

Cupertino Union Cupertino Middle

2022-2023 School Accountability Report Card

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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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Deputy Superintendent,
Educational Services
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Chief Business Officer
Mike Ghelber,
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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 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.

ABOUT THE SCHOOL

Cupertino Middle School strives to nurture the whole child by providing a learning environment conducive for academic, social, and emotional success. Each student is encouraged to achieve a personal best and receives recognition for it. We are committed to ensuring that our students have a strong home-school connection, including an unwavering sense of belonging to the CMS Community.

CMS is on the borders of Sunnyvale, Cupertino, and Los Altos. The diversity of staff, students, and families represent these three communities. More than half of students and staff speak another language at home. This richness in culture only strengthens a sense of belonging.

CMS strives to continually create learning environments that are physically, intellectually, and emotionally safe.

CMS Study Council and Leadership Program focuses on the "student voice," creating memories...

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
6th	380
7th	382
8th	337
Total	1099

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	47.80
Male	52.20
Non-Binary	
American Indian or Alaska Native	0.10
Asian	51.60
Black or African American	0.80
Filipino	2.20
Hispanic or Latino	10.30
Native Hawaiian or Pacific Islander	0.10
White	26.90
Two or More Races	5.60
EL Students	12.60
Foster Youth	0.10
Homeless	0.10
Military	
Socioeconomically Disadvantaged	16.50
Migrant Education	
Students with Disabilities	8.90

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)	51.20	89.86	642.70	93.60	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.70	1.32	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)	0.30	0.58	11.10	1.62	12,115.80	4.41
Unknown	4.70	8.25	26.90	3.92	18,854.30	6.86
Total Teaching Positions	56.90	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)	49.20	90.14	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.91	3.40	0.53	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	1.83	4.00	0.61	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.99	7.80	1.18	11,953.10	4.28
Unknown	2.70	5.10	24.90	3.79	15,831.90	5.67
Total Teaching Positions	54.60	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	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.30	1.00

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	1.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.60	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: 6th-8th / Course: English/Language Arts / Publisher: Inquiry by Design/ Adoption: 2014	Yes	0
	Grades: 6th-8th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2015	Yes	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: CPM Education Program/ Adoption: 2015	Yes	0
History / Social Science	Grades: 6th-8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute/ Adoption: 2020	Yes	0
Science	Grades: 6th-8th / Course: Science / Publisher: Accelerate Learning/ Adoption: 2021	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

Cupertino Middle School is comprised of 59 classrooms (including three music rooms, one foods room, one woodshop room, one metalshop room); two locker rooms, a library media center, a media room; a gym, a fitness room, a weight room, and an Event Center that can double as a second gym. The school also enjoys a spacious outside area including four wide corridors, three small gardens, a central quad area, two large blacktop/outdoor game areas, a track, as well as three grassy fields for sports and outdoor activities, all with plenty of student seating.

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 Administration works daily with the custodial staff to ensure that the sanitation of the school is maintained to provide for a clean and safe school. During the day and in the evenings, custodians ensure classrooms, restrooms, and campus grounds are well kept to receive students. A scheduled maintenance program is also administered by the Cupertino Union School District multiple times a year to ensure that all classrooms and facilities meet health codes.

Maintenance and Repair

District maintenance staff utilizes a timely work order process for necessary repairs and improvements to keep the school in operational and in compliance with city codes. District maintenance staff provides efficient service and the highest priority to emergency work orders.

