Cupertino Union
Warren E. Hyde Middle
2022–2023 School Accountability Report Card

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SCHOOL INFORMATION
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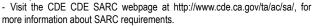Sunnyvale, CA 94087-3050
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Educational Services
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Chief Business Officer
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Chief Engagement Officer
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Chief 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

Welcome to Hyde Middle School, home of the Lions! We are a diverse group of highly motivated students and staff. At Hyde, our students' safety, success and wellbeing are our priority. Through purposeful collaboration with interest partners, we provide highly engaging, well-rounded curriculum for all our students. We believe that by working together, we can take Hyde to new heights.

Located at 19325 Bollinger Rd in Cupertino, Warren E. Hyde Middle School is a 6th-8th grade middle school with a current student population of 781 students. There are 46 full time certificated and 26 classified staff members. In addition, there are 8 part time support staff who provide needed services to students.

Enrollment

With over 26 ethnicities represented at Hyde, we are a diverse and vibrant community of students and staff. Our staff members and students come from different countries all over the world. The current student enrollment is 781; 274 students in 6th grade, 262 7th graders and 245 8th graders. The total enrollment based on ethnicity and program include 66% Asians, 12% Hispanic, 11% Whites, 5% Multi-Ethnicities, 11% English Language Learners and 9% Special Education.

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
6th	270
7th	264
8th	244
Total	778

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

Enrollment by Student Group	
2022-23	Percentage
Female	47.60
Male	52.40
Non-Binary	
American Indian or Alaska Native	0.10
Asian	65.90
Black or African American	0.80
Filipino	1.40
Hispanic or Latino	12.00
Native Hawaiian or Pacific Islander	0.10
White	12.30
Two or More Races	4.80
EL Students	11.20
Foster Youth	0.10
Homeless	0.10
Military	
Socioeconomically Disadvantaged	22.50
Migrant Education	
Students with Disabilities	9.40

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)	38.20	92.21	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)	0.40	0.96	2.40	0.35	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	4.34	11.10	1.62	12,115.80	4.41
Unknown	1.00	2.48	26.90	3.92	18,854.30	6.86
Total Teaching Positions	41.40	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)	36.00	88.88	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)	1.00	2.46	4.00	0.61	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	4.12	7.80	1.18	11,953.10	4.28
Unknown	1.80	4.51	24.90	3.79	15,831.90	5.67
Total Teaching Positions	40.50	100.00	659.60	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	1.00

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	1.80	1.50
Total Out-of-Field Teachers	1.80	1.60

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)	1.10	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 Grades: 6th-8th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2015	Yes Yes	0 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
Hyde's facility modernization was completed in 2015. All buildings meet the specifications of the Office of the State Architect. Modernization at Hyde included the construction of a new library and office, athletic fields improvement, renovation of all classrooms and physical education facilities, the installation of a computer network and telephone system throughout the building. The school is making continuous improvements to the learning facilities available to students.
The following facility improvements were completed during the 2020-21 school year:
- Repainting the blacktop areas
For the 2021-22 School year the following improvements have been or will be made:
-touch up paint throughout the exterior of the school
-two bathrooms (one staff and one student) have been repaired
-a new electric garage door was installed in the physical education storage shed
- a door will be added to the physical education storage shed for safety purposes
Campus Supervision & Safety
The Cupertino Union School District, all schools, and staff are dedicated to ensuring the safety of all students when attending school. Before school, during recess and lunch, students are monitored by school staff. When students are dismissed for the day, teachers and other school staff monitor the student pickup areas. During school hours, all visitors must sign in at the front office, show photo identification, and wear identification badges while on campus.
Cleaning Process
The Principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. In the evenings and during the day, custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Cupertino Union School District to ensure that all classrooms and facilities are maintained to a degree of adequacy.
Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

