Sylvandale Middle School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for 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) https://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 Access	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.

2022-23 School Contact Information

School Name	Sylvandale Middle School
Street	653 Sylvandale Avenue
City, State, Zip	San Jose CA, 95111
Phone Number	(408) 363-5700
Principal	Brian M. Walton, Sr.
Email Address	brian.walton@fmsd.org
School Website	https://sylvandale.fmsd.org/
County-District-School (CDS) Code	43-69450-6047278

2022-23 District Contact Information

District Name	Franklin-McKinley Elementary School District
Phone Number	(408) 283-6000
Superintendent	Juan Cruz
Email Address	juan.cruz@fmsd.org
District Website Address	www.fmsd.org

2022-23 School Overview

Sylvandale Middle School's Mission is to inspire all students to succeed by equipping them with the academic, social, and emotional skills to be leaders both locally and globally. Sylvandale students are taught and shown to be curious about ideas and the world around them, knowing that they have a major part to play in their future. Our goal is to ensure that all students leave Sylvandale Middle School with the readiness to be successful in a college preparatory curriculum in high school, and later in either college or career. We foster this perspective by building strong relationships with families, and providing multiple pathways, electives, sports, and clubs to promote a well-rounded middle school experience. We provide a nurturing culture and climate that will serve as a strong foundation for each student's future.

Sylvandale Middle School is dedicated to not only ensuring that our students have a rich and rigorous academic program, but also grow socially and emotionally as they promote onto high school and beyond. This is established in a caring and welcoming school where students are taught self-advocacy skills and resiliency. We are located in the southeast area of San Jose, and are one of two "comprehensive" middle schools in FMSD. We serve approximately 400 7th and 8th students. Our school is comprised of 57% Latino students, 33% Vietnamese students, with the remaining 10% includes 11 other ethnic backgrounds. This diversity of ethnic backgrounds leads to important discussions with students around culture, race, and coming together as a community. We currently serve free breakfast to every student on site, as over 75% of our students qualify for free or reduced lunch.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	185
Grade 8	216
Total Enrollment	401

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.0
Asian	37.9
Black or African American	1.0
Filipino	3.5
Hispanic or Latino	54.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.5
White	1.2
English Learners	32.9
Foster Youth	0.2
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	78.1
Students with Disabilities	12.5

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	82.96	333.30	79.92	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	3.13	18.50	4.45	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	35.10	8.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.17	7.30	1.76	12115.80	4.41
Unknown	2.30	9.71	22.70	5.44	18854.30	6.86
Total Teaching Positions	24.00	100.00	417.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	76.85	332.80	79.13	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.30	3.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	3.79	38.90	9.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.57	5.50	1.33	11953.10	4.28
Unknown	3.20	14.75	26.90	6.40	15831.90	5.67
Total Teaching Positions	21.90	100.00	420.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned 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	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	13.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	8.70

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

sdf. Textbook and instructional Materials: The local governing board of the Franklin-McKinley School District has certified that each pupil in the District, in transitional kindergarten through eighth grade, has been provided with standards-aligned textbooks and/or instructional materials in each of the following areas: reading/language arts, mathematics, science and history/social studies. Health is included in the science curriculum. All District textbook adoptions are within the scope of the most recent State Board of Education adoptions and comply with California Education Code provisions.

In accordance with the California Education Code and the Williams Settlement mandates, procedures, monitoring processes and reporting practices by principals and District departments have ensured that all students have access to the current, standards-based textbooks and instructional materials.

In order to comply with the mandates to provide students with the most recent state-approved adoptions in the core areas of Reading/Language Arts, Mathematics, Science and History/Social Studies (Health is included in the Science curriculum), a textbook inventory was conducted at every school by September 2022. Each principal was responsible for ensuring that every student was provided with the necessary textbooks and instructional materials. In addition, the updated inventory count was also verified by each site for every classroom in September 2022. In addition, principals were responsible for the replenishment of needed textbooks at every grade level (TK-8). All ordering and delivery materials are through an established set of procedures with the District Service Center. As part of the monitoring of sufficiency of textbooks and instructional materials, principals submit a school wide and an individual classroom report to the Curriculum, Instruction and Assessment Department annually.

