

Cupertino Union

Joaquin Miller Middle

2022-2023 School Accountability Report Card

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Chief Engagement Officer
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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.

ABOUT THE SCHOOL

Located in the heart of Silicon Valley in the city of San Jose, Joaquin Miller Middle School is a three-year comprehensive middle school in the Cupertino Union School District. Miller is the second largest of the five middle schools with an enrollment of approximately 1100 students in 6-8th grades. In addition to serving the students who live in the neighborhood community, Miller is also home to the Middle School Cupertino Language Immersion Program (CLIP - Mandarin) and two Special Day Classes.

SCHOOL MISSION STATEMENT

At Miller, our mission is to Pursue Excellence in a Caring Environment by being Respectful, Responsible, and Caring (RRC).

SCHOOL BELIEFS

The school's core beliefs include:

- Creating a caring, supportive community
- The importance of risk taking and mistakes in the learning process
- Creating a caring, supportive community
- Student-centered learning
- Responsibility, respect, and character
- Developing skills that lead to lifelong learning

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
6th	315
7th	373
8th	390
Total	1078

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	48.10
Male	51.90
Non-Binary	
American Indian or Alaska Native	
Asian	84.90
Black or African American	0.50
Filipino	0.60
Hispanic or Latino	2.50
Native Hawaiian or Pacific Islander	0.30
White	4.90
Two or More Races	4.70
EL Students	4.50
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	12.00
Migrant Education	
Students with Disabilities	5.50

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)	47.50	91.60	642.70	93.60	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.54	3.40	0.50	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.40	0.35	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	2.68	11.10	1.62	12,115.80	4.41
Unknown	2.60	5.16	26.90	3.92	18,854.30	6.86
Total Teaching Positions	51.80	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)	47.60	90.37	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.47	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)	1.30	2.60	7.80	1.18	11,953.10	4.28
Unknown	3.40	6.54	24.90	3.79	15,831.90	5.67
Total Teaching Positions	52.70	100.00	659.60	100.00	279,044.80	100.00

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

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	1.30	1.10
Total Out-of-Field Teachers	1.30	1.30

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	0.00

INSTRUCTIONAL MATERIALS

Cupertino Union School held a Public Hearing on September 21, 2023, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts / Publisher: Inquiry by Design/ Adoption: 2014	Yes	0
	Grades: 6th-8th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2015	Yes	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: CPM Education Program/ Adoption: 2015	Yes	0
History / Social Science	Grades: 6th-8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute/ Adoption: 2020	Yes	0
Science	Grades: 6th-8th / Course: Science / Publisher: Accelerate Learning/ Adoption: 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

SCHOOL FACILITIES

Miller Middle School Consists of 53 classrooms, a library, an office, a gymnasium, a multipurpose room, and an athletic field.

