

# Cupertino Union

## John F. Kennedy Middle

### 2022-2023 School Accountability Report Card

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#### 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 MISSION STATEMENT

Kennedy Middle School provides an education that supports the intellectual, social, emotional, and physical needs of all students in a safe environment. Students learn and master skills that are appropriate, comprehensive, and based on state and district standards. The partnership between school and community fosters students independence and growth.

### SCHOOL VISION STATEMENT

Student independence and lifelong learning will be encouraged through a committed and evolving partnership between students, parents, school, and community. Kennedy Middle School will be safe, caring, and inclusive. Academic achievement will be balanced with respect for self and others, self-discipline, and individual responsibility.

### SCHOOL BELIEFS

- Responsibility is shared – education requires participation of staff, students, family, and community.
- All students can learn – all students have potential that can be developed.
- Rates of learning vary – the time required for mastery has no bearing on the value of the learner.
- All students have unique skills and talents – individual abilities must be identified and nurtured.
- High self-esteem enhances success – people develop best through sincere praise and validation.
- School climate contributes to achievement – learning occurs best in a safe and caring environment.
- Support systems are available – students need social, emotional, and academic guidance.
- High expectations for success must be the norm – failure only occurs when one stops trying.
- Trust is vital – trust bonds staff, students, family, and community.
- Cooperation is essential – learning must encourage and teach skills which develop a cooperative attitude.
- Respect is critical – respect for people, education, and the future serves all of us.

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
6th	316
7th	314
8th	300
Total	930

## 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	51.20
Non-Binary	0.10
American Indian or Alaska Native	0.10
Asian	78.60
Black or African American	0.30
Filipino	1.70
Hispanic or Latino	3.50
Native Hawaiian or Pacific Islander	0.30
White	9.70
Two or More Races	3.80
EL Students	5.30
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	12.00
Migrant Education	
Students with Disabilities	4.80

## 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)	43.20	91.72	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)	0.70	1.49	2.40	0.35	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.12	11.10	1.62	12,115.80	4.41
Unknown	2.20	4.67	26.90	3.92	18,854.30	6.86
Total Teaching Positions	47.10	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)	40.00	89.78	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.56	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)	1.10	2.53	7.80	1.18	11,953.10	4.28
Unknown	3.10	7.08	24.90	3.79	15,831.90	5.67
Total Teaching Positions	44.60	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	0.70	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10
Local Assignment Options	1.00	1.00
Total Out-of-Field Teachers	1.00	1.10

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)	2.10	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: 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**

Kennedy Middle School offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to date facilities that were renovated in 1999. Kennedy Middle School is comprised of a library media center, one computer lab, multiple mobile wireless PC Carts, large multipurpose/performing arts room, Gym and locker rooms, and 35+ classrooms.

