

Columbia 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	Columbia Middle School
Street	739 Morse Ave.
City, State, Zip	Sunnyvale, CA 94085-3010
Phone Number	408-522-8247
Principal	Daniel Poo
Email Address	daniel.poo@sesd.org
School Website	https://columbia.sesd.org
Grade Span	
County-District-School (CDS) Code	43696906049241

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Columbia Middle School is located on the north side of Sunnyvale in Silicon Valley. The school is near many major technology companies and adjacent to a city park and the Columbia Neighborhood Center. Columbia is fortunate to share many resources with the City of Sunnyvale, including the park, a pool, a gym, a track, tennis courts, a picnic area, baseball diamonds, and soccer fields designated for school use during the school day. Currently, Columbia has 690 middle school students enrolled, representing diverse ethnic and socioeconomic backgrounds. Four elementary schools (Lakewood, Bishop, Fairwood, and San Miguel) feed into Columbia.

At Columbia Middle, we are guided by three pillars: Strong Instructional Practice, Social-Emotional Learning, and Safe School Environment.

Strong Instructional Practice: Guided by the Common Core Standards, our teachers focus on the "5 C's" of Critical Thinking, Creativity, Communication, Collaboration, and Civility. Students are both challenged and supported to ensure they reach their full potential. CMS is also the middle school component of the Juntos Dual Immersion program (August 2021) as a strand for our school community.

Social-Emotional Learning: At CMS, we believe that for students to thrive, the social and emotional needs of students, especially during early adolescence, must be supported. To that end, we explicitly teach SEL skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through The Second Step curriculum, which is delivered in our Academic Support Time period. Our students regularly engage in mindfulness, class meetings, and other activities that promote reflection, goal-setting, and leadership. CMS also provides individual and group counseling support through partnerships with the Community Health Awareness Council and the Columbia Neighborhood Center.

Safe School Environment: Safety is paramount at CMS. We are guided by our schoolwide expectations of "Bulldog PRIDE (Prepared, Respect, Integrity, Determination, Empathy)," which are consistently taught, reinforced and rewarded. Students can earn "Bulldog Bucks" for demonstrating these values, and Bulldog Bucks can be entered into a drawing for incentives.. The SCCOE selected CMS as a "Spotlight School" for providing a model Positive Behavioral Intervention and Support system.

Our efforts have been recognized -- CMS was awarded the Hoffmann Award from Santa Clara County in 2014 and the

2025-26 School Description and Mission Statement

California Gold Ribbon Award in May 2015.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	227
Grade 7	222
Grade 8	240
Total Enrollment	689

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	52.9
Non-Binary	0.3
American Indian or Alaska Native	2.9
Asian	8.3
Black or African American	0.9
Filipino	9.2
Hispanic or Latino	53.9
Native Hawaiian or Pacific Islander	2
Two or More Races	7.2
White	15.6
English Learners	28.4
Homeless	1.4
Socioeconomically Disadvantaged	40.5
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)	33.4	88.57	276.4	90.51	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	0.65	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	1.59	8.3	2.72	11953.1	4.28
Unknown/Incomplete/NA	3.7	9.81	15.6	5.14	15831.9	5.67
Total Teaching Positions	37.8	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.4	93.24	278.4	93.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.37	6.3	2.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	4.37	6.2	2.08	11746.9	4.23
Unknown/Incomplete/NA	0.7	1.97	8.2	2.76	14303.8	5.15
Total Teaching Positions	38	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31	84.78	267.6	89.88	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.57	3.2	1.08	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	4.54	4	1.37	12112.8	4.34
Unknown/Incomplete/NA	3.6	10.08	20.8	6.99	13705.8	4.91
Total Teaching Positions	36.5	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.1	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.1	0.2

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	0.00	1	1.3
Local Assignment Options	0.60	0.6	0.3
Total Out-of-Field Teachers	0.60	1.6	1.6

