

Cupertino Union

Manuel De Vargas Elementary

2022-2023 School Accountability Report Card

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SCHOOL ADMINISTRATION

Stephanie Park
park_stephanie@cusdk8.org

SCHOOL INFORMATION

43694196046965
5050 Moorpark Ave.
San Jose, CA 95129-2136
(408) 252-0303
www.cusdk8.org

SUPERINTENDENT

Stacy Yao
yao_stacy@cusdk8.org

DISTRICT INFORMATION

Cupertino Union
1309 South Mary Ave.
Sunnyvale, CA 94087-3050
(408) 252-3000

BOARD OF EDUCATION

Phyllis Vogel
Jerry Liu
Ava Chiao
Satheesh Madhathil
Sylvia Leong

DISTRICT ADMINISTRATION

Stacy Yao,
Superintendent
Allison Liner,
Deputy Superintendent,
Educational Services
Chris Jew,
Chief Business Officer
Mike Ghelber,
Associate Superintendent,
Human Resources
Leslie Mains,
Chief Engagement Officer
Mahmoud Abed,
Chief Technology Officer

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

MISSION STATEMENT

The Mission of the Cupertino Union School District is to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. District families, communities, and staff join as partners to develop creative, exemplary learners with the skills and enthusiasm to contribute to a constantly changing global society.

OUR FOCUS

- We will prepare students for future success - in high school, college, career, and in life - in this rapidly changing world
- We will provide personalized and challenging learning experiences, designed to help each child stretch towards their "just right" next learning step
- We will develop the whole child - social, emotional, intellectual, mental and physical well-being
- We will support student success and family engagement by building partnerships with parents and community organizations

OUR COMMITMENT AND PROMISE

- Provide Meaningful, Creative, and Innovative Curriculum and Instruction that supports student engagement and deepen student learning experiences
- Design Dynamic Learning Environments to meet the needs of all students while challenging each to develop existing skills, interests and understandings, as well as building new ones
- Attract, retain and support high quality staff who are seen as leaders and learners empowered to inspire our students
- Engage Family and Community as partners to actively support and improve the academic achievement, social and behavioral development, and health of our students
- Ensure District Communication systems are in place in order to connect our schools to our families and community, celebrate the successes of our students, staff and alumni while attracting and welcoming new families to the District
- Develop and maintain a District culture and infrastructure that ensures fiscal responsibility and places highest value on student learning
- Students will be provided and engage in learning experiences that are relevant and rigorous, personalized, and focused on the development of the whole child

OUR BELIEFS

- All children will progress, learn and thrive when provided engaging learning experiences and environments
- One size does not fit all - students learn at different paces and in different ways
- Academics are a portion of what matters to a child's success in school and in life
- When families, communities and schools work together, students are more successful and the entire community benefits

SCHOOL PROFILE

The Cupertino Union School District is the largest elementary school district in northern California. The District serves over 14,000 students in 17 elementary schools, one K-8 school, and five middle schools throughout the city of Cupertino and parts of the cities of Sunnyvale, San Jose, Saratoga, Los Altos, and Santa Clara.

SCHOOL VISION STATEMENT

DeVargas Elementary School's vision is to create an academically rigorous TK-5 STEM school that empowers self-motivated students to collaborate, think critically, solve problems and contribute to the global society.

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	100
1st	68
2nd	52
3rd	47
4th	51
5th	62
Total	380

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	47.90
Male	52.10
Non-Binary	
American Indian or Alaska Native	0.80
Asian	54.70
Black or African American	2.10
Filipino	1.80
Hispanic or Latino	22.90
Native Hawaiian or Pacific Islander	
White	9.70
Two or More Races	3.70
EL Students	40.30
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	38.40
Migrant Education	
Students with Disabilities	11.30

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.80	96.23	642.70	93.60	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	0.50	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.40	0.35	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.69	11.10	1.62	12,115.80	4.41
Unknown	0.20	1.08	26.90	3.92	18,854.30	6.86
Total Teaching Positions	18.50	100.00	686.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	100.00	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	0.53	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	0.61	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.80	1.18	11,953.10	4.28
Unknown	0.00	0.00	24.90	3.79	15,831.90	5.67
Total Teaching Positions	18.50	100.00	659.60	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.50	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
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	0.00

INSTRUCTIONAL MATERIALS

Cupertino Union School held a Public Hearing on September 21, 2023, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English/Language Arts / Publisher: Houghton Mifflin/ Adoption: 2003	Yes	0
	Grades: K-5th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2014	Yes	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt/ Adoption: 2015	Yes	0
History / Social Science	Grades: K-5th / Course: History/Social Science / Publisher: Pearson Scott Foresman/ Adoption: 2007	No	0
Science	Grades: K-5th / Course: Science / Publisher: Accelerate Learning/ Adoption: 2020	Yes	0
	Grades: K-5th / Course: Science / Publisher: Pearson/ Adoption: 2020	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

