to Rosetta Stone to aid in their English language acquisition.

GATE

The Novato Unified School District Gifted and Talented Program is designed to meet the needs and learning styles unique to gifted children. The differentiated curriculum provides experiences and activities that vary in acceleration, depth, complexity, and degree of novelty. It is a program designed to foster enthusiasm for learning, insight into ideas and problems, responsible citizenship, leadership, critical and creative thinking, and career awareness.

The goals of the program are to:

- To provide differentiated opportunities for learning
- To promote sensitivity and responsibility to others
- To encourage a healthy self-concept
- To develop critical thinking skills
- To foster a commitment to constructive ethical standards
- To inspire life-long learning

CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	7	7	7	7	7	7
	05	06	07	05	06	07
	All Students					
School	75	79	76	81	81	82
District	66	69	67	72	69	68
State	46	46	47	49	50	51
	Males					
School	72	75	71	81	79	84
	Females					
School	78	83	80	81	82	81
	Socioeconomically Disadvantaged					
School	39	30	60	48	40	65
	Asian					
School	73	82	100	82	100	100
	Hispanic					
School	33	48	44	42	48	50
	Caucasian					
School	80	84	78	86	84	86
	Students with Disabilities					
School	19	*	*	29	18	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

	Adequate Yearly Progress (AYP)			
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Middle School Program: Qualification for sixth grade is determined by new testing, or current placement from a transferring elementary school program or other school district. In the grade 6-8 program, GATE is an enriched curricular program that provides in depth learning for both Language Arts and Social Studies/History. The classes are taught by experienced GATE teachers and offer differentiated instruction, project based learning and specific strategies geared to challenge the GATE students. The program is offered at all three middle schools.

Students at Sinaloa Middle School are placed in leveled math classes through a multiple matrix that includes test scores, grades, and teacher recommendation.

Counseling & Support Staff

It is the goal of Sinaloa Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Sinaloa Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.00
Librarian/library media teacher	1	.6
Nurse	1	.2
Psychologist	1	.4
Resource Specialist	2	2.0
Speech/Language Specialist	1	.4

Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using state and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals, and the district-wide assessment program. During the 2006/07, a middle school level (6-8) Newcomer Program was approved for Beginning and Early Intermediate English Learner students new to the district and the country.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past three years. Topics for staff development during the 2006/007 school year were designed to address specific learning needs and adapt instruction accordingly. The areas of focus were selected to adequately address closing the achievement gap for all learners. Extensive disaggregated data analysis was completed to determine student needs.

Instructional Time (includes Minimum days)

For the 2006/07, Sinaloa Middle offered 180 days of instruction, comprised of 176 regular days. The additional 4 minimum days were utilized for staff development.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6th	54,000	58,181
7th	54,000	58,181
8th	54,000	58,181

Instructional Materials

Novato Unified held a Public Hearing on October 18, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th	ELD	Heinle & Heinle	2000	Yes
7th-8th	ELD	Heinle & Heinle	2000	Yes
8th	Foreign Language	McDougal Littell	2004	Yes
6th	History/Social Science	TCI	2006	Yes
7th-8th	History/Social Science	TCI	2006	Yes
6th	Mathematics	McDougal Littell	2001	Yes
7th-8th	Mathematics	Prentice Hall	2001	Yes
7th-8th	Reading/ Language Arts	Houghton Mifflin	1998	Yes
7th-8th	Reading/ Language Arts	McDougal Littell	2003	Yes
6th	Science	Holt, Rinehart & Winston	2001	Yes
7th-8th	Science	Holt, Rinehart & Winston	2001	Yes

Computer Resources

All classrooms have at least 1 computer that is connected to the Internet. Sinaloa Middle School also has a computer labs with at least 35 computers. The computer lab is staffed by a part-time computer aide. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: basic word processing, basic computer research, PowerPoint, Inspiration, and Rosetta Stone (EL students).

Computer Resources			
	04-05	05-06	06-07
Computers	154	154	139
Students per computer	4.7	4.3	4.6
Classrooms connected to Internet	35	36	34

Library Information

The school's library, staffed by a full-time Library Clerk and a part-time Library Media Specialist (Librarian), provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/ weekly basis with their classes and are encouraged to visit before and after school. sixteen (16) computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

School Leadership

Leadership at Sinaloa Middle is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past five years, leadership duties were assumed by Principal Kit Gabbard. Principal Gabbard has 32 years of experience in education with positions as teacher, GATE coordinator, Dean of Students and Assistant principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Sinaloa Middle School offers an enriched, academically challenging program based on the state standards and district adopted programs. Teachers differentiate the curriculum to meet the unique learning needs of their students including English Language Learners, Gifted & Talented, and special education students.

