

Novato Unified School District

Sinaloa Middle School

2008-2009 School Accountability Report Card

Kit Gabbard,
Principal

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**[do.nusd.org/
index.html](http://do.nusd.org/index.html)**

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 2008/09, 656 6th-8th grade students were enrolled at the school, with classes arranged on a traditional calendar. The student population is supported by 47 staff members, classified and certificated. 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.

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 and 2007.

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

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.

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 eight years, leadership duties were assumed by Principal Kit Gabbard.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	2.1%
American Indian	0.5%
Asian	6.1%
Caucasian	76.5%
Filipino	1.2%
Hispanic or Latino	12.4%
Pacific Islander	0.2%
Multiple or No Response	1.1%

Principal Gabbard has 33 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.

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 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 2008-09 school year, the PTSA had 426 parent and student members, with 320 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, serve 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 \$80,000 (half of which went to fund student activities and school improvements); a dinner dance/auction which partners parents, staff, and the business community in a fun event that also happens to raise money! Last year, each participating teacher received \$200. for purchase of classroom materials as well as money for each department. 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.



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 Student Planner which is sent home at the beginning of the school year. Additionally, each homeroom reviews all school rules during the first three weeks of school. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of student 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	127	77	108	1446	650	841
Suspension Rate	20.0%	12.2%	16.5%	17.9%	8.2%	10.6%
Expulsions	2	0	0	32	27	14
Expulsion Rate	0.3%	0.0%	0.0%	0.4%	0.3%	0.2%

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 are encouraged to become involved in the STARS program. (Students Taking Action Responsibly and Safely) 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. This year we also added an intervention elective class.

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.

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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	29	29	29	2	3	2	19	18	21	1	1	-
Mathematics	27	26	28	5	3	3	14	17	16	4	3	4
Science	29	28	29	1	3	1	19	18	17	1	-	3
Social Science	29	28	29	1	4	2	21	18	21	1	1	-

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: 01/23/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process: The principal works daily with the custodial staff of 1 daily head custodian and 2 night custodians 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 2008/09 school year, the district contribution to deferred maintenance was \$144,114 which is 0.25% of our budget.

Between 2002 and 2008, 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
- Repaired and painted exteriors
- Improved exterior lighting
- Upgraded electrical system
- Improved access for fire protection
- Paved pathways and parking areas
- Roofing replaced
- Classrooms modernized
- Restrooms renovated
- Site accessibility addressed per (ADA) requirements
- Classrooms modernized
- Restrooms renovated

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 11/07 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.

Enrollment By Grade

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

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
6th	220	225	195
7th	184	224	235
8th	230	180	225

Enrollment By Program

During the 2008/09 school year 655 students were enrolled at Sinaloa Middle, of which 3.5% were English Learners, and 13.0% were socioeconomically disadvantaged.

Instructional Materials

Novato Unified held a Public Hearing on October 6, 2009, 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. Current District adopted Instructional Materials are available at <http://do.nusd.org/CurriculumInstruction/currmain.html>

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

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.

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. Twenty (20) computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Technology Resources

All classrooms have at least 1 computer that is connected to the Internet. Sinaloa Middle School also has a computer lab with at least 35 computers and 20 computer stations in the library. 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			
	06-07	07-08	08-09
Computers	139	163	169
Students per computer	4.6	3.9	3.9
Classrooms connected to Internet	34	34	34

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
Librarian/library media teacher	1	.2
Nurse	1	.1
Psychologist	1	.3
Resource Specialist	2	2
SDC Paraprofessional	2	2
Speech/Language Specialist	1	.1
Speech/Language/Hearing Specialist	1	.1

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 2008/09 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.

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Sinaloa Middle had 31 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District
	School	School	School	
	06-07	07-08	08-09	08-09
Fully Credentialed	29	31	31	413
Without Full Credentials	0	0	0	0
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 2009/10 school year, the most current data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
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	93.3%	6.7%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

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 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. Qualifying tenured teachers are on five year evaluation cycles.

