Sylvandale Middle School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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	Juan C. Alvarado, Dr.
Email Address	juan.alvarado@fmsd.org
School Website	https://sylvandale.fmsd.org/
Grade Span	
County-District-School (CDS) Code	43-69450-6047278

2025-26 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

2025-26 School Description and Mission Statement

Sylvandale Middle School Vision:

At Sylvandale Middle School, we empower and inspire all students to dream, achieve, and exceed their goals. We are committed to providing a strong academic foundation alongside a wealth of support for students' social-emotional health and well-being.

Our school serves approximately 425 students, with 70% identifying as Hispanic and 23% as Vietnamese. The remaining 7% come from 11 other ethnic backgrounds. This rich diversity enhances our ability to support cultural education and fosters meaningful conversations across cultures, helping to strengthen our school community. Additionally, 75% of our students qualify for the free and reduced lunch program.

Located in the heart of Silicon Valley, we believe in equipping students with the tools and opportunities to explore careers in Science, Technology, Engineering, and Mathematics (STEM), as well as Culinary Arts and Entrepreneurship. We aim to help students discover their passions while teaching them the skills necessary to pursue their dreams. Beyond the classroom, we offer a well-rounded middle school experience through sports, after-school programs, and clubs.

At Sylvandale, we are dedicated to fostering a strong partnership with our families. We encourage parent involvement in the decision-making processes that shape our school community. We believe that by working together, we create a foundation for student success. Our goal is for students to not only enjoy a rich middle school experience filled with electives, sports, and student-driven activities, but also to engage in a vibrant community with events, dances, and multicultural celebrations that honor and celebrate all cultures.

This year, we are focusing on preparing students for the challenges of high school while encouraging them to explore college and career pathways they are passionate about. Sylvandale is a place where students are inspired to dream big and believe that their goals—both those they've set and those they have yet to discover—are within reach.

Our dedicated team of faculty, staff, and parents work together to ensure each student's academic and social-emotional success. We provide standards-based lessons that connect to the real world, foster peer collaboration, and offer actionable

2025-26 School Description and Mission Statement

feedback to support ongoing growth. Through our Multi-Tiered Systems of Support (MTSS), we are committed to delivering high-quality instruction for all students, as well as targeted interventions to meet individual needs.

We take pride in our school's diversity and strive to create opportunities for students to see their cultures reflected in the curriculum and celebrated throughout the year. At Sylvandale, every member of our community—students, families, teachers, and staff—is respected and valued, with no tolerance for discrimination or hate.

Sylvandale is a place where students not only thrive academically but also grow emotionally and socially. With competitive team sports, enriching electives, and a variety of extracurricular programs, we ensure that each student has a fulfilling middle school experience. We invite you to join us for our monthly "Cafecitos - Coffee with the Principal," volunteer for one of our school beautification projects, or assist with field trips and events. Together, we can continue building a school that reflects the excellence we strive for.

Sylvandale Middle School Dashboard Results
Notable Areas of Improvement

Suspension Rate: Improved from Yellow to Green

English Learner Progress: Advanced from Red to Blue

English Language Arts: Improved from Orange to Yellow

Mathematics: Improved from Red to Yellow

Area Requiring Continued Focus

Chronic Absenteeism: Remains in the Red category. Improving daily attendance continues to be a critical priority.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	172
Grade 8	158
Total Enrollment	330

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.3
Asian	27.3
Black or African American	2.1
Filipino	2.7
Hispanic or Latino	64.5
Two or More Races	1.8
White	1.2
English Learners	36.7
Homeless	1.8
Socioeconomically Disadvantaged	79.4
Students with Disabilities	16.4

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.

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)	16.8	76.85	332.8	79.13	234405.2	84
Intern Credential Holders Properly Assigned	0	0	16.3	3.88	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	3.79	38.9	9.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	4.57	5.5	1.33	11953.1	4.28
Unknown/Incomplete/NA	3.2	14.75	26.9	6.4	15831.9	5.67
Total Teaching Positions	21.9	100	420.5	100	279044.8	100

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.

2022-23 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)	14.6	75.61	302.4	78.25	231142.4	83.24
Intern Credential Holders Properly Assigned	1.7	8.86	20.7	5.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	4.4	37.7	9.75	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.4	1.15	11746.9	4.23
Unknown/Incomplete/NA	2.1	11.08	21.1	5.46	14303.8	5.15
Total Teaching Positions	19.3	100	386.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 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.

2023-24 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)	15.4	87.67	294.5	80.41	230039.4	100
Intern Credential Holders Properly Assigned	0	0	15.9	4.34	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.91	30.1	8.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.7	1.31	12112.8	4.34
Unknown/Incomplete/NA	2	11.36	20.8	5.7	13705.8	4.91
Total Teaching Positions	17.6	100	366.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.80	0.8	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	0.8	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3	5.4	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.7	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other 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 is conducted at every school by each September of the school year. 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 2025. 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 9, 2025. A Resolution on Sufficiency of Materials, according to the Williams Act mandates, was passed at a public hearing on September 9, 2025.