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)	0	0.4	0.9
No credential, permit or authorization to teach (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
Reading/Language Arts	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
Mathematics	Grade 6th - 8th: 1. Amplify Desmos Math 6th,7th,8th, 6/7th, 7/8th (Adopted 2023) 2. Illustrative Mathematics (Geometry)	0.0
Science	Grade 6th - 8th: FOSS Science: SCHOOL SPECIALTY (Adopted 2022) Additional Curriculum: Mosa Mack (Digital for 6th only) Adopted 2021	0.0
History-Social Science	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
Foreign Language	Senderos (Heritage Program); Vista Higher Learning (Adopted 2020)	0.0
Health	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

Columbia Middle School received an overall “Fair” rating (81.7%) on the 2025–26 Facility Inspection Tool (FIT), reflecting that while the campus remains safe and operational, several categories require continued attention. The school scored well in grounds and building systems, with identified needs in restroom compliance, interior conditions, and general safety practices such as storage and electrical access. Work orders have already been generated for each identified deficiency, and the District will be addressing these areas promptly over the coming weeks to ensure Columbia remains in good repair and aligned with state facility standards.

Columbia is also next in line, following Cherry Chase, for a comprehensive campus modernization project that would address many areas both in the classroom and outside of them to bring this campus up into the "good" range.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			GIRLS REST ROOM: 2. VENT COVER IS MISSING.
Interior: Interior Surfaces			X	10: 4. CARPET IS LIFTING. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11: 4. CARPET IS LIFTING. SINK CABINET HANDLE IS MISSING. 12: 4. CARPET IS LIFTING. 13: 4. CARPET IS LIFTING. CEILING TILE IS BROKEN. SINK CABINET HANDLE IS BROKEN. FORMICA IS CHIPPING ON COUNTERTOP. 14: 4. SINK CABINET HANDLE IS MISSING. CARPET IS LIFTING. 15: 4. CARPET IS LIFTING. 16: 4. CARPET IS LIFTING. 17: 4. CEILING TILE HAS A WATER STAIN. 23: 4. CARPET IS LIFTING. *PENCIL SHARPENER COVER IS MISSING*. 24: 4. FORMICA IS CHIPPING ON COUNTERTOP. 25: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 26: 4. SINK CABINET HANDLE IS MISSING. 28: 4. CEILING TILE IS BROKEN. 29: 4. CEILING TILE HAS A WATER STAIN. FORMICA IS CHIPPING ON COUNTERTOP. 3: 4. CEILING TILE IS TORN. 31: 4. CEILING TILE IS BROKEN. 32: 4. *PENCIL SHARPENER COVER IS MISSING*. 33: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILE IS BROKEN. 34: 4. WALLPAPER IS TORN. 35: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A WATER STAIN. 37: 4. FORMICA IS CHIPPING ON COUNTERTOP. . 38: 4. CEILING TILE IS BROKEN. 4: 4. CEILING TILE IS BROKEN. 40: 4. WALL TRIM IS LOOSE. RUBBER MOULDING IS LOOSE. 5: 4. *PENCIL SHARPENER COVER IS MISSING*.

