

# Cupertino Union

## Sam H. Lawson Middle

### 2022-2023 School Accountability Report Card

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#### SCHOOL ADMINISTRATION

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#### SCHOOL INFORMATION

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#### DISTRICT INFORMATION

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#### BOARD OF EDUCATION

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#### DISTRICT ADMINISTRATION

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

#### SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

#### DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



## DISTRICT STATEMENTS

### MISSION STATEMENT

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

### OUR FOCUS

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

### OUR COMMITMENT AND PROMISE

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

### OUR BELIEFS

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

### SCHOOL PROFILE

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

### ABOUT THE SCHOOL

Lawson celebrates the whole child by providing opportunities for academic, social, and emotional success. Academically, students are recognized for their work. Their projects and work are displayed in classrooms and around campus. They have a variety of opportunities to demonstrate their unique talents. We strive to understand the motivations, aspirations, and learning styles of each student. Each student is encouraged to achieve a personal best and receives recognition for it. Students leave Lawson with a portfolio showing their growth as scholars and people. Socially, students are involved in a variety of extra-curricular activities and feel welcome to participate.

### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
6th	275
7th	291
8th	250
Total	816

## 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	
Asian	82.60
Black or African American	0.70
Filipino	0.90
Hispanic or Latino	3.70
Native Hawaiian or Pacific Islander	0.10
White	6.00
Two or More Races	4.00
EL Students	7.60
Foster Youth	
Homeless	0.10
Military	
Socioeconomically Disadvantaged	12.70
Migrant Education	
Students with Disabilities	6.60

## 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)	44.70	85.82	642.70	93.60	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.60	1.15	3.40	0.50	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	0.63	2.40	0.35	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.31	11.10	1.62	12,115.80	4.41
Unknown	6.20	12.05	26.90	3.92	18,854.30	6.86
Total Teaching Positions	52.10	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)	42.60	88.47	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)	0.60	1.27	7.80	1.18	11,953.10	4.28
Unknown	4.90	10.27	24.90	3.79	15,831.90	5.67
Total Teaching Positions	48.20	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	0.30	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	0.10	0.40
Total Out-of-Field Teachers	0.10	0.60

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)	0.80	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)	3.30	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

Lawson's facility, which opened in August 2005, is a combination of new buildings and renovated classrooms and library space. Wireless capability is installed throughout our buildings. New landscaping, lighting, and painting have created a beautiful look for our school grounds. It is a priority at Lawson to maintain a clean, healthy environment inside our buildings and on every inch of our school grounds. The school is making continuous improvements to the learning facilities available to students.

Recent and in-progress improvements include:

- New shade structure in quad
- Upgraded projection and Apple TV installation
- New flexible furniture in library

