Cupertino Union
C. B. Eaton Elementary
2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION
Cynthia Ho
ho_cynthia@cusdk8.org

SCHOOL INFORMATION
43694196046718
20220 Suisun Dr.
Cupertino, CA 95014-4428
(408) 255-2848
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 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.
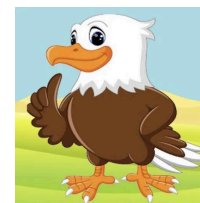
DISTRICT STATEMENTS
MISSION STATEMEMT
The Mission of the Cupertino Union School District is to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. District families, communities, and staff join as partners to develop creative, exemplary 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 is 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
Eaton is such a wonderful place to learn and grow! Students at Eaton are immersed in a rich learning environment and surrounded by talented professionals. By working together we will ensure your child is prepared and thrives at school and beyond!

SCHOOL MISSION STATEMENT
The mission of Eaton Elementary School is to create a safe, caring, and positive learning environment that promotes academic excellence, embraces diversity, fosters a sense of self worth and responsibility, and encourages lifelong learning in our students.

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	92
1st	81
2nd	68
3rd	74
4th	86
5th	69
Total	470

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	48.70
Male	51.30
Non-Binary	
American Indian or Alaska Native	0.40
Asian	74.50
Black or African American	0.90
Filipino	0.60
Hispanic or Latino	3.80
Native Hawaiian or Pacific Islander	
White	9.60
Two or More Races	4.70
EL Students	27.00
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	15.50
Migrant Education	
Students with Disabilities	8.30

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)	19.10	93.47	642.70	93.60	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.90	4.82	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)	0.00	0.00	11.10	1.62	12,115.80	4.41
Unknown	0.30	1.61	26.90	3.92	18,854.30	6.86
Total Teaching Positions	20.50	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)	21.00	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	21.00	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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	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)	7.10	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 Grades: K-5th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2014	Yes Yes	0 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 Grades: K-5th / Course: Science / Publisher: Pearson/ Adoption: 2020	Yes Yes	0 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
Eaton School is comprised of a TK/Kindergarten area, library/media center, 1 computer lab, art room, music room, Makerspace, large multipurpose room and 28 classrooms. The school enjoys a spacious playground equipped with two play structures as well as grassy fields for running, sports, and games. The site also has a separate playground and play structure for TK/Kindergarten.
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 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:	11/12/2023
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	
INTERIOR: Interior Surfaces	Poor	19, 24: 4. CARPET IS LIFTING. 8, 22: 4. CARPET IS TORN. 28: 4. CEILING TILE HAS A HOLE. CONFERENCE C, PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN. PRINCIPAL: 4. CEILING TILE IS BROKEN. 11: 4. CEILING TILE IS LOOSE. 13, CONFERENCE A: 4. CEILING TILES HAVE WATER STAINS. ADMIN: 4. FLOOR TILES ARE BROKEN. WOMENS RESTROOM: 4. FLOORING IS TORN IN COVE BASE. 23: 4. FORMICA TRIM IS LOOSE ON COUNTERTOP. MENS RESTROOM, WOMENS RESTROOM: 4. LINOLEUM FLOORING IS LIFTING. 17: 4. PENCIL SHARPENER COVER IS MISSING. STAFF ROOM: 4. RUBBER TRIM IS LIFTING AT CARPET/LINOLEUM SEAM CREATING A TRIP HAZARD. 27: 4. SINK CABINET DOESN'T SHUT PROPERLY. 9: 4. WALLPAPER IS TORN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Fair	BOYS RESTROOM, GIRLS RESTROOM: 5. FLOORING COVE BASE IS DIRTY. 27: 5. ROOM IS OVERLY CLUTTERED. GLC: 5. STORAGE ROOM IS OVERLY CLUTTERED. 3, 4, 6, 7, 8, 9, 13, 14, 15, 16, 17, 18, 19, 22, 27, 28, 29, GLC, K1, STAFF ROOM, STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Poor	26: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 18: 7. CORD IS CREATING A TRIP HAZARD. 17: 7. ELECTRICAL COVER IS MISSING. 28: 7. ELECTRICAL PANEL IS COVERED BY CONSTRUCTION PAPER. K1: 7. EXTENSION CORD IS BEING PERMANENTLY USED. K2: 7. FOUR LIGHT PANELS ARE OUT. 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 18, 19, 22, 23, 24, 25, 26, 29, ART/ SCIENCE LAB, GLC, K2: 7. MULTIPLE LIGHTBULBS ARE OUT. ART/ SCIENCE LAB, GLC: 7. ONE LIGHT PANEL IS OUT. 10: 7. SMALL LIGHT FIXTURE IS OUT. GLC: 7. SPEAKER COVER IS MISSING. 12, 14, 16, 17, 18: 7. TWO LIGHT PANELS ARE OUT.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	19: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 26: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 24, K2: 9. FAUCET HAS A DRIP. WORKROOM: 9. FAUCET HAS A LOW FLOW AND IS LOOSE AT BASE. 28, 29: 9. FAUCET HAS A LOW FLOW.
SAFETY: Fire Safety, Hazardous Materials	Fair	16: 10. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15, 19: 10. PLUG IN AIR FRESHENER. 15: 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS PEELING ON WINDOW FRAME. 24: 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 23: 11. PAINT IS PEELING ON EAVES. 26, 27, 28, 29, 30, GIRLS RESTROOM: 11. PAINT IS PEELING ON GUTTER. BOYS RESTROOM, CONFERENCE C, CONFERENCE D, GIRLS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL.
STRUCTURAL: Structural Damage, Roofs	Good	12, 18: 12. CRACK IN CEILING. ADMIN: 12. CRACK IN INTERIOR WALL. 7: 12. CRACKS IN CEILING (POSSIBLE WATER DAMAGE). 11: 12. CRACKS IN EXTERIOR WALL. 3, 4: 12. DRY ROT ON EXTERIOR WALL.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	24: 14. FILLED IN HOLE IN ASPHALT IS CREATING A TRIP HAZARD. 25: 14. RAMP IS RUSTED. PLAY COURTS: 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM (KINDER AREA). K1: 14. TRIP HAZARDS ON WALKWAY. 25: 15. DOOR IS GOUGING RAMP.