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			<p>6: 4. FORMICA IS CHIPPING ON COUNTERTOP. 7: 4. CARPET IS LIFTING. RUBBER MOULDING IS MISSING. 8: 4. CARPET IS LIFTING. 9: 4. CARPET IS LIFTING. BOYS REST ROOM: 4. HANDICAP STALL IS UNABLE TO BE SECURED. URINAL VALVE COVER IS MISSING. COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. ELECTRICAL: 4. CEILING TILES HAVE WATER STAINS (ENTRYWAY). GIRLS REST ROOM: 4. STALL PARTITION SUPPORT BEAM IS DAMAGED CREATING AN INJURY HAZARD. HANDICAP STALL IS UNABLE TO BE SECURED. WALL TILE IS BROKEN. GYM: 4. RUBBER THRESHOLD IS DAMAGED AND LIFTING CREATING A TRIP HAZARD. WALL PADS ARE TORN. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. MDF: 4. CEILING TILES HAVE WATER STAINS. MENS LOCKER ROOM: 4. FLOORING IS CHIPPING. MOTHERS ROOM: 4. FLOOR TILES ARE BROKEN. MUSIC: 4. CARPET IS LIFTING. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. HOLE IN WALL. FORMICA TRIM IS CHIPPING ON COUNTERTOP. OFFICE : 4. CEILING TILES HAVE WATER STAINS. OFFICE: 4. CEILING TILE HAS A WATER STAIN. OFFICE: 4. CEILING TILES HAVE WATER STAINS. OFFICE: 4. RUBBER MOULDING IS MISSING. PRACTICE 1: 4. RUBBER MOULDING IS LOOSE. PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). STAFF LOUNGE: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. RUBBER MOULDING IS MISSING. WOMENS REST ROOM: 4. FLOOR TILES ARE MISSING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 5. PAPER CUTTER IS UNABLE TO BE SECURED. 6: 5. CARPET IS STAINED. ADMINISTRATION: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ASSISTANT PRINCIPAL: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ASSISTANT PRINCIPAL: 5. WAX IS SPILLED ON WALL. BOYS REST ROOM: 5. ROOM HAS A STRONG ODOR. COMPUTER LAB: 5. UNSECURED ITEMS ARE STORED TOO HIGH. COMPUTER ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. KILN: 5. ROOM IS OVERLY CLUTTERED,</p>

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			<p>MECHANICAL: 5. LADDERS ARE UNSECURED. MUSIC: 5. EXCESSIVE DEBRIS IN TWO LIGHT DIFFUSERS. LADDER IS UNSECURED. UNSECURED ITEMS ARE STORED TOO HIGH. OFFICE: 5.UNSECURED ITEMS ARE STORED TOO HIGH. PS5: 5. ROOM HAS A MUST ODOR. REST ROOM: 5. GRAFFITI ON WALL. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.. WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>10: 7. ELECTRICAL COVER IS MISSING. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11: 7. CORDS ARE CREATING TRIP HAZARDS. 12: 7. ELECTRICAL COVER IS MISSING. TWO WHITEBOARD LIGHTS ARE OUT. 13: 7. CORD IS CREATING A TRIP HAZARD. 14: 7. ONE LIGHT PANEL IS OUT. 15: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 17: 7. CORDIS CREATING A TRIP HAZARD. 18: 7. CORD IS CREATING A TRIP HAZARD. 2: 7. ACCESS TO ELECTRICAL PANELIS BLOCKED. 21: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 22: 7. TWO LIGHT PANELS ARE OUT. 23: 7. ELECTRICAL COVER IS MISSING. CORDS ARE CREATING TRIP HAZARDS. 24: 7. ELECTRICAL COVER IS MISSING. 25: 7. ELECTRICAL COVER IS MISSING. CORD IS CREATING A TRIP HAZARD. . 27: 7. CORD IS CREATING A TRIP HAZARD. 29: 7. CORD IS CREATING A TRIP HAZARD. ELECTRICAL COVER IS MISSING. 30: 7. ELECTRICAL COVER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 31: 7. CORDS ARE CRWATING TRIP HAZARDS. ELECTRICAL COVER IS MISSING. 34: 7. CORD IS CREATING A TRIP HAZARD. 37: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 40: 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 5: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 7: 7. ELECTRICAL COVER IS MISSING. 8: 7. CORDIS CREATING A TRIP HAZARD.</p>