Sinaloa has a six-period day of 320 minutes and a unique rotation system. The first two periods are stationary; period three, four, five, and six rotate daily. Sinaloa has a combination of teaching structures that includes homogeneous as well as heterogeneous groups. Math students are challenged in classes tailored to their own levels at each grade. We have a computer lab that is available to all classes. Other classes specifically address the high achieving, at-risk, and learning disabled students for specialized instruction.

Leadership teams include a balance of parents, certificated and classified staff. The Sinaloa Leadership Team guides comprehensive school-based programs. It has authority over the development of the school plan and allocates discretionary site funds to support the goals outlined in the plan. In addition, the leadership team monitors and evaluates program effectiveness relative to district and school goals for student learning. Because of the importance of their decision-making authority, leadership teams are accountable for the decisions they make. The Board annually reviews and approves or disapproves all school plans. The plans are amended annually and whenever there are material changes that affect the academic programs for students.

Governing Board Members

During the 2006/07 the Novato Unified was governed by the following Board of Education Members:

- Aaron Brown
- Cindi Clinton
- Ross Millerick
- Jennifer Treppa
- Debbie Butler
- Derek Knell
- Leslie Schwarze

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety.
- State of the art classrooms, libraries, and computer labs are serving our students.
- High school athletic fields are versatile and provide a venue for safe play.

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$26 million, resulting in a \$133 million facility program for our schools. To date, about \$85 million of these dollars have been spent.

These funds have been utilized to provide for a variety of repairs, renovations and improvements, most significantly to address health and safety issues and to modernize classrooms.

Classroom modernization typically includes the installation of:

- new flooring
- paint and tackable wall surfaces
- learning wall, a casework system that includes rolling whiteboards
- heating, ventilation and air conditioning systems (existing systems)
- electrical plugs and fire alarm systems
- computer connection for students and staff
- ceilings and lighting
- cabinets

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2005 for 6 years for \$155 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provides over \$2,000,000 per year to our schools.

Thanks to the Parcel Tax Funds:

- our K-3 and 9th grade students learn in class sizes of 20:1
- our libraries are staffed by librarians and library clerks
- counseling services are available for our secondary students
- award winning music programs are provided in elementary, middle, and high school

District Expenditures

Novato Unified spent an average of \$7,732 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,803
From Restricted Sources	\$985
From Unrestricted Sources	\$3,817
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	32.82%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	22.78%

District Revenue Sources

In addition to general state funding, Sinaloa Middle receives state and federal funding for the following categorical funds and other support programs:

CATEGORICAL PROGRAMS: FEDERAL

• Title II:

Concentrates on upgrading the expertise of principals, teachers, and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.

• Title III:

Provides supplemental programs and services for LEP students to enable them to meet grade level requirement; provides instruction and instructional support services to promote English language development and academic progress in the core curriculum

• Title IV:

Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

• Title V:

Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials and to meet the needs of all students at-risk.

• Special Education Program:

Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

CATEGORICAL PROGRAMS: STATE

• English Language Learner Program (EIA):

Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.

• Gifted and Talented Education Program (GATE):

Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.

• Tobacco Use Prevention Education (TUPE):

Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.

• School and Library Improvement Block Grant:

Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.

• Art and Music Block Grant:

Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.

• Arts, Music and P.E. Equipment and Supplies Block Grant:

Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.

• One-Time Discretionary Block Grant:

Funding to provide one-time resources to support a variety of uses that sites and districts may select

GRANTS:

• English Language Acquisition Program (ELAP):

Funds are dedicated to improving the English proficiency of California students and preparing them to meet the state content standards. Funds are allocated to schools for grades four through eight, with priority given to those schools with the highest proportion of English learners.

PARCEL TAX FUNDING:

• A+:

Helps to support quality library media centers, supplemental reading services, technology in all K-12 schools, and class size reduction.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$36,685	\$38,479
Mid-Range Teachers	\$54,597	\$60,306
Highest Teachers	\$68,706	\$74,193
Elementary School Principals	\$98,933	\$92,985
Middle School Principals	\$105,632	\$98,305
High School Principals	\$116,776	\$107,384
Superintendent	\$155,525	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.2%	40.8%
Administrative Salaries	6.9%	5.7%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2005-06 financial statements.

Average Teacher Salaries	
School & District	
School	\$56,108
District	\$53,951
Percentage of Variation	3.99%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	4.54%

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.