

Sylvandale Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



SYLVANDALE MIDDLE SCHOOL

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.

2023-24 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

2023-24 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	www.fmsd.org

2023-24 School Description and Mission Statement

The Sylvandale Middle School Vision: We empower and inspire all students to dream, achieve, and exceed their goals. We focus on a solid instructional program and a wealth of support for students' social-emotional health and well-being.

Our comprehensive middle school serves approximately 350 students, 70% Hispanic and 23% Vietnamese. The remaining 7% includes 11 other ethnic backgrounds. This diversity allows us to support home culture education and have conversations across cultures for the betterment of the school community. 75% of our students qualify for the free and reduced lunch program. We offer English classes for parents via the ESL Book Club, which meets monthly.

Situated in the heart of Silicon Valley, we also believe in providing opportunities for students to gain exposure to Science, Technology, Engineering, and Mathematics (STEM) careers, Culinary Arts, and Entrepreneurship. We provide opportunities for students to find what interests them so we can teach them skills they can use to reach those goals. We provide a well-rounded middle school experience beyond the classroom through sports, after-school programs, and clubs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	179
Grade 8	192
Total Enrollment	371

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	49.1%
Asian	29.1%
Black or African American	0.3%
Filipino	3.8%
Hispanic or Latino	63.6%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	1.3%
White	1.1%
English Learners	37.5%
Homeless	3%
Socioeconomically Disadvantaged	63.3%
Students with Disabilities	12.4%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	13.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	8.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2023. 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 2023. 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, 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 12, 2023. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 12, 2023.

Year and month in which the data were collected

9/2023

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	7/10/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None.
Interior: Interior Surfaces	X			Stage- Paint missing on back wall (Complete April 2024) Boys locker room- Broken light switch (Complete April 2024) Gym- hole in wall (Complete April 2024) Girls restroom E wing- Wallpaper torn (Complete April 2024) E8, D1, D3, D5, D6, C10, C9, C4, C8, C3, C6, P3, P2, P1, B6, B5, B3 - Formica counter chipping (Complete April 2024) Men's restroom D wing- Paint needed around light switch (Complete April 2024) D3, D5, D6, C10, C4 C8, C3, C6, C1, P5, P2, P1, B5, B3, B2, B1, Media Center, Library, Library Storage, MDF, Office - Ceiling tile is broken (Complete April 2024)

School Facility Conditions and Planned Improvements

			<p>C9- Pencil sharpener cover is missing (Complete April 2024)</p> <p>C4- Door sign missing, missing conduit cover (Complete April 2024)</p> <p>C2- No door sign (Complete April 2024)</p> <p>P4- Paint door (Complete April 2024)</p> <p>B4, B3- Wall paper peeling (Complete April 2024)</p> <p>B3, Boys restroom B wing, Girls restroom B wing- Paint peeling (Complete April 2024)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Inclusive restroom- Needs to be cleaned, graffiti on wall (Complete April 2024)</p> <p>Community, P3, P2, P1- Clean vents (Complete April 2024)</p> <p>E6, Staff lounge, Office- Carpet stain (Complete April 2024)</p> <p>E7- Needs to be cleaned (Complete April 2024)</p> <p>Girls restroom D wing, Inclusive restroom- Dirty vents, spider webs (Complete April 2024)</p> <p>Women's restroom D wing- Spider webs (Complete April 2024)</p> <p>Storage D wing- Carpet stain (Complete April 2024)</p> <p>Girl's restroom storage, Boy's restroom, Utility - Needs to be cleaned (Complete April 2024)</p>
<p>Electrical</p>	X		<p>Kitchen, Boy's locker room, Girl's locker room, Weight room, E2, E6, Custodial, C9, C7, C1, P4, Media Center, Library, Library storage, Speech room- Lights out (Complete April 2024)</p> <p>Bookroom- Electrical panel cover missing (Complete April 2024)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>Boy's restroom near custodial- Broken sink (Complete April 2024)</p> <p>Girl's restroom near storage- Sink not working (Complete April 2024)</p> <p>B2- Sink not working (Complete April 2024)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>E4, Custodial, D2, D3, D6, D4, Storage, C7, C2, Library storage, Speech room- Boxes too high (Complete April 2024)</p> <p>Storage near Girl's restroom- Blocking electrical panel (Complete April 2024)</p>

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Play courts- Overgrown weeds (Complete April 2024)

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	29	29	41	40	47	46
Mathematics (grades 3-8 and 11)	23	16	33	31	33	34

2022-23 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	365	346	94.79	5.21	29.07
Female	186	176	94.62	5.38	32.95
Male	179	170	94.97	5.03	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	106	103	97.17	2.83	50.49
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	229	214	93.45	6.55	16.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	127	113	88.98	11.02	10.71
Foster Youth	0	0	0	0	0
Homeless	18	13	72.22	27.78	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	248	232	93.55	6.45	22.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	42	97.67	2.33	19.51

2022-23 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	365	360	98.63	1.37	16.16
Female	186	185	99.46	0.54	15.68
Male	179	175	97.77	2.23	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	106	106	100.00	0.00	32.08
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	229	225	98.25	1.75	8.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	127	127	100.00	0.00	6.35
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	248	243	97.98	2.02	14.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	9.76

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	24.54	15.96	22.71	21.96	29.47	30.29

2022-23 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	194	190	97.94	2.06	16.40
Female	96	96	100.00	0.00	13.68
Male	98	94	95.92	4.08	19.15
American Indian or Alaska Native	0	0	0	0	0
Asian	60	60	100.00	0.00	26.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	118	115	97.46	2.54	9.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	63	62	98.41	1.59	1.61
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	128	96.97	3.03	16.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	6.25

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100%	100%	100%	100%	100%

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.