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	MENS RESTROOM: 2. DIRTY VENT.
INTERIOR: Interior Surfaces	Fair	WOMENS RESTROOM: 4. CARPET IS LIFTING AT ENTRY (HALLWAY). 27: 4. CEILING TILE HAS A HOLE. 25, 29, 36/ ART: 4. CEILING TILE HAS A WATER STAIN. 6, 15, KITCHEN, LOUNGE: 4. CEILING TILE IS BROKEN. 16, 17, 49, 51, PREP/ WORKROOM, 15, 45, 50: 4. EILING TILES HAVE WATER STAINS. 45: 4. FLOOR TILE IS BROKEN. 35/ MAT ROOM: 4. FLOOR TILE IS MISSING. 39: 4. FORMICA IS CHIPPING ON COUNTERTOP. KITCHEN: 4. LINOLEUM IIN RESTROOM IS CRACKED AND SEPERATING. 50: 4. PIECE OF WALL TRIM IS MISSING. 37/ BOYS LOCKER ROOM: 4. WALL TILES ARE MISSING. 33/ LIFE SKILLS: 4. WALLPAPER IS TORN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	47: 5. ROOM IS CLUTTERED. 39, 41, 47, 49, 53, 31/ BAND, 34/ MUSIC, PREP/ STORAGE, STORAGE/ MECHANICAL: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Poor	28: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED (STORAGE). 8: 7. CORDS ARE CREATING TRIP HAZARDS. 21, 22: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. KITCHEN: 7. ELECTRICAL BOX IS LOOSE FROM WALL. 53, MPR, KITCHEN: 7. ELECTRICAL COVER IS BROKEN. 29: 7. ELECTRICAL COVER IS LOOSE EXPOSING LIVE WIRES. KITCHEN: 7. ELECTRICAL COVER IS MISSING IN CEILING. PREP/ WORKROOM: 7. ELECTRICAL COVER IS MISSING. 40: 7. ETHERNET BOX IS LOOSE FROM WALL. 41: 7. ETHERNET COVER IS BROKEN. 22, 35/ MAT ROOM: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 7, 32/ WOOD SHOP: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 34/ MUSIC: 7. EXTENSION CORDS ARE DAISY CHAINED. 35/ MAT ROOM: 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 26: 7. FOUR LIGHT PANELS ARE OUT. 11, BOYS RESTROOM: 7. MOTION SENSOR COVER IS MISSING. BOYS RESTROOM: 7. MOTION SENSOR COVER IS MISSING. STAGE, MPR: 7. MULTIPLE LIGHT PANELS ARE OUT. KITCHEN: 7. ONE LIGHT DIFFUSER IS BROKEN. MENS RESTROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 29, 30, 36/ ART, 38/ GIRLS LOCKER ROOM, KITCHEN, 37/ BOYS LOCKER ROOM: 7. ONE LIGHT PANEL IS OUT. 12: 7. OUTLET COVER IS BROKEN. 50: 7. PIECE OF ELECTRICAL CONDUIT IS MISSING EXPOSING WIRES. 44: 7. ROOM IS EXTREMELY DIM/INADEQUATE LIGHTING. 26: 7. SURGE PROTECTERS ARE DAISY CHAINED. 28: 7. THREE LIGHT PANELS ARE OUT. STAFF PRODUCTION: 7. TWO LIGHT PANELS ARE OUT.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Poor	38/ GIRLS LOCKER ROOM, GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, UNISEX RESTROOM, UNISEX RESTROOM, WOMENS RESTROOM, WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. NO MENSTRUAL NOTICE IS POSTED. UNISEX RESTROOM: 8. TOILET FIXTURE CAP IS LOOSE. 19, 22: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. LOUNGE: 9. DRINKING FOUNTAIN HAS A LEAK. 48: 9. DRINKING FOUNTAIN HAS A LOW FLOW. KITCHEN: 9. FAUCET LEAKS AT HANDLE 37/ BOYS LOCKER ROOM: 9. FAUCETS HAVE A LOW FLOW. 33/ LIFE SKILLS: 9. FAUCETS LEAK AT HANDLES. GIRLS RESTROOM: 9. SINK CAPS ARE MISSING.
SAFETY: Fire Safety, Hazardous Materials	Fair	12: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 26, 39, 43, 45, 46, 49, 50: 10. EVACUATION MAP IS NOT POSTED. 25: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 34/ MUSIC: 10. MULTIPLE BURNED CANDLES IN CLASSROOM. 16, 27, COUNSELOR: 10. PLUG IN AIR FRESHENER IS PRESENT. 19, 40, 41, 42, 31/ BAND: 11. IMPROPERLY STORED CLEANING SUPPLIES. KITCHEN: 11. PAINT IS PEELING ON CEILING. JANITOR CLOSET, LIBRARY: 11. PAINT IS PEELING ON COVERED WALKWAY. 49: 11. PAINT IS PEELING ON DOOR. 17A: 11. PAINT IS PEELING ON EAVES. 1, 21, STORAGE/ MECHANICAL: 11. PAINT IS PEELING ON EXTERIOR WALL. NURSE: 11. PAINT IS PEELING ON INTERIOR WALL. 47: 11. PAINT IS PEELING ON RAMP RAILING.
STRUCTURAL: Structural Damage, Roofs	Good	29, 30: 12. CRACKS IN EXTERIOR WALL. KITCHEN: 12. CRACKS ON WALL AND CEILING. MPR: 12. HOLE IN CEILING OF COVERED LUNCH AREA. JANITOR CLOSET: 12. HOLE IN COVERED WALKWAY.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	27: 14. OLD METAL SUPPORT POSTS ARE CREATING A TRIP/INJURY HAZARD. 48: 14. RAMP IS RUSTED. 47: 14. SKID PAINT IS MISSING ON RAMP. 42: 14. SKID PAINT IS PEELING ON RAMP. MPR: 14. TRIP HAZARDS THROUGHOUT QUAD AREA. BOYS RESTROOM: 15. DOOR CLOSER COVER IS MISSING.