### 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:	11/10/2023
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	20: 4. CABINET DOOR IS BROKEN/LOOSE. 6, 18, 19, 32, 20: 4. CARPET IS TORN. WOMENS RESTROOM: 4. CEILING HAS WATER DAMAGE. 28, OFFICE: 4. CEILING TILE HAS A HOLE. 3, ADMIN, COUNSELOR, PREP ROOM: 4. CEILING TILE HAS A WATER STAIN. 29: 4. CEILING TILE IS BROKEN. 17, BOYS CHANGING: 4. CEILING TILE IS MISSING. OFFICE: 4. CEILING TILES ARE BROKEN. BOYS CHANGING: 4. CEILING TILES HAVE HOLES. COMMUNITY ROOM, CONFERENCE ROOM, GIRLS LOCKER ROOM (FOYER), IDF/ ELECTRICAL (WORKROOM), LIBRARY, OFFICE, OFFICE, OFFICE, OFFICE, SPEECH, STAFF LOUNGE, WORK ROOM, 20: 4. CEILING TILES HAVE WATER STAINS. VENDING ROOM: 4. FLOORING IS UNKEPT. 19: 4. FORMICA IS CHIPPING ON CABINETS. 11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 23: 4. FORMICA TRIM IS CHIPPING. 5, 22, 30: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 2 (HALLWAY): 4. HOLE IN WALL. BOYS LOCKER ROOM: 4. HOLES IN WALL IN RESTROOM STALL. EXERCISE ROOM (HALLWAY): 4. HOLES IN WALL. MENS RESTROOM, WOMENS RESTROOM: 4. LINOLEUM FLOORING HAS A HOLE. CARDIO ROOM (HALLWAY), GYM (FOYER), 25, 46: 4. RUBBER MOULDING IS MISSING. 19: 4. RUBBER TRIM IS LOOSE AT CARPET/TILE SEAM. 50: 4. SOAP DISPENSER IS BROKEN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	ELECTRICAL ROOM, ELECTRICAL ROOM: 5. FLOOR IS EXTREMELY DIRTY. 28: 5. FLOOR IS UNKEPT. ELECTRICAL ROOM, ELECTRICAL ROOM, STORAGE: 5. FLOORING IS EXTREMELY DIRTY. BOYS RESTROOM: 5. GRAFFITI ON DOOR. SCIENCE PREP ROOM: 5. LADDER IS UNSECURED. BOYS RESTROOM: 5. RESTROOM HAS A STRONG ODOR. 5: 5. ROOM HAS AN ODOR. SGI: 5. ROOM IS CLUTTERED. ELECTRICAL ROOM: 5. ROOM IS EXTREMELY DIRTY AND COVERED IN WEBBING. ELECTRICAL ROOM: 5. ROOM IS EXTREMELY DIRTY. 1, 4, 6, 18, SGI, SCIENCE PREP ROOM, STORAGE, STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. BOYS RESTROOM, GIRLS RESTROOM: 5. USED AS STORAGE.
ELECTRICAL: Electrical	Poor	39: 7. CLOCK IS NOT FUNCTIONING. 26: 7. CORD IS CREATING A TRIP HAZARD. 20: 7. ELECTRICAL BOX IS LOOSE. 16: 7. ELECTRICAL COVER IS BROKEN. 7: 7. ELECTRICAL COVER IS MISSING IN CEILING. STAFF LOUNGE: 7. ELECTRICAL COVER IS MISSING. OFFICE, 16, 23: 7. ETHERNET COVER IS LOOSE. 17, 19: 7. ETHERNET COVER IS MISSING. 41: 7. EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD. 9, 14, 22, 49, 23, STAFF LOUNGE: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 39: 7. EXTERIOR OUTLET COVER IS MISSING. 6, 18: 7. FIVE LIGHT PANELS ARE OUT. WOMENS RESTROOM: 7. HALF OF LIGHT BULBS ARE OUT. ADMIN: 7. HALLWAY LIGHTS ARE NOT TURNING ON. 29: 7. LIGHT DIFFUSER HAS A WATER STAIN. GIRLS RESTROOM, STAFF RESTROOM: 7. LIGHT DIFFUSER IS MISSING. STAGE: 7. MULTIPLE LIGHT PANELS ARE OUT. 1, 4, 5, 8, 9, 10, 12, 18, 29, BOYS CHANGING, BOYS RESTROOM, CONFERENCE ROOM, COUNSELOR, GIRLS RESTROOM, PREP ROOM, 14, 17: 7. MULTIPLE LIGHTBULBS ARE OUT. CONFERENCE ROOM: 7. ONE CAN LIGHT IS OUT IN FOYER. BOYS RESTROOM: 7. ONE LIGHT PANEL IS BAD. 7, 11, 54, DATA/ ELECTRICAL ROOM, GIRLS RESTROOM, INSTRUCTOR STORAGE, LIBRARY, PREP ROOM, SALAD BAR, STORAGE, UTILITY ROOM, 1, 10, 21, STORAGE: 7. ONE LIGHT PANEL IS OUT. STORAGE: 7. ONLY LIGHT BULB IS OUT. STORAGE: 7. ONLY LIGHT PANEL IS OUT. OUTLET HAS A GROUND PRONG BROKEN OFF IN IT. 25, BOYS RESTROOM, GIRLS RESTROOM, MENS RESTROOM: 7. OUTLET COVER IS BROKEN. 9, 20: 7. OUTLET COVER IS LOOSE (TAPED). BOYS LOCKER ROOM: 7. OUTLET COVER IS MISSING. COUNSELOR: 7. SWITCH PLATE IS BROKEN. 