2023-24 Opportunities for Parental Involvement

Sylvandale Middle School deeply values our partnership with families; 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 ongoing 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 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 technology and aid in offering computers for students to use at home.

We hope to also offer English classes for parents at the school site with our ESL Book Club which meets monthly. Our plans 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	410	396	112	28.3
Female	210	203	59	29.1
Male	200	193	53	27.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	113	112	12	10.7
Black or African American	5	3	2	66.7
Filipino	16	15	1	6.7
Hispanic or Latino	263	253	90	35.6
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	5	5	2	40.0
White	5	5	4	80.0
English Learners	162	158	51	32.3
Foster Youth	0	0	0	0.0
Homeless	25	23	14	60.9
Socioeconomically Disadvantaged	282	274	86	31.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	48	18	37.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.44	12.44	0.00	1.64	2.49	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.44	0
Female	11.43	0
Male	13.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.54	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	16.73	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	14.2	0
Foster Youth	0	0
Homeless	24	0
Socioeconomically Disadvantaged	13.83	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	22.45	0

2023-24 School Safety Plan

All schools in the Franklin-McKinley School District have a detailed, comprehensive safety plan designed to ensure the health and security of all students and staff. The safety plan consists of a wide variety of site drills designed to prepare for several emergencies 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, 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 School Site Council (SSC) members on December 14, 2023. A copy of the draft will be shared with the SSC and school faculty in early January 2024.

Sylvandale Safety Plan

August 2024 - June 2025

Goals:

Goal 1: For the 2024-2025 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: Fall 2023

2023-24 School Safety Plan

50% of students responded favorably to questions related to safety at school

“Do other kids at school spread mean rumors or lies about you?” 66% No, never

“Do other kids at school ever tease you about what your body looks like?” 65% No, never

“I feel safe talking about my feelings and ideas in my classes.” 24% Yes, most/all the time

“Have you seen or heard of bullying in your classes this year?” 49% No, never

Goal 2: By the end of the 2024-2025 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?” 54%

“Do you feel like you are part of this school?” 50%

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, Counselor Martinez, and Social Worker Tharp meet with students regularly to support their emotional needs. Weekly collaborative meetings with the administration, social worker, and academic counselors to review wraparound service implementation. SLS (referrals) are completed in response to behaviors indicating support needs.

Strategy 1.2: The Principal and school Social Worker will communicate, and Teachers will communicate with families regularly when there are behaviors, engagement, developmental, and/or social-emotional concerns that may impact student growth.

We will employ the SST Process to monitor student success and use 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 informed of referrals or support from providers such as Safe Schools, etc.

Strategy 1.3: 100% of Teachers will continue implementing 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.

The school counselor has provided training and support regarding Second Step via classroom visits. 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 the 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 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 leadership capacity and influence a positive culture on campus.

Strategy 1.7: Sylvandale will identify staff to participate in the MTSS leadership Cohort 3 training during the 2024-2025 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 comprise the Principal, Teachers, and Support Staff.

2023-24 School Safety Plan

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 Counselor 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 with little/no school staff connections from the list and intentionally engage those students through one-on-one check-ins. Through this targeted approach, we aim 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 weekly class meetings 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, student 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 Council and ELAC Committee meetings, we have developed a wealth of programming to increase parent and family involvement. As a result, we developed our Parent Engagement Plan to document and monitor progress in this area.

Parent Engagement Plan.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	15	0
Mathematics	20	12	7	0
Science	23	8	8	0
Social Science	26	1	13	0

2022-23 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	195.26

2022-23 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
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	11,213	1,602	9,611	97,879
District	N/A	N/A	11,410	\$99,173
Percent Difference - School Site and District	N/A	N/A	-17.1	2.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	37.2	11.5

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$58,080	\$54,215
Mid-Range Teacher Salary	\$100,404	\$86,843
Highest Teacher Salary	\$116,035	\$111,440
Average Principal Salary (Elementary)	\$152,465	\$140,851
Average Principal Salary (Middle)	\$149,947	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$254,367	\$252,466
Percent of Budget for Teacher Salaries	35%	33.16%
Percent of Budget for Administrative Salaries	5.83%	5.15%

Professional Development

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 that emphasized the district focus, "Learning to Read" before students returned to school in August. Staff was provided with professional development opportunities that focused on the newly acquired supplemental phonics programs SIPPS and Sonday, along with sessions on the phonemic awareness program, Heggerty in grades K-2nd. Middle school staff was provided with workshops covering vocabulary instruction and morphology at the secondary level to ensure alignment to the FMSD Literacy Block. Additionally, staff participated in workshops that provided an overview on new adoptions; TCI, K-6 Social Studies and the TK Curriculum, Creative Curriculum for Transitional Kindergarten, California, as well as continued learning in Math, Science, and Writing instruction. New teachers were provided workshops orienting them to the district adopted curriculum and participated in Implicit Bias training. Special Education staff received training on facilitating and writing IEPs, and the requirements for Special Education instruction. Throughout the fall,

Professional Development

optional professional development opportunities were provided monthly including topics such as Assessments including ESGI, NSGRA, FastBridge, Lexia, SIPPS, Sonday, Heggerty, and Orton-Gillingham foundational training.

In January 2024, teachers will participate in a full-day series of professional development. Workshops will align to the district focus, with professional development focused on Tier I instruction. Last school year, all staff were provided training in Implicit Bias from Collaborative Learning Solutions. This year, 2023-24, 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. Site administrators and teachers at Bridges and Sylvandale continued to participate in the Partners in School Innovation Network.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4