

Columbia Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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://www.sesd.org/columbia
Grade Span	
County-District-School (CDS) Code	43696906049241

2024-25 District Contact Information

District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Michael Gallagher
Email Address	michael.gallagher@sesd.org
District Website	www.sesd.org

2024-25 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 an enrollment of 580 middle school students from diverse ethnic and socioeconomic backgrounds. Four elementary schools (Lakewood, Bishop, Fairwood, and San Miguel) feed into Columbia.

2024-25 School Description and Mission Statement

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 Advisory Program. 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 California Gold Ribbon Award in May 2015.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	237
Grade 7	232
Grade 8	203
Total Enrollment	672

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.4
American Indian or Alaska Native	3.1
Asian	9.1
Black or African American	1.5
Filipino	10.3
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	1.5
Two or More Races	5.5
White	12.6
English Learners	28.3
Foster Youth	0.1
Socioeconomically Disadvantaged	48.8
Students with Disabilities	17.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.40	83.43	264.80	88.16	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.40	1.40	0.47	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	8.97	9.00	3.00	12115.80	4.41
Unknown/Incomplete/NA	2.80	7.15	24.10	8.04	18854.30	6.86
Total Teaching Positions	40.10	100.00	300.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.40	88.57	276.40	90.51	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.59	8.30	2.72	11953.10	4.28
Unknown/Incomplete/NA	3.70	9.81	15.60	5.14	15831.90	5.67
Total Teaching Positions	37.80	100.00	305.40	100.00	279044.80	100.00

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

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)	35.40	93.24	278.40	93.05	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.37	6.30	2.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	4.37	6.20	2.08	11746.90	4.23
Unknown/Incomplete/NA	0.70	1.97	8.20	2.76	14303.80	5.15
Total Teaching Positions	38.00	100.00	299.20	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.10	0.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.10	0.00	0.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00	1
Local Assignment Options	2.70	0.60	0.6
Total Out-of-Field Teachers	3.60	0.60	1.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	0	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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 (6th-8th) Vista Higher Learning (Adopted 2020) Designated English Language Development (ELD) 1. Get Ready & Get Reading (Newcomers 1) 2. Bridges (Newcomers 2) 3. English 3D (LTELs)	Yes	0.0
Mathematics	Grade 6th - 8th: 1. Amplify Desmos Math 6th,7th,8th, 6/7th, 7/8th, and Algebra (Adopted 2023) 2. Illustrative Mathematics (Geometry)	Yes	0.0
Science	Grade 6th - 8th: FOSS Science: SCHOOL SPECIALTY (Adopted 2022) Additional Curriculum: Mosa Mack (Digital for 6th only) Adopted 2021	Yes	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	Yes	0.0
Foreign Language	Senderos (Heritage Program); Vista Higher Learning (Adopted 2020)	Yes	0.0

Health	Rights, Respect, Responsibility (3Rs) Curriculum Adopted 2019	Yes	0.0
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Columbia Middle has gone through several phases of modernization over the past few years. As a result, the campus is in excellent condition, safe for all occupants and all systems are functioning. In the upcoming summer the Operations Staff will be re-slurrying the blacktop area as it is in need of that routine maintenance.

Year and month of the most recent FIT report	11/25/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical		X		2: Burnt out lights 3: Burnt out lights Music: My have a roof leak. PS3: Burnt out lights PS4: Burnt out lights PS5: Burnt out lights
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Music: My have a roof leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Admin area: Kitchen:

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	38	55	54	46	47
Mathematics (grades 3-8 and 11)	25	26	48	49	34	35

2023-24 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	669	649	97.01	2.99	37.75
Female	328	320	97.56	2.44	41.88
Male	340	328	96.47	3.53	33.84
American Indian or Alaska Native	22	22	100.00	0.00	45.45
Asian	56	54	96.43	3.57	57.41
Black or African American	--	--	--	--	--
Filipino	72	70	97.22	2.78	62.86
Hispanic or Latino	374	361	96.52	3.48	24.93
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	45.45
Two or More Races	38	36	94.74	5.26	63.89
White	86	85	98.84	1.16	43.53
English Learners	184	171	92.93	7.07	4.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	293	97.02	2.98	24.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	121	97.58	2.42	5.79