SCHOOL FACILITIES

De Vargas School is comprised of a kindergarten area, library media center, MakerSpace, Think Tank, large multipurpose room, and 26 classrooms. The school also enjoys two spacious playgrounds with slides and play bars, as well as grassy fields for running, sports, and games. During the 2019-20 school year, the school upgraded the Kindergarten area with new modular buildings with restrooms and an expanded play area.

Campus Supervision & Safety

The Cupertino Union School District, all schools, and staff are dedicated to ensuring the safety of all students when attending school. Before school, during recess and lunch, students are monitored by school staff. When students are dismissed for the day, teachers and other school staff monitor the student pickup areas. During school hours, all visitors must sign in at the front office, show photo identification, and wear identification badges while on campus.

Cleaning Process

The Principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. In the evenings and during the day, custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Cupertino Union School District to ensure that all classrooms and facilities are maintained to a degree of adequacy.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	11/9/2023
Data Collected:	November 2023
Overall Summary of School Facility Conditions:	Fair

School Facility Inspection Results

Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	GIRLS RESTROOM: 2. DIRTY VENT.
INTERIOR: Interior Surfaces	Fair	13: 4. CEILING TILE HAS A WATER STAIN. OFFICE/ STORAGE: 4. CEILING TILE IS MISSING. K-1: 4. CEILING TILES ARE DAMAGED. 10: 4. CEILING TILES ARE MISSING. 10, GLC, STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS. GIRLS RESTROOM: 4. FORMICA IS MISSING ON STALL DIVIDERS. 25, 27: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 21: 4. HOLE IN FLOOR.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Fair	13: 5. AREAS OF ROOM ARE OVERLY CLUTTERED. 12, 13, 19: 5. PAPER CUTTER IS UNABLE TO BE SECURED. 10, 12, 13, 14, 19, 24, 29, 30, 32, K-1, K-2, K-3, NURSE, STAFF LOUNGE, SUPPLY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 24: 6. POSSIBLE TERMITE DAMAGE TO EAVES.
ELECTRICAL: Electrical	Poor	OFFICE/ STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9: 7. CORD IS CREATING A TRIP HAZARD. SECTION OF ELECTRICAL CONDUIT IS MISSING. 12, 13: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15, 16: 7. ELECTRICAL CONDUIT IS LOOSE FROM CEILING. 16, 24, 26: 7. ELECTRICAL COVER IS MISSING IN CEILING. 16: 7. ELECTRICAL COVER/BOX IS WRONG SIZE. 25: 7. ETHERNET COVER IS MISSING. 7, 19, K-3: 7. ETHERNET/PHONE COVER IS MISSING. 15: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 19, 25, 27, 15A: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 23: 7. EXTERIOR ELECTRICAL COVER IS MISSING. 4/ THINK TANK: 7. FLOOR OUTLET COVER IS MISSING. 7, 8: 7. FLOOR OUTLET COVERS ARE MISSING. 5: 7. LIGHT DIFFUSER IS LOOSE. 12, 21, 24, 26, 27, 15A: 7. MULTIPLE LIGHT BULBS ARE OUT. GLC: 7. MULTIPLE LIGHT FIXTURES ARE OUT. BOYS RESTROOM: 7. ONE CAN LIGHT IS OUT. SUPPLY ROOM: 7. ONE LIGHT DIFFUSER IS LOOSE. 12, 27: 7. ONE LIGHT PANEL IS BAD. 24, 26, BOYS RESTROOM, BOYS RESTROOM: 7. ONE LIGHT PANEL IS OUT. 17: 7. OUTLET COVER IS BROKEN. 25: 7. TWO ELECTRICAL COVERS ARE MISSING IN CEILING. 26: 7. TWO LIGHT PANELS ARE BAD.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Fair	30: 8. ONE TOILET LID IS MISSING. 31: 9. DRINKING FOUNTAIN HANDLE IS MISSING AND HAS NO FLOW. 8, 17: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 22: 9. DRINKING FOUNTAIN HAS NO FLOW. 11: 9. EXTERIOR SPIGOT HAS A DRIP. 7, 24: 9. FAUCET HAS A LOW FLOW. 22: 9. FAUCET LEAKS AT HANDLE IN RESTROOM. 30: 9. ONE DRINKING FOUNTAIN IS LOOSE AT BASE.
SAFETY: Fire Safety, Hazardous Materials	Fair	GLC: 10. EMERGENCY EXIT HALLWAY IS USED FOR STORAGE BLOCKING INGRESS/EGRESS. 21, 22, 26, STAFF LOUNGE: 10. EVACUATION MAP IS NOT POSTED. 21: 10. FIRE EXTINGUISHER HOSE STRAP IS BROKEN. 7: 10. FIRE EXTINGUISHER IS MISSING. 25: 10. MULTIPLE PLUG IN AIR FRESHENERS. 24: 10. PLUG IN AIR FRESHENER. K-1: 10. PLUG IN CANDLE WARMER (LEFT ON AFTER HOURS). 17, 27: 11. AEROSOL AIR FRESHENER. K-2, K-3: 11. IMPROPERLY STORED CLEANING SUPPLIES. BOYS RESTROOM: 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 14, 19, CUSTODIAN: 11. PAINT IS PEELING ON EXTERIOR WALL. 25: 11. PAINT IS PEELING ON THE DOOR. RESTROOM: 11. PAINT IS PEELING ON THE INTERIOR WALL. 17, 20: 11. PAINT IS PEELING ON WINDOW FRAME.
STRUCTURAL: Structural Damage, Roofs	Good	19: 12. CRACK IN EXTERIOR WALL. 14: 12. CRACKS IN EAVES. 21: 12. DRY ROT ON SIDING. 26: 13. HOLE IN EAVES. GLC: 13. HOLES IN GUTTERS.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PLAYGROUNDS: 14. PLAY COMPONENT IS BROKEN. 30 (NEAR GATE), GLC: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 7, GIRLS RESTROOM, GLC: 15. DOOR CLOSER COVER IS MISSING. 4/ THINK TANK: 15. DOOR IS RUSTED. 14, 16, 17, 18, 19, 20: 15. WINDOW SCREEN IS MISSING.