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

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

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	33: 4. CARPET IS TORN. 31, SGI 1001, VESTIBULE/ SCIENCE PREP: 4. CEILING TILE HAS A WATER STAIN. 22: 4. CEILING TILE IS LOOSE (STORAGE). ADMIN: 4. CEILING TILE IS LOOSE (TAPED). 34: 4. CEILING TILE IS MISSING. COMPUTER ROOM: 4. CEILING TILES ARE BROKEN. 37, 38, 39, ELECTRICAL, MEETING AREA/ 201, 27, 33, 34: 4. CEILING TILES HAVE WATER STAINS. 7: 4. FLOOR TILES ARE BROKEN AT ENTRY. 20: 4. FORMICA IS CHIPPING ON COUNTER TOP. 32: 4. FORMICA IS MISSING AND CHIPPING ON COUNTER TOP. 25, 29, 30: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 27: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. STORAGE/ ELECTRICAL: 4. HOLES IN WALL. 20: 4. PENCIL SHARPENER COVER IS MISSING. CUSTODIAN, CUSTODIAN: 4. WATER DAMAGE TO THE WALL.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	STORAGE: 5. ROOM IS EXTREMELY CLUTTERED. STORAGE: 5. ROOM IS OVERLY CLUTTERED. EQUIPMENT/ 209: 5. ROOM IS UNKEPT/ EQUIPMENT AND FLOOR ARE COVERED IN DUST/DEBRIS. 4: 5. STORAGE CLOSET IS OVERLY CLUTTERED. 9: 5. STORAGE ROOM IS VERLY CLUTTERED. 20 (STORAGE), 2, 36, 37, 40, 19B/ SGI 908, ELECTRICAL, RECORDS/ 110, STORAGE, SUPPLIES/ 212, STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Poor	8, KITCHEN, LIBRARY, STORAGE, STORAGE/ ELECTRICAL: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. COMPUTER ROOM (STORAGE), STORAGE: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 15: 7. ACCESS TO POWER SHUT OFF BLOCKED. 36: 7. CLOCK IS MISSING. 6: 7. CORD IS CREATING A TRIP HAZARD. 12, 15, 22: 7. CORDS ARE CREATING TRIP HAZARDS. 4, 5, 7, 10, 23, 2: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 2, COMPUTER ROOM, A, 10, 23, 20: 7. ELECTRICAL CONDUIT END CAP IS MISSING. A: 7. ELECTRICAL CONDUIT END CAPS ARE MISSING. 10, 23: 7. ELECTRICAL COVER IS MISSING. 20: 7. ELECTRICAL COVERS ARE MISSING. 15, 38, ASSISTANT PRINCIPAL/ 104, CONFERENCE/ 109: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. PRINCIPAL/ 106, PSYCHOLOGIST/ 114, 10, KITCHEN: 7. EXTENSION CORD IS BEING PERMANENTLY USED. A: 7. FOUR LIGHT PANELS ARE OUT. EQUIPMENT/ 209, SUPPLIES/ 212: 7. HALF OF LIGHT BULBS ARE OUT. VESTIBULE/ SCIENCE PREP, STAGE: 7. LIGHT DIFFUSER IS LOOSE. 24, 32, 37, COMPUTER ROOM, VESTIBULE/ SCIENCE PREP, 38, LIBRARY, MEETING AREA/ 201, 4: 7. MULTIPLE LIGHT BULBS ARE OUT. 34: 7. ONE LIGHT DIFFUSER IS LOOSE. LIGHTS ARE NOT WORKING (WELDING STATION). LIBRARY: 7. ONE LIGHT PANEL IS BAD. 19, 19B/ SGI 908, GIRLS RESTROOM, SGI 402, STORAGE, 4, 5, 8, KITCHEN, STAGE: 7. ONE LIGHT PANEL IS OUT. 13: 7. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES (TAPED). 26, 39: 7. OUTLET COVER IS MISSING. 14: 7. SECTION OF ELECTRICAL CONDUIT IS MISSING EXPOSING WIRES. WOMENS RESTROOM: 7. SENSOR IS LOOSE FROM CEILING. 3, GYM: 7. THREE LIGHT PANELS ARE OUT. MEETING AREA/ 201, STAFF MENS RESTROOM, STAFF ROOM/ 501, STAFF WOMENS RESTROOM, LIBRARY: 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL, ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Poor	GIRLS RESTROOM, NURSE/ 103, STAFF WOMENS RESTROOM, GIRLS RESTROOM, KITCHEN RESTROOM, RESTROOM, WOMENS RESTROOM, WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED. STAFF WOMENS RESTROOM: 8. ONE STALL IS LOCKED/ OUT OF ORDER. BOYS RESTROOM: 8. ONE TOILET IS LOOSE AT THE BASE. BOYS RESTROOM: 8. TOILET LEAKS AT FITTING CREATING A PUDDLE/SLIP HAZARD. 6, 14: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 2: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11: 9. DRINKING FOUNTAIN HAS A LEAK. STAFF PREP ROOM: 9. FAUCET LEAKS AT HANDLE. 32: 9. MULTIPLE FAUCETS LEAK AT HANDLE. WOMENS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. BOYS RESTROOM: 9. ONE FAUCET HAS NO FLOW. 19: 9. SINK IS CLOGGED. 9: 9. SINK IS NOT DRAINING PROPERLY. 34: 9. TWO FAUCETS LEAK AT HANDLE.
SAFETY: Fire Safety, Hazardous Materials	Fair	25, 32, ADMIN: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. MPR: 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED. ACCESS TO FIRE EXTINGUISHER IS BLOCKED (NEAR LIFT). 29: 10. BURNED CANDLE IS PRESENT. 15: 10. EXIT IS BLOCKED. 39: 10. FIRE EXTINGUISHER HOSE STRAP IS MISSING. 2, 3, 4, 5, 7, 9, 12, 14, 15, 20, 21, 22, 23, 29: 11. IMPROPERLY STORED CLEANING SUPPLIES. 24: 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. KITCHEN: 11. PAINT IS PEELING ON CEILING. 1: 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. 40, 5, 20, WOMENS RESTROOM: 11. PAINT IS PEELING ON DOOR. 34, 14, 23: 11. PAINT IS PEELING ON EXTERIOR WALL. BOYS RESTROOM: 11. PAINT IS PEELING ON THE CEILING. PSYCHOLOGIST/ 114, 2: 11. PAINT IS PEELING ON THE DOOR.
STRUCTURAL: Structural Damage, Roofs	Good	MPR: 12. CRACK IN EXTERIOR WALL. ADMIN: 12. CRACK IN HALLWAY CEILING. SGI 402: 12. CRACK IN INTERIOR WALL ABOVE DOOR. 13: 13. HOLE IN GUTTER.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BOYS RESTROOM: 14. TRIP HAZARD ON WALKWAY. 13, 32, GYM, STAFF PREP ROOM, STAFF WOMENS RESTROOM: 15. DOOR CLOSER COVER IS MISSING. 35: 15. DOOR CLOSER COVERS ARE MISSING. 36: 15. DOOR HANDLE IS LOOSE. 20: 15. WINDOW IS BROKEN.

