

Cupertino Union
D J Sedgwick Elementary
2023–2024 School Accountability Report Card

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SARC INFORMATION

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

- Visit the CDE 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.

DISTRICT PRIORITIES

- Priority 1: Future-Ready Learning: Support each child in developing the skills and characteristics of our CUSD Portrait of a Learner (POL) including academic content skills and our seven (7) competencies:

- *Critical Thinker
- *Effective Communicator
- *Global Contributor
- *Inclusive Collaborator
- *Inspired Creator
- *Resilient Learner
- *Wellness

- Priority 2: Community-Wide Engagement: Actively engage educational partners (students, staff, parents and community members) and build strong relationship to support the implementation of the CUSD Strategic Plan, including the Portrait of a Learner.

- Priority 3: Fiscal Responsibility: Effectively and efficiently utilize District resources, operations, and processes to maximize each student's learning.

- Priority 4: Sense of Belonging: Create a sense of belonging in the workplace so that every employee feels valued, validated and supported to actively engage in their work, fully contribute, and confidently practice well-being activities that promote connectedness and work-life harmony.

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 approximately 13,500 students in 17 elementary schools, one K-8 school, and five middle schools throughout the city of Cupertino and parts of the cities of Sunnyvale, San Jose, Saratoga, Los Altos, and Santa Clara.

SCHOOL MISSION STATEMENT

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

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

| Enrollment by Grade Level | |
|---------------------------|-------|
| 2023-24 | Count |
| K | 72 |
| 1st | 49 |
| 2nd | 57 |
| 3rd | 73 |
| 4th | 64 |
| 5th | 77 |
| Total | 392 |

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2023-24 | Percentage |
| Female | 44.60 |
| Male | 55.40 |
| Non-Binary | |
| American Indian or Alaska Native | 1.00 |
| Asian | 71.40 |
| Black or African American | 0.30 |
| Filipino | 1.50 |
| