

# Sunnyvale 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

<b>School Name</b>	Sunnyvale Middle School
<b>Street</b>	1080 Mango Ave
<b>City, State, Zip</b>	Sunnyvale, CA 94087-1728
<b>Phone Number</b>	408-522-8288
<b>Principal</b>	Vince Iwasaki
<b>Email Address</b>	vince.iwasaki@sesd.org
<b>School Website</b>	<a href="https://www.sesd.org/sunnyvale">https://www.sesd.org/sunnyvale</a>
<b>Grade Span</b>	6th - 8th grades
<b>County-District-School (CDS) Code</b>	43696906049258

## 2025-26 District Contact Information

<b>District Name</b>	Sunnyvale School District
<b>Phone Number</b>	(408) 522-8200
<b>Superintendent</b>	Dr. Gudiel Crosthwaite
<b>Email Address</b>	gudiel.crosthwaite@sesd.org
<b>District Website</b>	www.sesd.org

## 2025-26 School Description and Mission Statement

Sunnyvale Middle School, located in the heart of Silicon Valley, reflects the vast cultural and socio-economic diversity gathered and created by the technological innovation that drives our world.

The promise we make to every student, to every family, and to our community is that: "Every student is known by name, strength, and need, ready to excel in high school and beyond, and to lead a life of you and purpose." Our talented and committed staff work daily to make this promise a reality.

Sunnyvale Middle School provides a challenging education to over 1,000 students. Core instruction includes: Language Arts, Social Studies, Science, Math, and Physical Education. Students also choose elective courses from advanced math, music, art, drama, leadership, Spanish, computer coding, food & nutrition, robotics, creative writing, and AVID (Advancement Via Individual Determination) among others. Students are supported through a daily academic support time where students work on social-emotional skills, goal-setting & monitoring, and study & organizational skills. Students who are English Learners or who are IEP holders receive support through purpose-built classes. And, all students have access to technology during the day through a 1:1 student-to-device ratio.

Sunnyvale Middle School also offers many opportunities for students to grow as individuals through student clubs and activities. During the school day, student clubs, Lunch Leagues (from ping pong to flag football), PBIS activities, Spirit Weeks, and music performances afford students the opportunity to pursue a passion or celebrate others who are pursuing theirs. After school, students participate in league sports including basketball, volleyball, soccer, softball, wrestling, cross-country, track & field, and cheer. Students may also join an expanding array of clubs such as Future Business Leaders of America, Model UN, Science Bowl, Debate Club, Steel City Codes, Math Club, Journalism, Marching Band, and others which are connected to the high schools which our students attend upon promotion.

The middle school years can be a challenging time, so we work hard to ensure students are supported and safe. Our Positive Behavior Intervention System (PBIS)-based Spartan Spirit program centers on our PRIDE values: Prepared, Respectful, Integrity, Determined, and Empathetic. Our PBIS program includes school-wide activities and student incentives to build a strong learning community. All students also have access to a wide range of mental health support services including a Wellness Center and short- and longer-term counseling services.

## 2025-26 School Description and Mission Statement

### About this School

#### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	336
Grade 7	364
Grade 8	353
<b>Total Enrollment</b>	<b>1,053</b>

#### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	1
Asian	32.9
Black or African American	1.5
Filipino	2.5
Hispanic or Latino	26.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.3
White	25.7
English Learners	17.9
Foster Youth	0.1
Homeless	0.3
Socioeconomically Disadvantaged	21.1
Students with Disabilities	11.5

#### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	50.8	87.6	276.4	90.51	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	1.72	2	0.65	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	1.72	3	0.98	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.7	4.67	8.3	2.72	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2.4	4.26	15.6	5.14	15831.9	5.67
<b>Total Teaching Positions</b>	57.9	100	305.4	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	49.7	90.51	278.4	93.05	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.1	0.29	6.3	2.11	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.5	2.8	6.2	2.08	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3.5	6.36	8.2	2.76	14303.8	5.15
<b>Total Teaching Positions</b>	55	100	299.2	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.9	88.78	267.6	89.88	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.67	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3.2	1.08	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.4	4.48	4	1.37	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.6	6.7	20.8	6.99	13705.8	4.91
<b>Total Teaching Positions</b>	54	100	297.8	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.00	0.1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.1	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0	0.7
<b>Local Assignment Options</b>	1.70	1.5	1.6
<b>Total Out-of-Field Teachers</b>	2.70	1.5	2.4