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			<p>ADMINISTRATION: 7. THREE CAN LIGHTS ARE OUT. ASSISTANT PRINCIPAL: 7. EXTENSION CORD IS BEING PERMANENTLY USED. BOYS REST ROOM: 7. ONE LIGHT FIXTURE IS OUT. ONE LIGHT DIFFUSER IS MISSING. BOYS REST ROOM: 7. ONE LIGHT FIXTURE IS OUT. ONE LIGHT DIFFUSER IS LOOSE. BOYS REST ROOM: 7. ONE LIGHT FIXTURE IS OUT. LIGHT FIXTURES ARE RUSTED. COMPUTER ROOM: 7. ELECTRICAL COVER IS MISSING. ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. FOOD COURT: 7. ONE LIGHT FIXTURE IS MOVING. FLOOR OUTLET COVER IS MISSING. THREE CAN LIGHTS ARE OUT. GIRLS REST ROOM: 7. ONE LIGHT FIXTURE IS OUT. GIRLS REST ROOM: 7. TWO LIGHT PANELS ARE OUT. LIBRARY: 7. ELECTRICAL COVER IS MISSING. MECHANICAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. MULTI-USE: 7. ONE LIGHT PANEL IS OUT (STAGE). MUSIC: 7. FLOOR OUTLET COVERS ARE BROKEN CREATING TRIP HAZARDS. OFFICE: 7. ETHERNET COVER IS LOOSE. OUTLET COVER IS MISSING. PRACTICE 1: 4. RUBBER MOULDING IS LOOSE. 7. OUTLET COVER IS MISSING. PRACTICE 2: 7. OUTLET COVER IS MISSING. PS1: 7. CORD IS CREATING A TRIP HAZARD. PS2: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. REST ROOM: 7. ONE LIGHT PANEL IS OUT. STAFF LOUNGE: 7. ELECTRICAL COVER IS MISSING. STAFF WORKROOM: 7. FIVE LIGHT PANELS ARE OUT. WOMENS REST ROOM: 7. ONE LIGHT FIXTURE IS OUT. ONE LIGHT DIFFUSER IS MISSING. WORK ROOM: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>10: 9. DRINKING FOUNTAIN HANDLE IS MISSING. 13: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15: 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. 21: 9. FAUCET HAS A HAMMER EFFECT. 22: 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HAS A SPORADIC FLOW. 25: 9. DRINKING FOUNTAIN LEAKS AT HANDLE. 32: 9. THREE FAUCETS HAVE A LOW FLOW. 33: 9. ONE FAUCET HAS NO FLOW. *ACCESS TO CHEMICAL SHOWER IS BLOCKED*. 34: 9. *ACCESS TO CHEMICAL SHOWER IS BLOCKED*. 37: 9. ONE FAUCET IS MISSING. 39: 9. ONE FAUCET HAS NO FLOW.</p>

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			<p>4: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 5: 9. ONE FAUCET HANDLE IS MISSING. 6: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 7: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 9: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 8. ONE URINAL LEAKS AT WALL CUSTODIAN: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM: 8. ONE TOILET LEAKS AT FITTING. GIRLS REST ROOM: 9. ONE FAUCET HAS A CONSTANT DRIP/LOW FLOW. MENS REST ROOM: 9. ONE FAUCET HAS A LOW FLOW. MUSIC: 9. FAUCET LEAKS AT HANDLE. PS1: 8. TOILET IS LOOSE AT BASE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 9. DRINKING FOUNTAINS HAVE LOW FLOWS. PS2: 9. DRINKING FOUNTAIN HAS NO FLOW. PS3: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR'S. PS4: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR'S. PS5:8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR'S. REST ROOM: 8. REST ROOM IS OUT OF ORDER. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (DESIGNATED BOYS RR). 9. ONE FAUCET HAS A LOW FLOW. UNISEX REST ROOM: 9. FAUCET LEAKS AT HANDLE. WOMENS REST ROOM: 8. ONE TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>10: 11. IMPROPERLY STORED CLEANING SUPPLIES. 11: 11. IMPROPERLY STORED CLEANING SUPPLIES. 16:11. IMPROPERLY STORED CLEANING SUPPLIES. CHEMICALS ARE UNIDENTIFIED 17: 10. EVACUATION MAP IS NOT POSTED. 18: 10. PLUG IN AIR FRESHENER. 19: 11. PAINT IS PEELING ON EXTERIOR POST. (WILLIAMS NOTICE NOT POSTED) 2: 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/1/2023). 22: 11. IMPROPERLY STORED CLEANING SUPPLIES. 23:10. INGRESS/EGRESS IS PARTIALLY BLOCKED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 25: 11. PAINT IS PEELING ON EXTERIOR WALL. 27: 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 3: 10. PLUG IN AIR FRESHENER. EVACUATION MAP IS NOT POSTED. 30: 10. EVACUATION MAP IS NOT POSTED.</p>