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	64	58	84	83	47	46
Mathematics (Grades 3-8 and 11)	61	63	84	84	33	34
Science (Grades 5, 8, and 10)	53	56	77	76	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	168	153	91.07	8.93	58.17
Male	94	84	89.36	10.64	57.14
Female	74	69	93.24	6.76	59.42
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	96	87	90.63	9.37	71.26
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	33	89.19	10.81	15.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	18	17	94.44	5.56	64.71
Two or More Races	13	12	92.31	7.69	75.00
EL Students	57	46	80.70	19.30	23.91
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	36	92.31	7.69	33.33
Migrant Education	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	13.04

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	168	163	97.02	2.98	62.58
Male	94	90	95.74	4.26	62.22
Female	74	73	98.65	1.35	63.01
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	96	93	96.88	3.12	80.65
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	36	97.30	2.70	19.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	18	17	94.44	5.56	64.71
Two or More Races	13	13	100.00	0.00	53.85
EL Students	57	56	98.25	1.75	35.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	37	94.87	5.13	29.73
Migrant Education	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	21.74

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	64	63	98.44	1.56	55.56
Male	27	27	100.00	0.00	55.56
Female	37	36	97.30	2.70	55.56
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	33	33	100.00	0.00	75.76
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	13	13	100.00	0.00	30.77
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95.00	5.00	36.84
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
 - Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation					
Grade	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
5th	97	97	92	92	92

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	447	428	84	19.6
Female	209	203	40	19.7
Male	238	225	44	19.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	259	243	29	11.9
Black or African American	8	8	2	25.0
Filipino	7	7	2	28.6
Hispanic or Latino	94	94	35	37.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	41	40	9	22.5
Two or More Races	16	16	2	12.5
EL Students	203	196	42	21.4
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Military	--	--	--	--
Socioeconomically Disadvantaged	162	160	48	30.0
Migrant Education	0	0	0	0.0
Students with Disabilities	64	64	17	26.6

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

It is a high priority at De Vargas to welcome and encourage parents to visit, volunteer, and participate in decision-making meetings. Our HSC and SSC is continuously looking for parents to volunteer in a variety of capacities at our school.

Strong HSC

The De Vargas Home and School Club (HSC) is a thriving organization providing many activities throughout the year for parents to be involved with the school. The HSC fundraises through events like the Walkathon and Book Fair. They also accept direct donations that go towards providing additional funds for enrichment opportunities, namely Music and Art instruction for the students.

Strong Community Support

At De Vargas, we are fortunate to have strong community support through the HSC and active parent involvement in the classrooms. Parent volunteers assist teachers in the classroom and work with small groups of students. After school programs such as After School Tutorial, and City of Cupertino provide after school opportunities for our students. A school-wide food drive is organized each year to benefit families in the community, and the Service Club conducts monthly projects to benefit local and state charities.