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:	11/11/2023
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	BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. NURSE: 2. VENT COVER IS MISSING IN RESTROOM. 57: 2. VENT COVER IS MISSING.
INTERIOR: Interior Surfaces	Fair	BOYS CHANGING ROOM: 4. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 10, 12, 26, 54, 55, MUSIC 3, STAFF WORKROOM: 4. CEILING TILE HAS A WATER STAIN. MUSIC 3, NURSE, OFFICE: 4. CEILING TILE IS BROKEN. 27: 4. CEILING TILE IS LOOSE. 58: 4. CEILING TILE IS TORN. 57: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 19, 20, 21, 23, 24, 25, OFFICE, PREP ROOM, STAFF ROOM, GIRLS CHANGING ROOM (FOYER): 4. CEILING TILES HAVE WATER STAINS. 56: 4. FLOOR TILE IS BROKEN AT ENTRY. 54: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 7, 27, 28, 29: 4. PENCIL SHARPENER COVER IS MISSING. 20: 4. WALL PAPER IS TORN. 40: 4. WALL TILE IS MISSING. WALL TILE IS BROKEN. WATER DAMAGE TO BACK EAVES. 36, 50: 4. WALLPAPER IS TORN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	MDF/ ELECTRICAL: 5. BLACK GROWTH ON WALL. STORAGE: 5. FLOORING IS DIRTY. RECORDS: 5. ROOM IS OVERLY CLUTTERED. GIRLS RESTROOM: 5. TOILET PAPER IS STUCK TO THE WALL THROUGHOUT ROOM. 31, 42, 47, 48, 54, 56, BOYS CHANGING ROOM, LIBRARY (FOYER), PREP ROOM, PREP ROOM, PREP ROOM, RECORDS, STORAGE, STORAGE/ PREP, STORAGE/ PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Poor	17: 7. CORD IS CREATING A TRIP HAZARD. 1, 17, 33, 38, 49, STORAGE/ PREP, STORAGE/ PREP: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 30, 32, 37, 38: 7. ELECTRICAL CONDUIT END CAP IS MISSING. 29, 34: 7. ELECTRICAL COVER IS LOOSE EXPOSING LIVE WIRES. GIRLS CHANGING ROOM, BOYS CHANGING ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 18: 7. ELECTRICAL COVER IS MISSING. 50: 7. ELECTRICAL COVERS ARE LOOSE EXPOSING LIVE WIRES. TWO LIGHT PANELS ARE OUT. 44: 7. ELECTRICAL COVERS ARE LOOSE. 13: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 42, 58, OFFICE: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 25, CUSTODIAN, OFFICE: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 49, LIBRARY: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 51: 7. FOUR LIGHT PANELS ARE OUT. 47, 53, 54, 55, BOYS CHANGING ROOM, CONFERENCE, GIRLS RESTROOM, LIBRARY, STAFF ROOM, 46, 49, 52, 59, CONFERENCE 1, MENS RESTROOM: 7. MULTIPLE LIGHTBULBS ARE OUT. STAFF ROOM: 7. MULTIPLE LIGHT PANELS ARE OUT. STAGE: 7. ONE CAN LIGHT IS OUT. 52: 7. ONE LIGHT DIFFUSER IS BROKEN. BOYS CHANGING ROOM: 7. ONE LIGHT PANEL FLICKERS (FOYER). 47: 7. ONE LIGHT PANEL IS GOING OUT. 58: 7. ONE LIGHT PANEL IS OUT. BOYS RESTROOM, MUSIC 3 (HALLWAY), WRESTLING ROOM/ 60 (HALLWAY), WOMENS RESTROOM: 7. ONE LIGHT PANEL IS OUT. UNISEX RESTROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 40: 7. OUTLET AND COVER ARE LOOSE. 30: 7. OUTLET COVER IS MISSING. 53: 7. SURGE PROTECTERS ARE DAISY CHAINED. 35: 7. SURGE PROTECTERS ARE DAISY CHAINED. ELECTRICAL COVER IS LOOSE. MENS RESTROOM, PREP ROOM: 7. THREE LIGHT PANELS ARE OUT. PREP ROOM: 7. THREE LIGHT PANELS ARE OUT. GYM: 7. TWO CAN LIGHTS ARE OUT (FOYER). GIRLS RESTROOM: 7. TWO LIGHT DIFFUSERS ARE MISSING.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Poor	GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, STAFF RESTROOM, STAFF RESTROOM, STAFF RESTROOM, STAFF RESTROOM, STAFF RESTROOM, UNISEX RESTROOM, WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. NO MENSTRUAL NOTICE IS POSTED. WOMENS RESTROOM: 8. NO MENSTRUAL NOTICE IS POSTED. BOYS RESTROOM: 8. THREE URINAL DRAIN GUARDS ARE MISSING. MENS RESTROOM: 8. TOILET SEAT IS LOOSE. BOYS RESTROOM: 8. TOILETS ARE LOOSE AT BASE. 39: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 47, 48: 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. CUSTODIAN: 9. FAUCET HAS A DRIP. BOYS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. BOYS RESTROOM: 9. ONE FAUCET HAS NO FLOW. BOYS RESTROOM: 9. TWO FAUCETS HAVE NO FLOW.
SAFETY: Fire Safety, Hazardous Materials	Good	8: 10. BURNED CANDLE IS PRESENT. 13, 29, 42, 46: 10. EVACUATION MAP IS NOT POSTED. 44: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 48: 10. MULTIPLE PLUG IN AIR FRESHENERS. 12, 16, 28, 34: 10. PLUG IN AIR FRESHENER IS PRESENT. 45: 10. PLUG IN AIR FRESHENER. 41: 10. PLUG IN AIR FRESHENERS ARE PRESENT. CONFERENCE: 10. PLUG IN CANDLE WARMER. 22, 44, 51: 11. IMPROPERLY STORED CLEANING SUPPLIES. 28: 11. PAINT IS PEELING ON BACK EAVES AND DOOR. 27, 34, 35, 40: 11. PAINT IS PEELING ON BACK EAVES. SPRINKLER RISER: 11. PAINT IS PEELING ON GATE. 30, 38A, GIRLS CHANGING ROOM, OFFICE: 11. PAINT IS PEELING ON INTERIOR WALL.
STRUCTURAL: Structural Damage, Roofs	Good	52: 12. DRY ROT ON SIDING. 43: 12. HOLES IN EAVES.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	50: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 9, 13, 18, GIRLS CHANGING ROOM: 15. DOOR CLOSER COVER IS MISSING. 34: 15. DOOR IS NOT SHUTTING PROPERLY.