23: 7. THREE LIGHT PANELS ARE OUT. 13: 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL ROOM: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Poor	GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, STAFF RESTROOM, STAFF RESTROOM, UNISEX RESTROOM, UNISEX RESTROOM, WOMENS RESTROOM, WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. NO MENSTRUAL NOTICE IS POSTED. BOYS RESTROOM: 8. ONE STALL IS UNABLE TO BE SECURED. BOYS RESTROOM, BOYS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM: 8. RESTROOM IS OUT OF ORDER, CLOSED. GIRLS RESTROOM: 8. TOILET LEAKS AT FITTING. 44, 45, 56: 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. 46: 9. FAUCET AND DRINKING FOUNTAIN ARE LOOSE AT THE BASE. BOYS RESTROOM: 9. FAUCET HANDLE IS MISSING. NURSE: 9. FAUCET HAS A DRIP. BOYS RESTROOM: 9. FAUCET IS LOOSE FROM BASE. 14: 9. FAUCET LEAKS AT HANDLE. BOYS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW. GIRLS RESTROOM, GIRLS RESTROOM: 9. ONE FAUCET HAS NO FLOW. BOYS RESTROOM, GIRLS LOCKER ROOM: 9. ONE FAUCET IS LOOSE AT THE BASE. 1: 9. ONE FAUCET LEAKS AT HANDLE. 8: 9. SINK BASIN IS RUSTED.
SAFETY: Fire Safety, Hazardous Materials	Fair	29, 39, 40, 43, 44, 52, 54: 10. EVACUATION MAP IS NOT POSTED. 5: 10. EXIT IS BEING BLOCKED. 24: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15: 10. PLUG IN AIR FRESHENER IS PRESENT. 16, 23: 10. PLUG IN AIR FRESHENER. PRINCIPAL: 10. PLUG IN CANDLE WARMER. 4, 20: 11. IMPROPERLY STORED CLEANING SUPPLIES. WOMENS RESTROOM: 11. PAINT IS PEELING ON CEILING. 1, 8: 11. PAINT IS PEELING ON DOOR. 5, 6, 7: 11. PAINT IS PEELING ON DOORFRAME. 17, 18: 11. PAINT IS PEELING ON EAVES. 9: 11. PAINT IS PEELING ON EXTERIOR WALL. GIRLS RESTROOM: 11. PAINT IS PEELING ON HAND DRYER. GIRLS LOCKER ROOM, GIRLS LOCKER ROOM (HALLWAY): 11. PAINT IS PEELING ON HAND DRYERS. 27, 31, 33, 34, 35, 36, 2 (HALLWAY), ADMIN, BOYS LOCKER ROOM (HALLWAY), BOYS RESTROOM, GIRLS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL. 34: 11. PAINT IS PEELING ON RAILING. 21: 11. PAINT IS PEELING ON THE EAVES AND EXTERIOR WALL. GIRLS CHANGING ROOM: 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR. 20: 11. PESTICIDES ARE PRESENT.
STRUCTURAL: Structural Damage, Roofs	Good	BOYS RESTROOM: 12. CRACK IN INTERIOR WALL. 19: 13. DRY ROT ON EAVES.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	25, 26, 47, BOYS CHANGING, CONFERENCE ROOM, GIRLS CHANGING ROOM, STAFF LOUNGE: 15. DOOR CLOSER COVER IS MISSING. ELECTRICAL ROOM: 15. DOOR DOESN'T SHUT PROPERLY. 8: 15. DOOR HANDLE IS LOOSE. BOYS RESTROOM, BOYS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM: 15. DOOR IS RUSTED. 18: 15. WEATHER STRIPPING 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)	88	86	84	83	47	46
Mathematics (Grades 3-8 and 11)	88	87	84	84	33	34
Science (Grades 5, 8, and 10)		86		76		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	830	811	97.71	2.29	86.42
Male	424	413	97.41	2.59	82.04
Female	406	398	98.03	1.97	90.95
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	686	671	97.81	2.19	87.93
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	56.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	48	46	95.83	4.17	84.44
Two or More Races	51	50	98.04	1.96	86.00
EL Students	62	57	91.94	8.06	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	56.67
Migrant Education	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	30.51