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)	89	91	84	83	47	46
Mathematics (Grades 3-8 and 11)	91	89	84	84	33	34
Science (Grades 5, 8, and 10)	88	87	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	1093	1071	97.99	2.01	90.76
Male	564	550	97.52	2.48	89.27
Female	529	521	98.49	1.51	92.32
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	921	909	98.70	1.30	92.96
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	25	83.33	16.67	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	56	53	94.64	5.36	81.13
Two or More Races	72	70	97.22	2.78	92.86
EL Students	47	34	72.34	27.66	58.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	45	88.24	11.76	73.33
Migrant Education	0	0	0	0	0
Students with Disabilities	67	61	91.04	8.96	42.62

Assessment Results by Student Group - Mathematics					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1093	1075	98.35	1.65	89.39
Male	564	552	97.87	2.13	89.31
Female	529	523	98.87	1.13	89.46
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	921	913	99.13	0.87	92.32
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	23	76.67	23.33	43.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	56	55	98.21	1.79	65.45
Two or More Races	72	70	97.22	2.78	91.43
EL Students	47	42	89.36	10.64	48.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	45	88.24	11.76	66.67
Migrant Education	0	0	0	0	0
Students with Disabilities	67	60	89.55	10.45	33.33

Assessment Results by Student Group - Science					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	398	389	97.74	2.26	85.35
Male	215	207	96.28	3.72	85.51
Female	183	182	99.45	0.55	85.16
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	342	336	98.25	1.75	88.69
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00	0.00	64.29
Two or More Races	24	23	95.83	4.17	82.61
EL Students	16	15	93.75	6.25	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	17	89.47	10.53	52.94
Migrant Education	0	0	0	0	0
Students with Disabilities	33	29	87.88	12.12	31.03

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	95	95	95	95	95

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	1117	1105	42	3.8
Female	540	536	20	3.7
Male	577	569	22	3.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	941	933	24	2.6
Black or African American	5	5	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	30	29	7	24.1
Native Hawaiian or Pacific Islander	3	3	0	0.0
White	57	57	8	14.0
Two or More Races	52	51	3	5.9
EL Students	64	61	5	8.2
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Military	--	--	--	--
Socioeconomically Disadvantaged	139	136	10	7.4
Migrant Education	0	0	0	0.0
Students with Disabilities	73	71	9	12.7

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

Miller Middle School is supported by three parent organizations each with its own unique focus:

The Parent Teacher Association focuses on building school community through social events for families, supporting classrooms with supplies, and staff appreciation.

The Miller Community Education Foundation (MCEF) is a 501 (c) (3) public charitable organization that provides funding resources to Miller Middle School to help Miller deliver excellence in education to its students. Focus areas include maintaining a strong elective program, technology, and curriculum enhancement.

The Cupertino Language Immersion Program Advisory Council and CLIPCO support the Mandarin Immersion Program located at Miller Middle School. These organizations provide financial and curricular advisory contributions in support of the immersion program.

The School Site Council (SSC) is an elected body made up of parents, teachers and the Principals. Each year a school plan and budget is established by SSC which provides feedback for school goals and priorities.

In addition to these formal opportunities for parent involvement, the Miller parent community has a long established history of wonderful support for the school via committee participation and engagement with the Principal at Parent Engagement Sessions.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Miller (Joaquin) Middle at (408) 252-3755.

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	0.09	0.95	0.18	0.00	0.00	0.00
District	0.04	0.50	0.56	0.00	0.01	0.01
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	0.18	0.00
Female	0.00	0.00
Male	0.35	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.21	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)	539

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	1.2
Resource Specialist (non-teaching)	
Other	2

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	23	26	37	29	59	78	58	7	4	6
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	28	25	27	6	6	4	16	16	16	6	8	8
Mathematics	28	27	29	3	6	5	15	13	11	10	9	12
Science	30	30	30	2		1	13	15	14	10	9	10
Social Science	29	28	29	1	2	1	12	12	17	9	8	4

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	\$ 8,791.00
School: From Supplemental/Restricted Sources	\$ 1,681.00
School: From Basic/Unrestricted Sources	\$ 7,110.00
District: From Basic/Unrestricted Sources	\$ 6,981.00
Percentage of Variation between School & District	1.85 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-6.53 %

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	\$ 98,301.00
District	\$ 97,523.00
Percentage of Variation between School & District	0.8 %
All Similar School Districts	\$ 89,574.00
Percentage of Variation between School & State	9.74 %

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.