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			<p>32: 11. PAINT IS PEELING ON EXTERIOR WALL/FENCE. 33: 10. EVACUATION MAP IS NOT POSTED. 35: 10. EVACUATION MAP IS NOT POSTED. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 37:10. EVACUATION MAP IS NOT POSTED (SITE MAP). 38: 10. EVACUATION MAP IS NOT POSTED. 39: 11. PAINT IS PEELING ON EXTERIOR WALL. AEROSOL AIR FRESHENER. 6: 10. FIRE EXTINGUISHER IS NOT MOUNTED (UNDER SINK). EVACUATION MAP IS NOT POSTED. 9: 10. EVACUATION MAP IS NOT POSTED. ADMINISTRATION: 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. ASSISTANT PRINCIPAL: 10. PLUG IN CANDLE WARMER. COUNSELOR: 10. TEMPORARY ROOM ID IS BEING PERMANENTLY USED. GYM: 11. PAINT IS PEELING ON DOORS. LIBRARY:10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. MECHANICAL:10. FIRE EXTINGUISHER IS NOT MOUNTED. MULTI-USE: 10. *EMERGENCY EXIT IS BLOCKED*. ACCESS TO FIRE EXTINGUISHER AND FIRE PULL IS BLOCKED. ACCESS TO WHEELCHAIR LIFT IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL (STAGE). MUSIC: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. OFFICE : 10. PLUG IN AIR FRESHENER. PE STORAGE: 10. NO ROOM ID. PS1: 10. PLUG IN AIR FRESHENER. NO ROOM ID. PS2: 10. PLUG IN CANDLE WARMER. EVACUATION MAP IS NOT POSTED. 11. AEROSOL AIR FRESHENER. REST ROOM: 10. NO ROOM ID. ROOM 2: 10. TEMPORARY ROOM ID IS BEING PERMANENTLY USED. TWO ROOMS ARE LABELED (2). ROOM 4: 10. TEMPORARY ROOM ID IS BEING PERMANENTLY USED. TWO ROOMS ARE LABELED (4). STAFF LOUNGE:10. EVACUATION MAP IS NOT POSTED. STAFF WORKROOM: 10. EVACUATION MAP IS NOT POSTED. STORAGE: 10. FIRE EXTINGUISHER TAG IS MISSING. WORK ROOM: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>12: 13. HOLE IN GUTTER CREATING A SLIP HAZARD. 3: 12. DRY ROT ON SIDING. 7: 12. DRY ROT ON EAVES SUPPORT BEAMS. PS4: 12. DRY ROT ON RAMP.</p>