2023-24 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	669	661	98.80	1.20	25.91
Female	328	324	98.78	1.22	23.22
Male	340	336	98.82	1.18	28.57
American Indian or Alaska Native	22	22	100.00	0.00	13.64
Asian	56	56	100.00	0.00	46.43
Black or African American	--	--	--	--	--
Filipino	72	70	97.22	2.78	45.71
Hispanic or Latino	374	370	98.93	1.07	15.99
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	0.00
Two or More Races	38	37	97.37	2.63	48.65
White	86	85	98.84	1.16	36.47
English Learners	184	182	98.91	1.09	1.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	300	99.34	0.66	14.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	124	122	98.39	1.61	5.74

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.39	20.20	44.48	41.52	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	201	98.53	1.47	19.90
Female	106	104	98.11	1.89	18.27
Male	98	97	98.98	1.02	21.65
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	17	16	94.12	5.88	56.25
Hispanic or Latino	129	127	98.45	1.55	8.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	25.00
English Learners	55	54	98.18	1.82	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	98	98.00	2.00	13.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	5.13

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.

2023-24 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Columbia Middle School has an active parent population which includes involvement in such site-based leadership groups as School Site Council, PTSA, English Learner Advisory Committee (ELAC), and Music Boosters. Parents are also involved in the Sunnyvale School District DELAC and participate in the District Equity Summit each year. In addition to these official committees, parents regularly volunteer to assist with school dances, picture days, field trips, and the library. Something new that was added this year is our Family Resource Center which will provide parents and guardians; there own space to find resources or learn new skills to help them navigate the American school system.

Communication with parents is essential, and to that end, CMS provides parents with up-to-date information through weekly emails, website updates, mailings, push notifications, and phone messages through the use of an autodialer. Parents can receive current information on student progress through our Parent Portal, which allows parents to view student grades and missing assignments online. More than 40% of our families speak Spanish in the home; we ensure Spanish translation of all mailings, meetings, and autodialer phone calls. In addition to the communication sent to all parents, our teachers communicate with parents regarding student progress via phone calls, meetings, and home visits. In addition, we added an Advisory class to CMS last year, and the Advisor is the key contact person for a small caseload of students in each grade level, which should help with parent communication.

Columbia Middle provides parent education around social/emotional needs (i.e. anxiety and depression in teens) and academic topics (how to begin preparing your students for college.). Columbia Middle host parent/student nights, such as STEM Night, AVID Nights, and 8th Grade Awards Night. Students demonstrate their learning to their parents at these events through presentations or student-led conferences. Currently, Columbia is incorporating more parent volunteers on to the school site as noon-aides, student store and classroom volunteers.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	10.29	7.17		2.22	1.97		3.17	3.6	
Expulsions	0	0		0	0		0.07	0.08	

2023-24 Suspensions and Expulsions by Student Group

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

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 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 October 10th, 2023. The new safety plan is scheduled to be developed and approved by December 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	13	90	21	

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

2023-24 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	

2023-24 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$19,602.53	\$6,846.19	\$12,756.34	\$101,837.25
District	N/A	N/A	\$12,276.89	\$110,924
Percent Difference - School Site and District	N/A	N/A	3.8	-8.5
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	16.9	5.6

Fiscal Year 2023-24 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.

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

Fiscal Year 2023-24 Types of Services Funded

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$74,245	\$58,553
Mid-Range Teacher Salary	\$107,554	\$93,924
Highest Teacher Salary	\$139,457	\$119,489
Average Principal Salary (Elementary)	\$175,223	\$149,898
Average Principal Salary (Middle)	\$187,114	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$348,609	\$270,432
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	7%	6%

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.

Teachers are given professional development at the site and district levels to accomplish important work. Teachers collaborate

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8