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)	77	79	84	83	47	46
Mathematics (Grades 3-8 and 11)	74	75	84	84	33	34
Science (Grades 5, 8, and 10)	68	65	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	1108	1061	95.76	4.24	79.26
Male	576	551	95.66	4.34	76.95
Female	532	510	95.86	4.14	81.76
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	568	556	97.89	2.11	85.97
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	72.00
Hispanic or Latino	118	110	93.22	6.78	41.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	303	279	92.08	7.92	81.72
Two or More Races	83	82	98.80	1.20	81.71
EL Students	149	121	81.21	18.79	25.62
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	100	95.24	4.76	44.00
Migrant Education	0	0	0	0	0
Students with Disabilities	97	93	95.88	4.12	29.03

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1108	1083	97.74	2.26	75.44
Male	576	562	97.57	2.43	78.11
Female	532	521	97.93	2.07	72.55
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	568	562	98.94	1.06	86.48
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	56.00
Hispanic or Latino	118	115	97.46	2.54	26.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	303	290	95.71	4.29	74.14
Two or More Races	83	82	98.80	1.20	81.71
EL Students	149	143	95.97	4.03	30.07
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	102	97.14	2.86	32.35
Migrant Education	0	0	0	0	0
Students with Disabilities	97	93	95.88	4.12	30.11

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	341	325	95.31	4.69	64.92
Male	177	170	96.05	3.95	64.12
Female	164	155	94.51	5.49	65.81
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	152	150	98.68	1.32	74.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	32.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	106	96	90.57	9.43	64.58
Two or More Races	30	29	96.67	3.33	75.86
EL Students	47	45	95.74	4.26	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	39	95.12	4.88	33.33
Migrant Education	0	0	0	0	0
Students with Disabilities	27	24	88.89	11.11	8.33

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
7th	98	98	97	97	97

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	1148	1135	85	7.5
Female	550	543	41	7.6
Male	598	592	44	7.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	593	584	19	3.3
Black or African American	10	10	5	50.0
Filipino	25	25	1	4.0
Hispanic or Latino	119	118	32	27.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
White	309	308	21	6.8
Two or More Races	62	62	4	6.5
EL Students	183	180	30	16.7
Foster Youth	1	1	0	0.0
Homeless	4	4	4	100.0
Military	--	--	--	--
Socioeconomically Disadvantaged	197	196	32	16.3
Migrant Education	0	0	0	0.0
Students with Disabilities	112	109	22	20.2

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

Cupertino Middle School has a shared decision-making process that includes staff, parents, and students. School-wide information is distributed through the Parent Teacher Organization (PTO), Parent Student Advisory Group (PSAG), the Student Council, Back to School Night, Parent-Student Handbook, CMS website, weekly Principal emails, teacher websites, Administrative Office Hours with the community, and the Bear Bulletin, school school newsletter. Parents are invited to become active members of CMS by participating in PTO, PSAG, chaperoning field trips, lunch supervision, and other volunteer opportunities. The PTO offers several opportunities for involvement throughout its sponsored events such as the Back to School Bash, Fall Family Night, Spring Fling, community dine out nights, sponsored parent talk speaker series, Volunteers for Teachers, Project Cornerstone Readers, and the Flex Force. Active parent participation and positive support of the programs and teachers at CMS create a successful experience for all students. For additional information about organized opportunities for parent involvement at Cupertino Middle School, please visit our school website (www.cusdk8.org/cupertino) or contact the school at (408) 245- 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	0.16	0.62	2.18	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	2.18	0.00
Female	0.91	0.00
Male	3.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.01	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.29	0.00
Two or More Races	3.23	0.00
EL Students	4.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	5.58	0.00
Migrant Education	0.00	0.00
Students with Disabilities	5.36	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)	549.5

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	4

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
6th	19	20	20	50	66	48	73	88	82		4	3
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	22	20	20	18	17	15	28	21	26			
Mathematics	23	21	22	12	15	15	22	17	17	1		
Science	27	26	30	6	7	1	24	19	23			
Social Science	26	28	28	5	2		26	22	25			

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	\$ 8,842.00
School: From Supplemental/Restricted Sources	\$ 1,788.00
School: From Basic/Unrestricted Sources	\$ 7,054.00
District: From Basic/Unrestricted Sources	\$ 6,981.00
Percentage of Variation between School & District	1.05 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-7.26 %

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	\$ 92,686.00
District	\$ 97,523.00
Percentage of Variation between School & District	-4.96 %
All Similar School Districts	\$ 89,574.00
Percentage of Variation between School & State	3.47 %

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.