School Facility Conditions and Planned Improvements

			<p>PS5: 12. DRY ROT ON WINDOW FRAME AND SIDING. STUDENT UNISEX REST ROOM: 12. DRY ROT ON COVERED WALKWAY UNISEX REST ROOM: 12. DRY ROT ON COVERED WALKWAY. WOMENS REST ROOM: 13. HOLE IS RUSTED THROUGH GUTTER.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>17:14. SECTION OF RAMP SKIRTING IS DAMAGED. 22:14. EXTERIOR BENCH IS BROKEN. 25:15. WINDOW BLINDS ARE DAMAGED. 3: 14. SECTIONS OF RAMP SKIRTING ARE MISSING. (WILLIAMS NOTICE NOT POSTED) 40: 14. TRIP HAZARD ON WALKWAY. 15. DOOR CLOSER COVER IS MISSING. 5: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. ELECTRICAL: 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. GYM: 15. DOOR CLOSER IS LEAKING. DOOR CLOSER COVERS ARE MISSING. MENS LOCKER ROOM: 15. WINDOW HANDLE IS BROKEN. MUSIC: 14. TRIP HAZARD ON WALKWAY. OFFICE: 14. TRIP HAZARD ON WALKWAY. RAMP IS RUSTED. PS3: 15. WINDOW SCREENS ARE MISSING. PS4: 15. WINDOW SCREENS ARE MISSING. PS5: 15. WINDOW SCREENS ARE MISSING. REST ROOM: 15. THRESHOLD IS MISSING. WOMENS REST ROOM: 15. DOOR DOESNOT OPEN/CLOSE PROPERLY.</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
English Language Arts/Literacy (grades 3-8 and 11)	38	39	54	55	47	48
Mathematics (grades 3-8 and 11)	26	32	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	696	673	96.70	3.30	38.84
Female	330	320	96.97	3.03	43.75
Male	364	351	96.43	3.57	34.29
American Indian or Alaska Native	20	20	100.00	0.00	30.00
Asian	59	58	98.31	1.69	58.62
Black or African American	--	--	--	--	--
Filipino	64	64	100.00	0.00	60.94
Hispanic or Latino	376	362	96.28	3.72	27.90
Native Hawaiian or Pacific Islander	14	13	92.86	7.14	46.15
Two or More Races	49	47	95.92	4.08	51.06
White	108	106	98.15	1.85	46.67
English Learners	192	175	91.15	8.85	5.71
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	297	283	95.29	4.71	26.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	108	96.43	3.57	10.19

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	696	688	98.85	1.15	31.73
Female	330	326	98.79	1.21	28.00
Male	364	360	98.90	1.10	35.00
American Indian or Alaska Native	20	20	100.00	0.00	5.00
Asian	59	59	100.00	0.00	57.63
Black or African American	--	--	--	--	--
Filipino	64	64	100.00	0.00	51.56
Hispanic or Latino	376	373	99.20	0.80	20.64
Native Hawaiian or Pacific Islander	14	13	92.86	7.14	23.08
Two or More Races	49	48	97.96	2.04	46.81
White	108	108	100.00	0.00	44.44
English Learners	192	190	98.96	1.04	4.74
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	297	293	98.65	1.35	18.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	108	96.43	3.57	7.41

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)	20.2	27.23	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	231	228	98.70	1.30	27.19
Female	116	115	99.14	0.86	20.00
Male	114	112	98.25	1.75	34.82
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	23	23	100.00	0.00	21.74
Hispanic or Latino	130	128	98.46	1.54	24.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	43.75
White	36	36	100.00	0.00	30.56
English Learners	53	52	98.11	1.89	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	104	98.11	1.89	17.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	6.06

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 5					
Grade 7	93	95	95	93	95

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

Columbia Middle School has an active and engaged parent community that contributes to various site-based leadership groups, including the School Site Council, PTSA, English Learner Advisory Committee (ELAC), and Music Boosters. The PTSA supports school-wide cultural events such as Día de Los Muertos and the Multi-Cultural Carnival. Parents also participate in district-level initiatives such as the Sunnyvale School District DELAC and the annual District Equity Summit. In addition to these formal committees, parents regularly volunteer to support school events and operations, including dances, picture days, field trips, and library activities. The Family Resource Center provides parents and guardians with a dedicated space to access resources, build community connections, and learn new skills to help them navigate the American school system. A bilingual Community Outreach Assistant further supports parents by ensuring they can access information and resources in their home language.