As a result of the inventories, the Franklin-McKinley Board of Education certified that each student in grades TK-8, inclusive, including English learners, have been furnished a complete set of core instructional materials and textbooks that meet the requirements of the California Education Code. A public hearing regarding the sufficiency of said materials that are consistent with state-adopted frameworks was held on September 27, 2022. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 27, 2022.

Year and month in which the data were collected	9/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Creative Curriculum (TK)/2022 Journeys: Houghton Mifflin Harcourt Brace (K-5)/2020 Collections: Houghton Mifflin Harcourt Brace (6-8)/2020	Yes	0%
Mathematics	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	Yes	0%
Science	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	Yes	0%
History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007;	Yes	0%

	TCI, Inc. (7-8) Adopted 2022		
Foreign Language	No foreign Language text		0
Health	Positive Prevention Plus, HIV/STD Prevention Education for California Youth, Middle School Curriculum, Grade 7, 2016 Positive Prevention Plus, Comprehensive Sexual Education, Upper Elementary, Grade 5, 2019		0
Visual and Performing Arts	No Visual Arts	Yes	0%

School Facility Conditions and Planned Improvements

Sylvandale Middle School has 38 classrooms, a multi-purpose room, a library, an administration building and a gymnasium. The main campus was built in 1964. The site has four (4) 8-hour custodians assigned to clean and disinfect the site on a daily basis.

In 2020 FMSD Bond Measure R was passed and funded several site improvements to the facilities including exterior painting and interior and exterior signage updates (2021), installation of security cameras at all entrances and access gates (2021), roof repairs (2021), installation of ceiling-mounted projectors on most classrooms, with the use of ESSER Funds (2021), parking repaving and restriping (2021), and installation of perimeter fencing (2021). Upcoming project includes roof replacement in Building B.

ESSER funds were utilized to provide additional picnic tables for outdoor learning use (2021) and designated Wellness Center were established to ensure students are provided with psychological and counseling services and a safe, healthy, and connected school environment (2021).

Year and month of the most recent FIT report	7/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C10- Thermostat cover is missing (Complete Apr 2023) Women's restroom near B- Exhaust fan is not working (Complete Apr 2023)
Interior: Interior Surfaces		X		[Nurse/Attendance, E2, E6, E7, E8, D3, D5, C9, C4, C6, P2, B6, B5] - Formica trim is chipping on countertop (Complete Apr 2023) [MPR, G1, E5, E7, E4, E5, D5, D6, C3, C7, C6, P3, P1, B9, B7, B6, B3, B2, B1, Library] - Ceiling tiles replaced (Completed Dec 2022) Stage- Rubber trim is missing on steps (Complete Apr 2023) [Weight room, C1] - Wall paper is torn (Complete Apr 2023) [Office, P3]- Rubber molding is missing (Complete Apr 2023) [E6,C10]- Drawer is missing (Complete Apr 2023) E3- Countertop is broken (Complete Apr 2023)

School Facility Conditions and Planned Improvements

				E7- Hole in carpet (Complete Apr 2023) Custodial- Hole in wall (Complete Apr 2023) D2- Drawer is broken/loose (Complete Apr 2023) Girl's restroom near storage- Soap dispenser is broken (Complete Apr 2023) Boy's restroom- Stall partition is broken at base (Complete Apr 2023) C2- Carpet is worn (Complete Apr 2023) P2- Backpack hook is broken (Complete Apr 2023) Boy's restroom near B- Stall door is broken/wobbly (Complete Apr 2023) Girl's restroom near B- Stall lock cap is missing (Complete Apr 2023)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's restroom near office- Feces cleaned off toilet (Completed Aug 2022) E4, P2,B9, - Unsecured items stored lowered (Completed Aug 2022) Girl's restroom- Graffiti on interior wall cleaned (Completed Aug 2022)
Electrical	X			[Admin, Assistant Principal, MPR, Boy's/Girl's locker room, B3, The center B, Men's restroom near D, P4, P1, E7, P3, B6, Boy's restroom near B] - Light panels replaced (Completed Dec 2022) [Office, P5, B7]- Surge protectors untangled (Completed Aug 2023) Nurse/Attendance- Lights are not turning on, Sensor cover is missing (Complete Apr 2022) Kitchen- One light fixture replaced in RR (Completed Dec 2022) [G2, Community, Weight room, E6, E8, C3, C2, B5, B4, B3, Library] - Multiple light bulbs replaced (Completed Nov 2022) [E1, C2] - One whiteboard light is out (Complete Apr 2023) E2- Three whiteboard lights are out (Complete Apr 2023) [E6. E3, E7, D1, C10, C9, C8, C6, C1] - Two white board lights are out (Complete Apr 2023)