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)	81	82	84	83	47	46
Mathematics (Grades 3-8 and 11)	77	79	84	84	33	34
Science (Grades 5, 8, and 10)	66	76	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	785	771	98.22	1.78	82.36
Male	409	403	98.53	1.47	81.64
Female	376	368	97.87	2.13	83.15
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	515	507	98.45	1.55	91.32
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	98	94	95.92	4.08	39.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	96	95	98.96	1.04	82.11
Two or More Races	57	56	98.25	1.75	78.57
EL Students	84	75	89.29	10.71	26.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	92	97.87	2.13	42.39
Migrant Education	0	0	0	0	0
Students with Disabilities	78	75	96.15	3.85	34.67

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	785	773	98.47	1.53	79.25
Male	409	402	98.29	1.71	81.84
Female	376	371	98.67	1.33	76.42
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	515	506	98.25	1.75	92.09
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	98	97	98.98	1.02	23.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	96	94	97.92	2.08	78.72
Two or More Races	57	57	100.00	0.00	73.21
EL Students	84	81	96.43	3.57	40.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	93	98.94	1.06	34.07
Migrant Education	0	0	0	0	0
Students with Disabilities	78	74	94.87	5.13	23.61

Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	246	246	100.00	0.00	76.02
Male	126	126	100.00	0.00	78.57
Female	120	120	100.00	0.00	73.33
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	167	167	100.00	0.00	85.63
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	29	29	100.00	0.00	75.86
Two or More Races	18	18	100.00	0.00	72.22
EL Students	16	16	100.00	0.00	18.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	28	100.00	0.00	39.29
Migrant Education	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	21.74

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	98	98	98

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	820	807	49	6.1
Female	390	386	28	7.3
Male	430	421	21	5.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	540	529	10	1.9
Black or African American	6	6	1	16.7
Filipino	11	11	0	0.0
Hispanic or Latino	104	102	20	19.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
White	99	99	13	13.1
Two or More Races	37	37	3	8.1
EL Students	119	118	11	9.3
Foster Youth	1	1	1	100.0
Homeless	1	1	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	192	191	25	13.1
Migrant Education	0	0	0	0.0
Students with Disabilities	86	85	13	15.3

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 Hyde PTA is a thriving organization providing many activities throughout the year for parents to be involved with the school. Hyde has a web site that contains all the events and activities, as well as information regarding the school. A weekly newsletter is sent to parents to keep them updated with news and events of the school. For additional information about organized opportunities for parent involvement at Hyde (Warren E.) Middle, please contact (408) 252-6290.

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	3.14	1.71	0.00	0.12	0.12
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	1.71	0.12
Female	1.54	0.00
Male	1.86	0.23
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.19	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.73	0.96
Native Hawaiian or Pacific Islander	0.00	0.00
White	3.03	0.00
Two or More Races	0.00	0.00
EL Students	4.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	6.25	0.52
Migrant Education	0.00	0.00
Students with Disabilities	9.30	1.16

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)	389

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
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	17	18	45	52	56	43	59	49	4	2	5
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	26	22	22	6	7	8	13	19	17	6		
Mathematics	27	24	21	3	7	11	15	14	13	5	1	
Science	30	27	28	1	1	1	8	18	16	11		1
Social Science	30	26	28	1	1	1	12	19	17	7		

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	$ 9,920.00
School: From Supplemental/Restricted Sources	$ 1,747.00
School: From Basic/Unrestricted Sources	$ 8,173.00
District: From Basic/Unrestricted Sources	$ 6,981.00
Percentage of Variation between School & District	17.07 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	7.45 %

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	$ 106,792.00
District	$ 97,523.00
Percentage of Variation between School & District	9.5 %
All Similar School Districts	$ 89,574.00
Percentage of Variation between School & State	19.22 %

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.