Communication with Families

Effective communication with families is a key priority at CMS and has improved significantly with the use of ParentSquare. Parents receive up-to-date information through weekly email bulletins, website updates, mailings, push notifications, autodialer phone messages, and ParentSquare announcements. Families can also access the Parent Portal to monitor student progress, grades, and missing assignments in real time.

With over 40% of CMS families speaking Spanish at home, all school communications—including mailings, meetings, ParentSquare messages, and autodialer calls—are translated into Spanish to ensure accessibility and inclusivity. In addition to schoolwide communication, teachers connect directly with families through phone calls, meetings, and home visits. The school's Academic Support time provides a structured opportunity for students to get targeted support, which also strengthens communication with parents regarding student learning and progress.

Parent Education and Engagement

Columbia Middle School offers a range of parent education opportunities addressing both social-emotional and academic topics, such as supporting adolescents with anxiety and depression and preparing students for college readiness. The school also hosts several parent-student events, including STEM Night, AVID Family Nights, and the 8th Grade Awards Night, where students have opportunities to share their learning through presentations or student-led conferences.

CMS continues to expand parent involvement on campus by welcoming more parent volunteers as noon aides, student store

2025-26 Opportunities for Parental Involvement

helpers, and classroom assistants, further strengthening the partnership between home and school.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	720	713	49	6.9
Female	337	333	20	6.0
Male	381	378	29	7.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	20	20	3	15.0
Asian	63	62	1	1.6
Black or African American	--	--	--	--
Filipino	65	65	4	6.2
Hispanic or Latino	392	387	29	7.5
Native Hawaiian or Pacific Islander	14	14	3	21.4
Two or More Races	50	49	3	6.1
White	109	109	5	4.6
English Learners	216	213	18	8.5
Foster Youth	--	--	--	--
Homeless	17	16	2	12.5
Socioeconomically Disadvantaged	325	320	27	8.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	120	119	14	11.8

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
7.17	4.55	6.81	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	0.14	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	6.81	0.14
Female	2.67	0.00
Male	10.50	0.26
Non-Binary	0.00	0.00
American Indian or Alaska Native	5.00	0.00
Asian	1.59	0.00
Black or African American	0.00	0.00
Filipino	4.62	0.00
Hispanic or Latino	7.91	0.26
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.00	0.00
White	8.26	0.00
English Learners	7.87	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	6.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	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

Columbia has a safe campus with staff assigned to monitor students in critical areas around the campus before, during, and after school. Following district guidelines, Columbia regularly trains personnel in crisis response and annually updates and trains all staff in the Disaster Preparedness Plan. All staff members receive annual training in child abuse reporting procedures, disaster procedures, routines, and emergencies, as well as policies related to their responsibilities in a civic disaster. Our Safe School Plan addresses school rules, sexual harassment, procedures for safe ingress and egress, and rules and procedures for student discipline. This plan is updated yearly.

Columbia students embody the CMS school-wide expectations of Safety, Respect, and Responsibility, which are explicitly taught, reinforced and rewarded throughout the year. We address issues such as bullying and harassment through our WEB (Where Everybody Belongs) Program, through classroom "Pup Talks," and through bringing guest speakers and other outside resources to campus. CMS also provides individual and group counseling to students in need. It is the goal of the Sunnyvale School District and Columbia Middle School to provide a safe and respectful learning environment for all. In addition, we have added an Advisory Class to our schedule, allowing us to provide a social-emotional curriculum to all students while building a stronger sense of community on our campus. The advisory class has also been incorporated into our MTSS process.