School Facility Conditions and Planned Improvements

				[E3, C5, C4]- Piece of electrical conduit is missing (Complete Apr 2023) [E4, B2] - Outlet cover is missing (Complete Apr 2023) D4- All whiteboard lights are out (Complete Apr 2023) B1- Sensor cover is missing (Complete Apr 2023)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Inclusive restroom- Out of order (Complete Apr 2023) Staff lounge, Boy's restroom near office- Faucet no longer leaks at handle (Completed Dec 2022) Kitchen- Faucet has a low flow in RR (Complete Apr 2023) E5, E3, E4, - Faucet and drinking fountain have a low flow (Complete Apr 2023) Boy's restroom near E, B4, - Faucet handle is missing (Complete Apr 2023) Women's restroom near D- Faucet has an extremely low flow and high pressure (Complete Apr 2023) D2, P3, B3,- Faucet has a low flow (Complete Apr 2023) D5, C7, - One faucet leaks at fitting, Faucet leaks at handle (Complete Apr 2023)
Safety: Fire Safety, Hazardous Materials	X			Gym- Emergency exit lights are not functioning (Complete Apr 2023) D1- No room ID (Complete Apr 2023) D5- Fridges are partially blocking ingress/egress (Complete Apr 2023) Kitchen- Paint is peeling on the wall in RR (Complete Apr 2023) Boy's/Girl's locker room, MPR- Paint is peeling on door frames (Complete Apr 2023) [C5, C2] - Paint is peeling on hallway hall (Complete Apr 2023)
Structural: Structural Damage, Roofs	X			None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			[MPR, P1] - Removed trip hazard from walkway (Completed Dec 2022) [MPR, G2, D6, C9, C3, C7, C1, B3] - Door closer cover is missing (Complete Apr 2023) The center A- Skid paint is peeling on ramp (Complete Apr 2023)

School Facility Conditions and Planned Improvements

				D6- Window frame is rusted (Complete Apr 2023)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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 education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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 education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	29	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	33	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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 CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	412	402	97.57	2.43	29.25
Female	201	196	97.51	2.49	34.87
Male	211	206	97.63	2.37	23.90
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	154	151	98.05	1.95	50.99
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	227	221	97.36	2.64	13.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	127	125	98.43	1.57	3.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	312	305	97.76	2.24	27.63
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	49	100.00	0.00	8.16

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	412	403	97.82	2.18	22.89
Female	201	197	98.01	1.99	23.86
Male	211	206	97.63	2.37	21.95
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	154	153	99.35	0.65	44.44
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	227	220	96.92	3.08	7.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	127	124	97.64	2.36	3.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	312	305	97.76	2.24	20.39
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	48	97.96	2.04	4.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.54	--	22.71	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	222	217	97.75	2.25	24.54
Female	109	105	96.33	3.67	26.92
Male	113	112	99.12	0.88	22.32
American Indian or Alaska Native	0	0	0	0	0
Asian	91	91	100	0	43.96
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	108	96.43	3.57	8.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	60	98.36	1.64	5.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	152	97.44	2.56	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100	0	10

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99%	99%	99%	99%	99%

C. Engagement

State Priority: Parental Involvement

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Sylvandale Middle School deeply values our partnership with families, and we know that parental involvement is key to our overall success. We actively promote a variety of ways for parents and other adults to contribute to our school community of learners.