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.2	0.3	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade 6th - 8th: Amplify ELA; Core Curriculum; (Adopted 2023)  Spanish Language Arts (Juntos Only) Galeria A, B, C Vista Higher Learning (Adopted 2020) Senderos  Designated English Language Development (ELD) 1. Get Ready & Get Reading (Newcomers 1) 2. Bridges (Newcomers 2) 3. English 3D (LTELs)	0.0
<b>Mathematics</b>	Grade 6th - 8th: 1. Amplify Desmos Math 6th,7th,8th, 6/7th, 7/8th (Adopted 2023) 2. Illustrative Mathematics (Geometry)	0.0
<b>Science</b>	Grade 6th - 8th: FOSS Science: SCHOOL SPECIALTY (Adopted 2022)  Additional Curriculum: Mosa Mack (Digital for 6th only) Adopted 2021	0.0
<b>History-Social Science</b>	Teachers Curriculum Institute (TCI) Grade 6- History Alive! The Ancient World Grade 7- History Alive! The Medieval World and Beyond Grade 8- History Alive! The United State through Industrialism Adopted 2019	0.0
<b>Foreign Language</b>	Senderos (Heritage Program); Vista Higher Learning (Adopted 2020)	0.0
<b>Health</b>	Rights, Respect, Responsibility (3Rs) Curriculum Adopted 2019	0.0

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

## School Facility Conditions and Planned Improvements

Sunnyvale Middle School received an overall “Fair” rating (88.8%) on the 2025–26 Facility Inspection Tool (FIT). The school is currently in the midst of a multi-phase modernization program that began in summer 2024, reflecting the District’s commitment to replacing and upgrading facilities as they reach the end of their useful life. Phase 1, a new two-story classroom building with 22 instructional spaces, was completed in August 2025. Phase 2, which includes a second two-story 12-classroom building and a new cafeteria, library, and student services center, has broken ground and is scheduled to open in August 2027. Phase 3, which will focus on athletic facilities and administrative offices, will follow Phase 2. Despite active construction, the existing campus facilities remain in good working order, and repairs are addressed promptly to ensure a safe and efficient learning environment. The FIT identified several areas for improvement, primarily restroom compliance, interior conditions, and electrical access, and the District has already generated work orders to address these items as expeditiously as possible.

Year and month of the most recent FIT report

12/17/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			E2: 2. VENT IS DIRTY. F2: 2. VENT COVER IS RUSTED.
<b>Interior:</b> Interior Surfaces			X	A2: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. A3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. A4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. A6: 4. HOLE IN WALL. FLOOR TILES ARE BROKEN/MISSING. WALLPAPER IS TORN. ADMINISTRATION: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. FORMICA IS CHIPPING ON COUNTER. E1: 4. WATER DAMAGE TO CARPET. E2: 4. PENCIL SHARPENER COVER IS MISSING. E3: 4. CEILING TILE IS TORN. E4: 4. WALLPAPER IS TORN. E5: 4. CEILING TILES ARE TORN. CEILING TILE IS LOOSE. E6: 4. CARPET IS TORN. FLOOR TILES ARE BROKEN/CRACKED. WALLPAPER IS TORN. F1: 4. CEILING TILES HAVE WATER STAINS. F2: 4. CEILING TILES HAVE WATER STAINS. F3: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS PEELING. F4/A: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. F4/B: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. G1: 4. CEILING TILE HAS A WATER STAIN. GIRLS LOCKER ROOM: 4. WATER DAMAGE TO CEILING. HEALTH OFFICE: 4. WATER DAMAGE ON COUNTERTOP BEHIND SINK. FORMICA TRIM IS

## School Facility Conditions and Planned Improvements

			<p>MISSING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN.          KITCHEN: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE.          MPR: 4. WALL IS DAMAGED EXPOSING METAL. CEILING TILE IS MISSING. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE.          PRINCIPAL: 4. CEILING TILE HAS A HOLE.          STORAGE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. WALL IS DAMAGED.          STUDENT RECORDS: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP.          TEACHER LOUNGE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN.          WORKROOM: 4. CEILING TILES HAVE WATER STAINS.          WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING.</p>
<p><b>Cleanliness:</b>          Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>A1: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          A2: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          COUNSELOR: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          E1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CARPET IS STAINED.          E3: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          E4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CARPET IS STAINED.          E5: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          E6: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          E7: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          F1: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          F2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CARPET IS STAINED.          F3: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          G4: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          G5: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          STUDENT RECORDS: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          TEACHER LOUNGE: 5. CARPET IS STAINED.          WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.          WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