Our Comprehensive Safety Plan was last revised, reviewed, and approved by the School Site Council on November 12th, 2024. The new safety plan is scheduled to be developed and approved by December 2025.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	18	48	45	0
Other	0	0	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	19	49	58	1
Other	0	0	0	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	21	32	48	3

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	2
Social Worker	1.5
Nurse	
Speech/Language/Hearing Specialist	2.6
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
School Site	\$14,037.46	\$3,149.84	\$10,887.62	\$114,714.45
District	N/A	N/A	\$12,138.26	
Percent Difference - School Site and District	N/A	N/A	-10.9	-8.5
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-2.3	12.0

Fiscal Year 2024-25 Types of Services Funded

Columbia Middle School offers a variety of programs to support students during and after school hours. One of our new initiatives, Academic Support Time (AST), provides targeted assistance to students who require additional interventions. AST is a daily class where all students focus on building the academic skills needed for success in high school and beyond.

Through AST, English Learner (EL) students receive specialized instruction in reading and writing, emphasizing academic language in an EL Support class. Students who need math intervention are grouped to work directly with a math teacher during this time. Those not needing specific reading or math support collaborate in Bulldog Learning Communities, where they help one another with coursework three days a week. On the other two days, students work on organization and setting short-term SMART goals.

The AST model also supports students who need foundational literacy skills, as identified through NWEA and Core Phonics Assessments. Finally, AST incorporates monthly Second Step Lessons to provide Social Emotional Learning opportunities, with the AST teacher serving as each student's case manager.

Fiscal Year 2024-25 Types of Services Funded

Our after-school programs include K.L.A.S. and a Homework Center. K.L.A.S. provides three hours of academic support and enrichment opportunities. Each day, students rotate through three activities: one hour of academic support, one hour of enrichment, and one hour of physical activity. The Homework Center offers an additional opportunity for academic intervention three days a week and is open to all students.

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

Professional Development

The district provides numerous professional development opportunities for teachers. At CMS, our professional development has been focused on three overarching areas: Social-Emotional Learning, Curriculum and Instruction, and School Climate.

Our curricular and professional development has concentrated on implementing the Common Core Standards by creating standards-based assessments, rubrics, and curriculum maps. This year, our focus has continued on standardizing our instructional practices school-wide by implementing the AVID WICOR and College and Career Readiness Framework. Additionally, there will be a focus this year on providing more support for our new ELA curriculum adoption and on additional professional development on various curriculums (e.g., STEMscopes, TCI, Desmos) across all departments. Teachers received professional development on Professional Learning Communities via Solution Tree to monitor this goal. In addition to the professional development in September, Solutiontree provides follow-up coaching sessions three times throughout the year.

To this end, all teachers have been trained in designated ELD with additional professional development on Quick Writes, Student Structured Talks, and AVID WICOR.

At Columbia Middle School, we believe all students can learn. We strive to provide a learning environment where students feel safe and can thrive academically and socially. CMS promotes climate and behavior expectations through our Bulldog PRIDE program. In the 2022-2023 SY, Bulldog PRIDE replaced SR2 as CMS's student behavior framework. The word PRIDE serves two purposes. It not only promotes positive feelings in the students about the campus and their connection to it, but it is also an acronym that explicitly spells out student expectations and desired attributes (P-Prepared, R-Respectful, I-Integrity, D-Determination, E-Empathy). These expectations and attributes are expressly taught, modeled, and rewarded throughout the year by all campus community members. Our Bulldog PRIDE team analyzes campus climate data monthly to ensure our instruction is effective and that further support is targeted. In the 2022-2023 SY, CMS established the "Peaceful Bulldogs," a student-led peer mediation program. Lastly, student assemblies are held to address campus-wide issues as they arise.

Professional Development

Teachers are given professional development at the site and district levels to accomplish important work. Teachers collaborate weekly during a 90-minute late start time around the professional development themes listed above. In addition to weekly site professional development, CMS participates in common late starts, allowing both middle schools in the district to collaborate around best practices and receive district-wide professional development. Additionally, the district provides three full-day professional development days throughout the year to help further our professional development goals. Teachers are also encouraged to attend conferences that support their work (AVID, CABE, MidMath). Implementation is further supported through peer observation protocols, in-class coaching facilitated by our Instructional Coaches, and feedback from "Best Practice Visits" by administrators.

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	8	8	8