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)	84	82	84	83	47	46
Mathematics (Grades 3-8 and 11)	88	86	84	84	33	34
Science (Grades 5, 8, and 10)	69	73	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	229	225	98.25	1.75	82.22
Male	112	109	97.32	2.68	79.82
Female	117	116	99.15	0.85	84.48
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	181	178	98.34	1.66	85.96
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	16	16	100.00	0.00	68.75
Two or More Races	19	19	100.00	0.00	73.68
EL Students	40	37	92.50	7.50	54.05
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	46.15
Migrant Education	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	23.81

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	229	228	99.56	0.44	85.53
Male	112	112	100.00	0.00	88.39
Female	117	116	99.15	0.85	82.76
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	181	180	99.45	0.55	88.89
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	16	16	100.00	0.00	75.00
Two or More Races	19	19	100.00	0.00	89.47
EL Students	40	40	100.00	0.00	75.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	53.85
Migrant Education	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	19.05

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	71	71	100.00	0.00	67.61
Male	39	39	100.00	0.00	66.67
Female	32	32	100.00	0.00	68.75
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	59	59	100.00	0.00	66.10
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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	100	100	100	100	100

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	557	529	53	10.0
Female	273	258	28	10.9
Male	284	271	25	9.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	425	400	32	8.0
Black or African American	4	4	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	20	19	4	21.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	49	48	8	16.7
Two or More Races	23	23	5	21.7
EL Students	172	166	17	10.2
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	83	81	13	16.0
Migrant Education	0	0	0	0.0
Students with Disabilities	54	53	10	18.9

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
Parents are encouraged to participate in school activities, volunteer in classrooms, and serve on site committees. In addition to these opportunities for parent involvement, the Eaton Parent-Teacher Organization (PTO) provides vital support to the school. The Eaton PTO is a group of volunteer parents and teachers working closely together to create opportunities that enrich all students. We appreciate and support the school staff, help promote student self-esteem, establish a sense of community and assist in efforts to solve school needs through volunteering and fundraising.
The PTO funds art and music, provided by the Community School of Music and Arts: Arts4All Program as well as extra hours for the school's Instructional Aide, and Librarian. Eaton PTO prides itself on providing educational experiences for the students that go above and beyond the curriculum of the regular school day. Programs such as: Math Olympiad and Project Cornerstone, Maker Space and the STEAM Fair are activities that were sponsored and supported by the PTO and chaired by Eaton parent volunteers and teachers.
Eaton PTO believes that successful schools have a strong sense of community, and in an effort to support this belief we do our best to hold events throughout the year that bring parents, teachers, and students together. Examples of such events include: Back to School Kindergarten Playdate to introduce new kinder parents and students, the Ice Cream Social, the Fall Festival or "Boo Bash", and the annual Fun Run which supports the PTO fund but also brings parents, students and staff together while encouraging physical fitness.
The generous parent donations, our amazing parent volunteers, and the incredibly supportive Eaton staff make all of these opportunities as well as many more available to our students every year.
For additional information about how to get involved please contact the school office at (408) 255-2848 or visit the PTO website at www.eatonpto.org.

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	0.00	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	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	0.4
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	14	17	15	4	1	4		3	2			
1st	18	15	14	1	4	3	3		3			
2nd	17	23	23	2	1	1	3	2	2		1	1
3rd	19	15	19	1	5	1	3		3			
4th	21	16	22	3	6	3	6	6	9			
5th	25	17	23	3	5	3	9	6	3			
Other		26						1				

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	$ 9,630.00
School: From Supplemental/Restricted Sources	$ 1,797.00
School: From Basic/Unrestricted Sources	$ 7,833.00
District: From Basic/Unrestricted Sources	$ 6,981.00
Percentage of Variation between School & District	12.2 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	2.98 %

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	$ 102,480.00
District	$ 97,523.00
Percentage of Variation between School & District	5.08 %
All Similar School Districts	$ 89,574.00
Percentage of Variation between School & State	14.41 %

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.