**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:	11/11/2023
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	
INTERIOR: Interior Surfaces	Fair	19: 4. BURN MARKS ON COUNTERTOP. F: 4. CARPET IS LIFTING, WORN, AND TORN (TAPED). I: 4. CARPET IS WORN AND TORN. CEILING TILE IS TORN. G: 4. CARPET IS WORN. MU: 4. CEILING TILE IS LOOSE. D, E, 36: 4. CEILING TILE IS MISSING. 36: 4. CARPET IS LIFTING. A, B, C, J: 4. CEILING TILES HAVE WATER STAINS. 18, 28: 4. FLOOR TILE IS BROKEN. 38: 4. FORMICA TRIM IS CHIPPING. 37: 4. FORMICA TRIM IS LOOSE. 18: 4. FORMICA TRIM IS MISSING AND LIFTING. BOYS RESTROOM, GIRLS RESTROOM: 4. LINOLEUM FLOORING IS CRACKING. 14: 4. WALL PAPER IS TORN/LIFTING. RUBBER MOLDING IS LOOSE. 31/ BOYS LOCKER ROOM: 4. WALL TILES ARE MISSING. LOCKERS ARE MISSING. FORMICA TRIM IS CHIPPING. 1: 4. WALLPAPER IS TORN. STORAGE/ PREP: 4. WATER DAMAGE TO CEILING.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	BOYS RESTROOM, GIRLS RESTROOM: 5. COVE BASE IS EXTREMELY DIRTY. 1, 17: 5. PAPER CUTTER IS UNABLE TO BE SECURED. STORAGE/ PREP: 5. ROOM IS CLUTTERED. 14, 15, 16, 18, 19, 32, D, K, M, MU, STAGE, 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Poor	NURSE: 7. CLOCK IS MISSING. 28: 7. CORD IS CREATING A TRIP HAZARD. 30/ GIRLS LOCKER ROOM: 7. ELECTRICAL CONDUIT END CAP IS MISSING. E: 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 36: 7. ELECTRICAL COVER IS LOOSE. 14: 7. ELECTRICAL COVER IS MISSING. 38: 7. ETHERNET BOX IS LOOSE FROM WALL. 25, GYM: 7. ETHERNET COVER IS LOOSE. 13, A: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12: 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED. 8, 23, I, K, MU: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 17: 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED. 11: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 9: 7. FIVE LIGHT PANELS ARE GOING OUT. MULTIPLE LIGHT BULBS ARE OUT. 18, 22, 27, 2, 15: 7. FOUR LIGHT PANELS ARE OUT. 10, 26, 3, 12, 11, 19, 21, 24, 27: 7. MULTIPLE LIGHTBULBS ARE OUT. 18: 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 12, MU: 7. MULTIPLE LIGHT PANELS ARE BAD. 21: 7. MULTIPLE LIGHT PANELS ARE BAD/GOING OUT. 1, STAGE, MU: 7. MULTIPLE LIGHT PANELS ARE OUT. 2, 4, 5, 6, 7, 15, 16, 17, 20, 28, 33, 25, 36: 7. MULTIPLE LIGHTBULBS ARE OUT. KITCHEN: 7. ONE LIGHT COVER IS MISSING (NEAR WALK IN FREEZER). 29, BOYS RESTROOM, D, STAFF LOUNGE, 6, 20, I, MU, 34: 7. ONE LIGHT PANEL IS OUT. 21, 34: 7. OUTLET COVER IS MISSING. 11: 7. SURGE PROTECTOR AND EXTENSION CORD ARE DAISY CHAINED. 4, 28: 7. THREE LIGHT PANELS ARE OUT. 19: 7. TWO LIGHT PANELS ARE BAD/PINK BULBS. 11: 7. TWO LIGHT PANELS ARE GOING OUT. 24, COLLABORATIVE LEARNING CENTER, F, OFFICE, STAFF WORKROOM, 1, 5, 2008, 14, 16, 17, 23: 7. TWO LIGHT PANELS ARE OUT.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Poor	ALL GENDER RESTROOM, GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS RESTROOM, GIRLS RESTROOM, RESTROOM, RESTROOM, WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. NO MENSTRUAL NOTICE IS POSTED. 6: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 34, 35, 36, 37, 38: 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. STAFF LOUNGE: 9. FAUCET LEAKS AT HANDLE. GIRLS RESTROOM: 9. PIPE CAPS ARE RUSTED/DETERIORATING.
SAFETY: Fire Safety, Hazardous Materials	Fair	24: 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 4, 5, 6, 8, 10, 20, 22, 23, 26, 37, 38, A, COLLABORATIVE LEARNING CENTER, D, J, L: 10. EVACUATION MAP IS NOT POSTED. 17: 11. DOOR IS PROPPED OPEN PROVIDING STUDENTS ACCESS TO CHEMICALS. 8, 17: 11. IMPROPERLY STORED CLEANING SUPPLIES. 2: 11. PAINT IS PEELING ON DOOR FRAME. 5, MU: 11. PAINT IS PEELING ON DOOR. 34, 35: 11. PAINT IS PEELING ON EXTERIOR WINDOW AND DOOR FRAME. 25: 11. PAINT IS PEELING ON INTERIOR WALL. J: 11. PAINT IS PEELING ON RAMP RAILING. A, B, D, F: 11. SKID PAINT IS PEELING ON RAMP.
STRUCTURAL: Structural Damage, Roofs	Good	A: 12. DRY ROT ON SIDING. 34: 13. FACIA BOARD IS BROKEN.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	16, I, MU: 14. TRIP HAZARD ON WALKWAY. PARKING LOTS: 14. TRIP HAZARDS. 3: 15. DOOR HANDLE IS LOOSE.