Year and month in which the data were collected	9/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%

Mathematics	Creative Curriculum (TK)/2022 Engage NY Math Gr K-5 (Eureka) 2014 College Prep Math Gr 6-8 (CPM) 2014	0%
Science	Amplify (K-6) Adopted 2022 Discovery Science (7-8), Adopted 2020	0%
History-Social Science	History-Social Science for California Pearson Scott Foresman (K-5) Adopted 2007; TCI, Inc. (7-8) Adopted 2022	0%
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	0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

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 (2) 8-hour and (1) 5-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	7/1/2025

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			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None

School Facility Conditions and Planned Improvements

Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	34	33	39	40	47	48
Mathematics (grades 3-8 and 11)	14	23	31	33	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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

Note: 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	331	324	97.89	2.11	33.13
Female	154	151	98.05	1.95	41.33
Male	177	173	97.74	2.26	26.01
American Indian or Alaska Native	--	--	--	--	--
Asian	93	93	100.00	0.00	54.84
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	214	207	96.73	3.27	23.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	110	107	97.27	2.73	7.48
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	253	98.06	1.94	29.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	50	90.91	9.09	4.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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

Note: 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	331	323	97.58	2.42	23.29
Female	154	151	98.05	1.95	25.33
Male	177	172	97.18	2.82	21.51
American Indian or Alaska Native	--	--	--	--	--
Asian	93	93	100.00	0.00	47.31
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	214	206	96.26	3.74	12.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	110	107	97.27	2.73	6.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	258	253	98.06	1.94	20.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	49	89.09	10.91	4.08

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	9.71	12.99	21.8	20.16	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	156	97.50	2.50	12.99
Female	68	67	98.53	1.47	7.58
Male	92	89	96.74	3.26	17.05
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100.00	0.00	29.55
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	107	103	96.26	3.74	4.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	47	97.92	2.08	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	121	99.18	0.82	10.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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.

2025-26 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 that also provides education and training opportunities for parents. Through our partnership with the School2Home initiative, parents receive computer training to support their children with technology and may be eligible for computers to use at home.

In addition, through our collaboration with PIQE (Parent Institute for Quality Education), we offer parent classes focused on understanding middle school challenges, preparing for college, and strengthening financial education. These workshops help families build the skills and confidence needed to support their children's academic and personal success.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	360	348	86	24.7
Female	165	162	45	27.8
Male	195	186	41	22.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	97	96	10	10.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	231	223	67	30.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	138	135	36	26.7
Foster Youth	--	--	--	--
Homeless	14	13	7	53.8
Socioeconomically Disadvantaged	291	280	77	27.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	56	24	42.9

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

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.44	11.08	5.28	2.49	2.35	1.35	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.28	0.00
Female	1.82	0.00
Male	8.21	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.06	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.63	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	5.07	0.00
Foster Youth	0.00	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	5.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.17	0.00

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

2025-26 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 October 30, 2025. A copy of the draft will be shared with the SSC and school faculty in early January 2026.

Sylvandale Safety Plan Goals

Goal 1: For the 2025-2026 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 49% to 75%.

As measured by the Panorama Education survey: Fall 2025

52% of students responded favorably to questions related to safety at school. We went up by 2%.

"Do other kids at school spread mean rumors or lies about you?" 64% 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." 22% Yes, most/all the time

"Have you seen or heard of bullying in your classes this year?" 44% No, never

Goal 2: By the end of the 2025-2026 school year, the percentage of middle school students who feel school connectedness will increase from 48% to 65%.

As measured by the Panorama Education survey:

53% of students responded favorably to questions related to school connectedness (sense of belonging). We grew by 3%.

"Do you feel people care about you at school?" 45%

Are you happy to be a student at this school?" 50%

"Do you feel like you are part of this school?" 48%

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	6	10	
Mathematics	22	7	6	
Science	26		12	
Social Science	24	2	11	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	5	10	
Mathematics	29		10	
Science	27	1	11	
Social Science	29		11	

2024-25 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	328

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	12,525	2,457.58	10,067	111,338
District	N/A	N/A	14,940.44	$111,098
Percent Difference - School Site and District	N/A	N/A	-39.0	6.1
State	N/A	N/A	10770.84	101084
Percent Difference - School Site and State	N/A	N/A	-6.8	14.5

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2024-25 Types of Services Funded

- 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
- Educator Effectiveness Funds
- Learning Recovery Educational Block Grant LREBG
- State and Federal Special Education funds
- Proposition 28 funds

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$63,748	$61,597
Mid-Range Teacher Salary	$110,200	$98,902
Highest Teacher Salary	$126,872	$126,340
Average Principal Salary (Elementary)	$164,149	$158,383
Average Principal Salary (Middle)	$164,210	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$286,165	$288,332
Percent of Budget for Teacher Salaries	29.39%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

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).

Middle school staff were 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 foundational skills 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, optional professional development opportunities were provided monthly including topics such as Assessments including FastBridge, core curriculum, and best first instruction. This year, 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

Professional Development

universal access. Math Teachers will be provided ongoing coaching and professional development by the Silicon Valley Mathematics Initiative (SVMI) and the Mathematics Assessment Collaborative (MAC). In addition, we provide three levels of English Language Development (ELD) professional development: one focused on analyzing and using ELPAC data, one on Integrated ELD, and one on Designated ELD instruction. Teachers also participate in professional development focused on small group instruction and Tier 2 interventions to better support students' academic growth. Furthermore, staff engage in district-led professional development such as Close Reading, hands-on Math, and Science workshops that promote active and engaging learning strategies.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4