Evaluations are conducted by the principal and assistant principal who have been trained and certified for competency to perform teacher evaluations. Teachers 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. Last year we added a blended class which is taught in conjunction with Community Mental Health. 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: Success class (in place of an elective) Homework Club, Directed Lunch Study, Algebra Academy, Resource Homework Club, and on-going Student Study Team review.

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.

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.

Gifted and Talented Education (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:

- Provide differentiated opportunities for learning
- Develop critical thinking skills
- Promote sensitivity and responsibility to others
- Foster a commitment to constructive ethical standards
- Encourage a healthy self-concept
- Inspire life-long learning

More information about Novato's Gifted and Talented Education Programs are available at <http://do.nusd.org/CurriculumInstruction/gate.html>

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	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

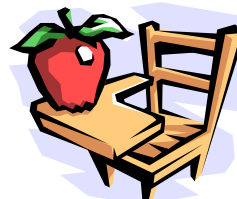
Academic Performance Index

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	5	7	
All Students				
Actual Growth	-20	10	-5	875
Caucasian				
Actual Growth	-21	8	1	893



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>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	71	75	75	61	61	64	43	46	50
Mathematics	66	70	71	57	60	60	40	43	46
Science	70	79	76	55	61	64	38	46	50
History/Social Science	67	70	68	50	52	58	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	50	36	*	*
American Indian	*	*	*	*
Asian	95	92	86	93
Filipino	*	*	*	*
Hispanic or Latino	41	43	50	45
Pacific Islander	*	*	*	*
Caucasian	79	74	80	69
Males	69	69	78	67
Females	80	73	75	70
Socioeconomically Disadvantaged	39	34	41	31
English Learners	9	9	*	*
Students with Disabilities	33	30	60	38
Migrant Education	*	*	*	*

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

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.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.3%	33.2%	28.4%

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. **NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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.

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 2006-07 financial statements.

Average Teacher Salaries	
School & District	
School	\$62,439
District	\$57,694
Percentage of Variation	8.22%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	2.82%

District Expenditures

Novato Unified spent an average of \$8,003 to educate each student, based on 2007-08 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.

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:

The purpose of the program is to increase academic achievement by improving teacher and principal quality.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Average Salary Information Teachers - Principal - Superintendent 2007-08

	District	State
Beginning Teachers	\$39,289	\$40,917
Mid-Range Teachers	\$58,084	\$64,688
Highest Teachers	\$74,796	\$82,849
Elementary School Principals	\$105,126	\$102,130
Middle School Principals	\$109,748	\$108,050
High School Principals	\$125,559	\$117,805
Superintendent	\$181,082	\$176,845

Salaries as a Percentage of Total Budget

	District	State
Teacher Salaries	40.2%	40.3%
Administrative Salaries	7.4%	5.9%

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$5,587
From Restricted Sources	\$1,320
From Unrestricted Sources	\$4,267
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	17.72%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	22.59%

• **Title III:**

The purpose of this program is to assist English learners acquire English and achieve grade-level standards. Funds are allocated according based on the R-30 Language Census.

• **Title IV:**

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

• **Economic Impact Aid - English Learner Program (EIA-LEP):** Provides supplemental funding to support additional programs and services for English learners.

• **Tobacco Use Prevention Education (TUPE):** Funds health education efforts aimed to prevent and reduce the use of tobacco.

• **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.

• **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.

• **One-Time Supplemental Instructional Materials for English Speakers:** Funds appropriated to purchase supplemental instructional materials for English learners in kindergarten through twelfth grade.

• **English Language Acquisition Program (ELAP):** Funds are provided as supplemental support for English language acquisition for English learners in grades 4 to 8.

OTHER FUNDING:

• **Parcel Tax Funding:** Helps to support quality library media centers, performing arts programs, technology in secondary schools, counseling services for secondary students and class size reduction for K-3 and 9th grade students.

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- modernized 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 \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 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
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- replacement of heating, ventilation and air conditioning systems (existing systems)
- additional electrical plugs and replaced fire alarm systems
- installation of computer connection for students and staff

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 June 2009 for 6 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$2,700,000 per year to our schools in 2008-09.

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 performing arts programs are provided in elementary, middle, and high school
- technical support is provided for our secondary schools

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2007-08 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.