**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	830	812	97.83	2.17	87.44
Male	424	415	97.88	2.12	86.51
Female	406	397	97.78	2.22	88.41
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	686	672	97.96	2.04	90.63
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	29	93.55	6.45	41.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	48	46	95.83	4.17	73.91
Two or More Races	51	51	100.00	0.00	86.27
EL Students	62	59	95.16	4.84	59.32
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	48.28
Migrant Education	0	0	0	0	0
Students with Disabilities	64	58	90.63	9.37	25.86



Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	256	249	97.27	2.73	84.34
Male	136	133	97.79	2.21	83.46
Female	120	116	96.67	3.33	85.34
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	223	217	97.31	2.69	84.79
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	11	11	100.00	0.00	81.82
Two or More Races	16	15	93.75	6.25	86.67
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	22.22

**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	871	854	34	4.0
Female	422	415	16	3.9
Male	449	439	18	4.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	721	708	23	3.2
Black or African American	6	6	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	33	32	3	9.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
White	50	48	2	4.2
Two or More Races	36	35	2	5.7
EL Students	92	88	6	6.8
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	110	109	7	6.4
Migrant Education	0	0	0	0.0
Students with Disabilities	71	69	12	17.4

#### 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

Lawson Middle School welcomes and encourages parental support and involvement. Our parent community consistently demonstrates a strong commitment to the success for all students. Our PTA has been vital in helping us to establish a network of parents to assist us in all areas of school life. The PTA maintains a link on our school website to provide information about volunteer opportunities, parent education, and current fundraising activities. Our PTA has created an emergency preparedness committee whose members receive training from our city's disaster planning teams. Lawson has a very active and supportive music booster's club and sports booster's club. Parents also assist with student clubs such as Math Counts. Parents elected to Lawson's School Site Council play an important role in helping the school design an improvement plan that meets the needs of all students. For additional information about organized opportunities for parent involvement at Lawson (Sam H.) Middle, please contact us at (408) 255-7500.

**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	0.83	1.61	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	1.61	0.00
Female	0.00	0.00
Male	3.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.53	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.06	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	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	1.82	0.00
Migrant Education	0.00	0.00
Students with Disabilities	5.63	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)	408

#### 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	1.1
Resource Specialist (non-teaching)	
Other	3

### 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	23	21	19	43	35	45	64	51	52	4	1	1
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	24	21	23	9	13	5	24	17	19			
Mathematics	25	25	24	7	8	6	23	11	16		5	
Science	26	28	26	2	1	3	26	21	17			
Social Science	31	26	24		4	3	24	19	19			

### 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	\$ 9,057.00
School: From Supplemental/Restricted Sources	\$ 1,563.00
School: From Basic/Unrestricted Sources	\$ 7,494.00
District: From Basic/Unrestricted Sources	\$ 6,981.00
Percentage of Variation between School & District	7.35 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-1.48 %

#### 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	\$ 97,035.00
District	\$ 97,523.00
Percentage of Variation between School & District	-0.5 %
All Similar School Districts	\$ 89,574.00
Percentage of Variation between School & State	8.33 %

#### 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.