## School Facility Conditions and Planned Improvements

<p><b>Electrical</b></p>			<p>X</p> <p>A1: 7. MULTIPLE LIGHT BULBS ARE OUT. SECTION OF ELECTRICAL CONDUIT IS MISSING.  A2: 7. TWO LIGHT PANELS ARE OUT.  A6: 7. OUTLET COVER IS MISSING. THREE LIGHT PANELS ARE OUT.  ADMINISTRATION: 7. TWO CAN LIGHTS ARE OUT. ALL GENDER RESTROOM: 7. ONE OF TWO LIGHT BULBS ARE OUT.  BOYS LOCKER ROOM: 7. TWO LIGHT DIFFUSERS ARE BROKEN. FOUR LIGHT PANELS ARE OUT.  HAND DRYER HAS NO POWER.  C14: 7. SURGE PROTECTORS ARE DAISY CHAINED.  CONFERENCE ROOM: 7. CORDS ARE CREATING TRIP HAZARD.  D102: 7. EXTENSION CORD IS BEING PERMANENTLY USED. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.  D104: 7. CORDS ARE CREATING A TRIP HAZARD.  D203: 7. CORDS ARE CREATING A TRIP HAZARD.  D206: 7. ELECTRICAL APPLIANCE IS IN CLOSE PROXIMITY TO A WATER SOURCE.  E1: 7. OUTLET COVER IS MISSING.  E101: 7. EXTENSION CORD IS BEING PERMANENTLY USED.  E103: 7. CORDS ARE CREATING A TRIP HAZARD.  E2: 7. CONDUIT END CAP IS MISSING.  E5: 7. ETHERNET COVER IS MISSING.  E7: 7. CONDUIT END CAP IS MISSING. ONE LIGHT PANEL IS OUT.  F1: 7. MULTIPLE LIGHT BULBS ARE OUT.  F2: 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.  G3: 7. ONE LIGHT PANEL IS OUT.  GIRLS LOCKER ROOM: 7. LIGHT DIFFUSER IS MISSING.  GYM: 7. ELECTRICAL BOX IS MISSING COVER AND IS HANGING FROM WALL.  HEALTH OFFICE: 7. ONE LIGHT PANEL IS OUT.  KITCHEN: 7. LIGHT DIFFUSER IS LOOSE.  MPR: 7. LIGHT DIFFUSER IS MISSING.  TEACHER LOUNGE: 7. MULTIPLE LIGHT BULBS ARE OUT.  WORKROOM: 7. TWO LIGHT PANELS ARE OUT.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>E1: 9. FAUCET LEAKS AT HANDLE. FAUCET HAS A CONSTANT DRIP.  GIRLS RESTROOM: 9. SINK CAP IS MISSING.  STAFF MENS RESTROOM: 9. ONE FAUCET IS MISSING DIFFUSER.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A1: 11. PAINT IS PEELING ON DOOR.  A3: 10. EVACUATION MAP IS NOT POSTED.  BOYS RESTROOM: 11. PAINT IS PEELING ON DOOR.  C12: 10. EVACUATION MAP IS NOT POSTED.  C13: 10. FIRE EXTINGUISHER IS NOT MOUNTED.  COUNSELOR: 10. NO ROOM ID.  COUNSELOR: 10. NO ROOM ID.</p>