These opportunities include, but are not limited to:

- Being a parent representative at meetings and on school/district committees including the School Site Council (SSC), English Learners Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC)
- Engaging in School-wide and direct communication via the ParentSquare portal
- Providing direct parent input via monthly Coffee with the Principal (Cafecitos) events
- Serving as event chaperones for school dances, music programs, field trips, and after-school sports
- Participating in on-going school beautification events, and school fundraising efforts
- Supporting in the library and with after-school clubs
- Volunteering in the main office/classrooms to help with copying, and overall support

Sylvandale Middle School believes that the school should be a vibrant and welcoming space while providing education and training to parents. Through our partnership with the School2Home initiative, parents will be provided computer training to support their children with the one-to-one laptops distributed earlier this school year.

We hope to also offer language classes for parents at the school site. Our plans also include opening the school site to more community events to ensure parents and families know that our role in the community extends beyond the school day.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	451	430	118	27.4
Female	218	208	55	26.4
Male	233	222	63	28.4
American Indian or Alaska Native	0	0	0	0.0
Asian	159	155	13	8.4
Black or African American	5	4	3	75.0
Filipino	16	14	2	14.3
Hispanic or Latino	254	241	93	38.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	8	8	3	37.5
White	7	6	3	50.0
English Learners	149	145	45	31.0
Foster Youth	2	2	1	50.0
Homeless	10	10	5	50.0
Socioeconomically Disadvantaged	353	340	99	29.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	56	23	41.1

C. Engagement

State Priority: School Climate

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.74	1.04	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.44	0.00	1.64	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.44	0.00
Female	1.38	0.00
Male	3.43	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.63	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.33	0.00

2022-23 School Safety Plan

All schools in the Franklin-McKinley School District have a very detailed, comprehensive safety plan designed to ensure both the health and security of all students and staff. The safety plan consists of a wide variety of site drills designed to meet a number of emergency situations that might arise. All school sites within Franklin-McKinley School District practice fire, drop and cover (earthquake), and intruder drills. There are established committees at all sites and levels to review safety procedures, correct any problems that may exist and expand FMSD's capacity to deliver services when and where needed. In addition, all required drills are calendared, completed, and evaluated with the results being communicated to all staff and parents via the school ParentSquare account. The Sylvandale School Safety Plan was reviewed and updated by school leadership and members of the School Site Council (SSC) on December 14, 2022. A copy of the draft will be shared with the SSC and school faculty in early January, 2023.

2023 - 24 Goals

Sylvandale Safety Plan
August 2022 - June 2023

Goals:
Goal 1: For the 2022-2023 school year, Sylvandale Middle School will improve students' safety. Students (7th and 8th-grade) responding favorably to "I feel safe talking about my feelings and ideas in my class" will increase from 22% to 45%.

As measured by the Panorama Education survey:
50% of students responded favorably to questions related to safety at school
"Do other kids at school spread mean rumors or lies about you?" 71% No, never
"Do other kids at school ever tease you about what your body looks like?" 70% No, never
"I feel safe talking about my feelings and ideas in my classes." 22% Yes, most/all the time
"Have you seen or heard of bullying in your classes this year?" 37% No never

Goal 2: By the end of the 2022-2023 school year, the percentage of middle school students who feel school connectedness will increase from 50% to 65%.

As measured by the Panorama Education survey:
50% of students responded favorably to questions related to school connectedness (sense of belonging)
"Do you feel people care about you at school?" 43%
Are you happy to be a student at this school?" 55%
"Do you feel like you are part of this school?" 53%