Parent Volunteers

Parents are encouraged to volunteer in our classrooms. In addition, parents, staff, and students participate in the Project Cornerstone character building program. Project Cornerstone is run completely by parent volunteers. In 2018-2019 we introduced grade level ROAR Days. These are specially designed days for students to get opportunities to build their STEAM and SEL skills. Parents enjoy volunteering on these days. Finally, HSC provides many activities that include parent and community involvement, volunteers are always greatly appreciated at these events. Contact the school for information about any of these programs.

Parents as Partners

De Vargas parents are involved on many different levels. They are involved as partners seeing that their children get to school on time and that homework is completed in a timely manner. Parents are involved as collaborators helping to write grants, and yearly spend hundreds of hours working in classrooms assisting students and teachers. Parents are active members of the School Site Council. This committee provides input for the school budget and school goals. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact De Vargas Elementary at (408) 252-0303.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.00	0.22	0.00	0.00	0.00
District	0.04	0.50	0.56	0.00	0.01	0.01
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	0.22	0.00
Female	0.00	0.00
Male	0.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	2.44	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.62	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.56	0.00

SCHOOL SAFETY

Safety of students and staff is a primary concern of the Cupertino Union School District. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation area, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year and intruder/lock-down drills are held annually.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The last review was in August 2023. An updated copy of the plan is available to the public at the school office.

OTHER SARC INFORMATION

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

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
K	19	17	20	2	4	2	3	2	3	1	1	1
1st	16	13	14	1	3	3	3	1	2			
2nd	15	15	13	2	3	3	2		1			
3rd	15	15	16	2	2	1	3	2	2			
4th	23	30	21	1		1	6	6	6			
5th	28	22	31	1	1		3	6	6			
Other												

DISTRICT REVENUE SOURCES

In addition to general state funding, the Cupertino Union School District receives state and federal funding for the following categorical funds and other support programs:

FEDERAL FUNDS

- Title I
- Workability I
- Title II Part A-Teacher Quality
- Title II Technology
- Title II Administrator Training
- Title III LEP
- Title IV
- Title V

STATE FUNDS

- Tier III Flex Categorical Funds
- Class Size Reduction
- EIA
- Lottery - Proposition 20

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,262.00
School: From Supplemental/Restricted Sources	\$ 1,246.00
School: From Basic/Unrestricted Sources	\$ 8,016.00
District: From Basic/Unrestricted Sources	\$ 6,981.00
Percentage of Variation between School & District	14.83 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	5.38 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 65,963.00	\$ 54,215.36
Mid-Range Teachers	\$ 96,962.00	\$ 86,843.27
Highest Teachers	\$ 125,083.00	\$ 111,440.49
Elementary School Principals	\$ 170,665.00	\$ 140,851.44
Middle School Principals	\$ 183,386.00	\$ 147,064.90
High School Principals	\$ 0.00	\$ 142,189.00
Superintendent	\$ 297,955.00	\$ 252,465.94
Teacher Salaries	37.6 %	33.16 %
Administrative Salaries	6.4 %	5.15 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2021-22 Average Teacher Salary	
School	\$ 104,944.00
District	\$ 97,523.00
Percentage of Variation between School & District	7.61 %
All Similar School Districts	\$ 89,574.00
Percentage of Variation between School & State	17.16 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	178	105	78

PROFESSIONAL DEVELOPMENT

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district annually dedicates four days exclusively to the professional development of school site staff. The district continuously offers additional professional development opportunities to staff throughout the school year.

The table below displays the number of professional development days available to staff.

Recent topics for staff development include but are not limited to:

- English 3D
- English Language Arts Cadre
- English Language Development Read 180
- English Language Proficiency Assessments for California Training
- Elementary School History and Social Science Pilot
- Inspire Reading
- Inspire Writing
- K-5 Science Pilot
- Learning Labs
- Math Cadre
- Middle School English Language Arts
- Middle School History and Social Science Pilot
- Middle School Science Pilot
- Minecraft

- Positive Behavioral Intervention and Support
- Public Education and Business Coalition Workshop
- Safety Care Training
- Science Consensus Building Day
- Teachers College Project Schools
- U of S Writing Intro for New Hires
- 5th grade Human Growth and Development Staff Training
- 6th grade Math Institute
- 7th grade Human Growth and Development Staff Training

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Saratoga, Santa Clara, San Jose, Los Altos, and Sunnyvale, which contain numerous computer workstations.