## School Facility Conditions and Planned Improvements

			<p>D102: 10. PLUG IN CANDLE WARMER.  D201: 10. EVACUATION MAP IS NOT POSTED.  D202: 10. EVACUATION MAP IS NOT POSTED.  E205: 10. PLUG IN AIR FRESHENER.  F2: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING EXTERIOR WALL.  G4: 10. FIRE EXTINGUISHER IS MISSING.  GIRLS LOCKER ROOM:11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON INTERIOR WALL.  GIRLS RESTROOM: 11. PAINT IS PEELING ON HAND DRYER. PAINT IS PEELING ON INTERIOR WALL.  GYM: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON INTERIOR WALLS.  KITCHEN: 11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON INTERIOR WALL.  MPR: 11. PAINT IS PEELING ON INTERIOR WALL. PAINT IS PEELING ON DOOR FRAME.  PRINCIPAL: 10. NO ROOM ID.  PRINCIPAL: 10. NO ROOM ID.  STAGE: 11. PAINT IS PEELING ON DOOR.  STORAGE: 11. PAINT IS PEELING ON DOOR.  TEACHER LOUNGE:10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAME.</p>
<b>Structural:</b> Structural Damage, Roofs	X		G1: 12. CRACK IN EXTERIOR WALL.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		<p>A1:5. DOOR CLOSER COVER IS MISSING.  A4: 15. DOOR CLOSER COVER IS MISSING.  BOYS REST ROOM: 15. DOOR CLOSER COVER IS MISSING.  GIRLS RESTROOM: 15. DOOR CLOSER COVER IS MISSING.  GYM: 15. DOOR CLOSER COVER IS MISSING.  KITCHEN: 15. DOOR SWEEP IS BENT. DOOR CLOSER COVER IS MISSING.  TEACHER LOUNGE: 15. DOOR CLOSER COVER IS MISSING.</p>

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	62	66	54	55	47	48
<b>Mathematics</b> (grades 3-8 and 11)	59	61	49	52	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	1047	1022	97.61	2.39	65.56
Female	529	518	97.92	2.08	70.08
Male	518	504	97.30	2.70	60.91
American Indian or Alaska Native	11	11	100.00	0.00	45.45
Asian	342	337	98.54	1.46	84.87
Black or African American	15	14	93.33	6.67	35.71
Filipino	29	29	100.00	0.00	51.72
Hispanic or Latino	279	270	96.77	3.23	30.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	100	100	100.00	0.00	82.00
White	269	259	96.28	3.72	74.90
English Learners	158	144	91.14	8.86	2.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	228	95.80	4.20	35.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	121	116	95.87	4.13	18.10

## 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
<b>All Students</b>	1047	1033	98.66	1.34	61.37
<b>Female</b>	529	522	98.68	1.32	60.15
<b>Male</b>	518	511	98.65	1.35	62.62
<b>American Indian or Alaska Native</b>	11	11	100.00	0.00	54.55
<b>Asian</b>	342	340	99.42	0.58	86.47
<b>Black or African American</b>	15	14	93.33	6.67	28.57
<b>Filipino</b>	29	29	100.00	0.00	48.28
<b>Hispanic or Latino</b>	279	274	98.21	1.79	18.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	100	100	100.00	0.00	80.00
<b>White</b>	269	263	97.77	2.23	70.34
<b>English Learners</b>	158	154	97.47	2.53	3.90
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	238	233	97.90	2.10	24.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	121	116	95.87	4.13	15.52

## 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
<b>Science</b> (grades 5, 8 and high school)	48.16	64.16	41.52	48.17	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	353	349	98.87	1.13	63.90
Female	183	181	98.91	1.09	61.33
Male	170	168	98.82	1.18	66.67
American Indian or Alaska Native	--	--	--	--	--
Asian	118	118	100.00	0.00	83.90
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	90	97.83	2.17	31.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	34	100.00	0.00	79.41
White	92	90	97.83	2.17	70.00
English Learners	45	44	97.78	2.22	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	81	97.59	2.41	30.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	33.33

### 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	97	97	98	97	98

## 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

Sunnyvale Middle School has a very involved parent community and their support is a major key to our success. Parental involvement opportunities range from participation in events to classroom support and include:

School governance:

School Site Council

English Learners Advisory Committee (ELAC)

School support through sponsored events & fundraising:

PTSA

PTSA Events (Fall Celebration, Reflections Contest, International Block Party)

PTSA Direct Appeal

Direct support to students:

AVID Tutors and AVID Parent Nights

Field Trip/Classroom support

WEB Parent Orientation

LatinX Family Group (LPG)

Coaching after school sports

Supporting after school clubs

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1089	1079	119	11.0
Female	554	548	53	9.7
Male	535	531	66	12.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	1	9.1
Asian	354	350	20	5.7
Black or African American	16	16	5	31.3
Filipino	29	29	3	10.3
Hispanic or Latino	300	297	64	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	101	99	2	2.0
White	276	275	24	8.7
English Learners	203	201	51	25.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	270	267	56	21.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	132	131	35	26.7

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
5.4	7.27	4.22	1.97	2.06	2.1	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	0.02	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	4.22	0.00
Female	2.17	0.00
Male	6.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.85	0.00
Black or African American	6.25	0.00
Filipino	6.90	0.00
Hispanic or Latino	9.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.99	0.00
White	3.62	0.00
English Learners	10.84	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.61	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

Sunnyvale Middle School has a Comprehensive School Safety Plan to ensure a safe and orderly environment. The goals outlined in the plan are:

1. To emphasize respect, responsibility, and right choices through PBIS.
2. To establish a safe and orderly environment by clearly defining procedures for emergency situations.
3. To support students through comprehensive social-emotional supports.