School Site Safety Plan
Proposed Strategy
Suggestions
Strategy 1.1: The Principal and School Social Worker will communicate weekly regarding socio-emotional support for students identified through Student Wellness Referral Forms.
Principal Walton, AP Donati, Counselors Elwood and Martinez, and Social Worker Tharp meet with students regularly to support their emotional needs. Weekly collaborative meetings w/ admin, social worker, and academic counselors to review wraparound service implementation. SLS (referrals) are completed in response to behaviors indicating need for support.
Strategy 1.2: The Principal, School Social Worker will communicate, and Teachers will communicate with families on a regular basis when there are behaviors, engagement, developmental, and/or social-emotional concerns which may impact student growth.
We will employ the SST Process to monitor student success, as well as using attendance meetings and individual parent meetings to support student wellness and success, whether academically or behaviorally. Parent contact is documented in the school information system (Infinite Campus). Parents are made aware of referrals or support with providers such as Safe Schools, etc.
Strategy 1.3: 100% of Teachers will continue to implement the Second Step program, along with teacher manuals and/or online resources, and integrated lessons throughout the school day to support socio-emotional learning connections to other content areas.

2022-23 School Safety Plan

The school counselor has provided training and support via classroom visits regarding Second Step. We will regularly review how we can use Second Step to support students.
Strategy 1.4: 100% of Teachers will implement morning meetings and/or Community Circles to build trusting relationships with the classrooms.
Counselor Tharp will train teachers to implement community circles in every classroom. The social worker and classroom teachers hold regular circle sessions in a designated classroom space to support the expansion of strategies and structures throughout the student body.
Strategy 1.5: Provide at least three professional development sessions to build capacity around SEL competencies, particularly in Agency, to foster students' expression.
These sessions will take place in the Spring semester for teachers during staff meetings. These sessions will take place in the month of March.
Strategy 1.6: Student Leadership Team members will develop a calendar of student engagement activities to increase the desire for peers to come to school each day.
Leadership Students plan school-wide events from place and date to announcements and setting up the events. Leadership students will attend the CASL conference to build greater capacity for leadership and for influencing positive culture on campus.
Strategy 1.7: Sylvandale will identify staff to participate in the MTSS leadership Cohort 3 training during the 2022-2023 school year. This training will deepen their understanding and knowledge of Multi-tiered Systems of Support and building systems to support the overall growth of students. The team will be composed of the Principal, Teachers, and Support Staff.
The Sylvandale team consists of the Principal, school social worker, and teachers in the ILT (MTSS/Partners team). Our MTSS team will regularly attend meetings for district training and follow-up work in site meetings as part of the admin-directed training time. The admin team will also provide time for joint meetings of the MTSS team and the team working with Partners in Education.

Proposed Strategy
Suggestions
Strategy 2.1: Admins and Academic Counselors will monitor counseling referrals for all grade levels and ensure that students struggling with behaviors have at least two different adults creating positive relationships with these students.
As part of staff PD, teachers will identify students who have little/no school staff connections and from the list, and intentionally engage those students through one-on-one check-ins. Through this targeted approach, we hope to ensure each child has positive adult relationships on campus to help connect them to the campus culture. We will continue to measure the growth in this area through Panorama Survey Data, student responses with counselors, etc.
Strategy 2.2: 100% of Teachers will establish class agreements.
Teachers have established class agreements and co-created class values and rules with students.
Strategy 2.3: The Social Worker will be available by referral to work with all students and support teachers and staff, as needed, to increase overall student well-being.
Through the SLS referral process, teachers refer students to the school counselor check-in regarding their feelings and how things are going for them at the school site and beyond.
Strategy 2.4: 100% of Teachers will hold 1-2 class meetings per week to support students with problem-solving in appropriate ways.
During homeroom, teachers dedicate time weekly to addressing problem-solving skills and an opportunity to develop strategies to ensure they have success inside and outside of the classroom.

Strategy 2.5: Provide multiple ways for students to connect with teachers and other staff members (reading/PE buddies, before-school activities/socialization, custodial support, monthly bulletin updates by Secretary II, etc.).
Sylvandale offers opportunities for students to connect with teachers and other staff through interactive rallies where all participate in music performances, students vs. staff games, and Spirit Week activities.
Strategy 2.7: Increase parent involvement in the above strategies. In collaboration with various stakeholders, we will reimagine our mission and vision. In alignment with the District’s mission, vision, and core values, we will create an inclusive school environment where all stakeholders feel valued and engaged.
Sylvandale actively communicates with parents and invites them to the morning assemblies, rallies, and monthly Coffee with the Principal events. We support the promotion, and election of our School Site Council where parents join with students and staff to develop events and programs that meet the needs from their perspectives. Through meetings of the Council and the ELAC Committee, we have developed a wealth of programming to increase parent and family involvement. As a result, we