#### 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)	90	90	84	83	47	46
Mathematics (Grades 3-8 and 11)	89	91	84	84	33	34
Science (Grades 5, 8, and 10)	76	82	77	76	29	30

**Assessment Results by Student Group - English Language Arts**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	943	918	97.35	2.65	90.41
Male	481	467	97.09	2.91	91.01
Female	462	451	97.62	2.38	89.80
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	732	719	98.22	1.78	93.18
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	100.00
Hispanic or Latino	36	31	86.11	13.89	61.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	97	91	93.81	6.19	79.12
Two or More Races	54	53	98.15	1.85	88.68
EL Students	54	38	70.37	29.63	31.58
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	37	86.05	13.95	56.76
Migrant Education	0	0	0	0	0
Students with Disabilities	49	44	89.80	10.20	50.00

**Assessment Results by Student Group - Mathematics**

<b>2022-23</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	943	931	98.73	1.27	90.98
Male	481	475	98.75	1.25	93.68
Female	462	456	98.70	1.30	88.16
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	732	727	99.32	0.68	95.05
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	36	33	91.67	8.33	48.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	97	93	95.88	4.12	79.57
Two or More Races	54	54	100.00	0.00	88.89
EL Students	54	51	94.44	5.56	64.71
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	39	90.70	9.30	69.23
Migrant Education	0	0	0	0	0
Students with Disabilities	49	45	91.84	8.16	51.11



Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	307	301	98.05	1.95	82.39
Male	159	156	98.11	1.89	85.90
Female	148	145	97.97	2.03	78.62
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	242	239	98.76	1.24	87.03
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	34	94.44	5.56	67.65
Two or More Races	17	17	100.00	0.00	76.47
EL Students	17	15	88.24	11.76	20.00
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	17	14	82.35	17.65	35.71

**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	96	96	96	96	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	970	957	44	4.6
Female	474	465	20	4.3
Male	495	491	24	4.9
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	754	745	22	3.0
Black or African American	4	4	0	0.0
Filipino	16	16	0	0.0
Hispanic or Latino	38	37	9	24.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
White	99	96	10	10.4
Two or More Races	37	37	1	2.7
EL Students	69	66	3	4.5
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Military	--	--	--	--
Socioeconomically Disadvantaged	128	126	15	11.9
Migrant Education	0	0	0	0.0
Students with Disabilities	59	57	14	24.6

#### 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

The Kennedy PTA is a thriving organization providing many opportunities throughout the year for parents to be involved with and support the school. Kennedy has a web site that contains all the events and activities, as well as a link to the PTA web. The web site is updated regularly by the web master and can be accessed at: <http://www.kennedyspta.org/>. For additional information about organized opportunities for parent involvement at John F. Kennedy Middle, please contact the school at (408) 253-1525.

**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	0.91	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)	465

#### 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2.1

### 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
6th	24	21	22	21	28	31	47	56	40	5	2	2
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	23	25	27	10	6	5	22	19	10	1	2	9
Mathematics	27	27	29	6	2	2	14	18	11	8	4	8
Science	26	27	29	6	2	1	22	22	18	1		2
Social Science	26	27	29	5	3	1	24	17	15		4	5

### 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	\$ 8,631.00
School: From Supplemental/Restricted Sources	\$ 1,047.00
School: From Basic/Unrestricted Sources	\$ 7,584.00
District: From Basic/Unrestricted Sources	\$ 6,981.00
Percentage of Variation between School & District	8.64 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-0.3 %

#### 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	\$ 102,513.00
District	\$ 97,523.00
Percentage of Variation between School & District	5.12 %
All Similar School Districts	\$ 89,574.00
Percentage of Variation between School & State	14.45 %

#### 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.