The plan was most recently revised in November 2024. During the school year, Sunnyvale Middle School participates in 1 emergency drill per month. The plan is monitored and revised during School Site Council meetings.

## 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	20	20	12	0
Mathematics	21	17	16	1
Science	24	9	19	0
Social Science	21	11	18	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	21	12	21	
Mathematics	22	14	20	
Science	26	5	23	
Social Science	24	7	20	

## 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	8	22	2
Mathematics	26	6	25	1
Science	26	5	20	3
Social Science	24	8	20	

## 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	0

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1.5
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

## 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
<b>School Site</b>	\$ 12,109.32	\$ 1,958.86	\$ 10,150.46	\$ 122,022.51
<b>District</b>	N/A	N/A	\$ 12,138.26	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-3.8	-2.7
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-200.0	-200.0

## Fiscal Year 2024-25 Types of Services Funded

Sunnyvale Middle School offers supports for students divided into two primary areas: Academic Support and Social Emotional Support (targeting Attendance, Behavior, and Social Emotional well being).

**Academic Supports:** Our English learners receive one of two supports: newcomers take a two-period designated ELD time (ELPAC level 1) to develop basic language skills; English Learners who have been in the country at least one full year take a period of English Learner Support to support academic language development with reading and writing support. Sunnyvale Middle School has a large Special Education program that includes RSP push-in and pull-out support, Specialized Academic Instruction (SAI) classes, self-contained Special Day Class (SDC), Co-taught classes, and a TLC (Therapeutic Learning Center) program with daily behavioral and therapeutic support. We have a full time Psychologist who coordinates Special Education services and supports student inclusion into mainstream courses, and behavior intervention. Students also receive academic content support during an "Academic Support Time" period five days per week.

**Social Emotional Supports:** To address student mental health needs, Sunnyvale Middle School has a Wellness Center; two full time social workers; on-site individual counseling; and social work and counselor interns. These mental health workers provide one-to-one counseling, student check-ins, small group counseling addressing common needs, and safety assessment. Sunnyvale Middle School also has a comprehensive PBIS program that includes extensive Tier 1 supports and some Tier 2 and Tier 3 supports. Along with PBIS, we have a designated Academic Support Time period once a week where students learn Tier 1 PBIS and Social Emotional Learning lessons.

## 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
<b>Beginning Teacher Salary</b>		\$61,597
<b>Mid-Range Teacher Salary</b>		\$98,902
<b>Highest Teacher Salary</b>		\$126,340
<b>Average Principal Salary (Elementary)</b>		\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>		\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.45%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	6.81%	5.38%

## Professional Development

The Sunnyvale Middle School staff is deeply involved in professional development at both the district and site level. Primary areas of focus include:

Language Arts: AMPLIFY curriculum (implementation, observation and walkthroughs)  
 Math: DESMOS curriculum (implementation, observation and walkthroughs)  
 Science: FOSS curriculum (implementation)  
 Social Studies: TCI (Teacher Curriculum Institute) (implementation, increasing student talk, cultural competency)  
 ELD & EL Support: Get Ready Get Reading; English 3D

Individual departments and teachers are supported with outside professional development as needed.

Teachers also have the opportunity to participate in district sponsored summer professional development workshops.

Instructional Coaching--Teachers are supported by a full-time instructional coach (ELA, ELD, Social Studies focused) and district instructional coaches (Math; EL Support; Special Education) who support teachers in building new and refining established instructional practices and to implement new curricula. Instructional coaches support teachers by running professional development, providing just-in-time coaching for smaller goals, and engaging in coaching cycles with teachers for larger goals. PE & Elective teachers may receive coaching from the full-time coach as needed.

Our dedicated professional development time includes:

- > 3 days before the start of school
- > 2 days during the school year
- > professional development delivered through staff meetings and staff collaboration time
- > professional development, staff collaboration, and instructional coaching as needed or requested

For the previous two years, we had more professional development because of the adoption of the ELA curriculum (2023-24 with additional support 2024-25) and the Math curriculum (2024-25)

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	11	5