2022-23 School Safety Plan

developed our Parent Engagement Plan which we use to document and monitor progress in this area.
Parent Engagement Plan.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	16	
Mathematics	19	13	11	
Science	27	2	15	
Social Science	27	1	16	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	13	
Mathematics	20	13	9	1
Science	28	1	15	
Social Science	27	2	15	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	17	12	
Mathematics	18	17	5	
Science	24	4	12	
Social Science	24	5	12	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	211.05

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,729	$1,019	$7,710	$91,903
District	N/A	N/A	$9,417	$95,813
Percent Difference - School Site and District	N/A	N/A	-19.9	-4.2
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	15.6	5.2

2021-22 Types of Services Funded

asddfasf. The following is a list of Federal and State funded programs that are provided to students at Franklin-McKinley School District:

- Title I (Basic Grant) funded intervention programs, supplemental instructional materials, professional development and parent engagement activities
- Title II (Teacher & Principal Training and Recruiting) funds Teacher Induction and mentoring for new teachers
- Title III (for Limited English Proficient Students) funds support interpretation and translation services and parent engagement activities for parents of EL students.
- Title IV (Technology, Social-Emotional Learning and Well Rounded-Educational Activities)
- After School Education and Safety Program (ASES)
- Hourly Programs (extended day/year education)
- Local Control Funding Formula (LCFF) funded services include instructional materials, staffing, academic and social emotional support, school site supplemental services for identified students and professional development
- Starting Smart and Strong Grant
- National School Lunch Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,315	$52,641
Mid-Range Teacher Salary	$95,623	$83,981
Highest Teacher Salary	$110,795	$107,522
Average Principal Salary (Elementary)	$143,606	$136,247
Average Principal Salary (Middle)	$139,423	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$242,254	$242,166
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

sdgsdfgfg The primary areas of focus for our professional development in FMSD schools is training our staff to support the goals outlined in the district Local Control and Accountability Plan (LCAP).

FMSD provided teachers with professional development focused on infusing instruction with social emotional learning and building the instructional team through teacher collaboration. Before students returned to school in August, all teachers participated in workshops focused on new adoptions in K-6 Science, 7-8 Social Studies, TK/Pre K Curriculum, as well as continued learning in Math and Writing instruction. New teachers were provided workshops orienting them to the district adopted curriculum and Special Education staff received training on facilitating and writing IEPs, and the requirements for Special Education instruction. Throughout the fall, optional professional development opportunities were provided monthly including topics such as Assessments including ESGI, NSGRA, FastBridge, Guided Reading, UDL in Math, E3D, Rosetta Stone, Infinite Campus, Writable, and Orton-Gillingham foundational training.

In January 2023, teachers participated in a full day set of professional development workshops focused on Writing, Math, and Tier I instruction and systems. Last school year, all staff were provided training in Implicit Bias from Collaborative Learning Solutions. This year, 2022-23, FMSD provided Implicit Bias training for all new staff and staff who were unable to attend training last year.

Ongoing Professional Learning Communities allow teachers to learn from each other and discuss best practices. All FMSD schools are participating in the implementation of a Multi-Tiered System of Support (MTSS) focused on Tier I instruction and universal access. Four schools (Dahl, McKinley, Los Arboles and Santee) continue to participate in the Sobrato Foundation SEAL (Sobrato Early Academic Language) program. These schools participate in professional development and curriculum support to meet their diverse populations and to help English Learners. Teachers participated in asynchronous training provided by SEAL. Site administrators and teachers at Bridges and Sylvandale continued to participate in the Partners in School Innovation network. Dual Language Immersion teachers from our Spanish and Vietnamese DLI programs receive on-going professional development and coaching with ADTLE and Tran Consulting, as well as with our FMSD Teacher on Special Assignment for DLI.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4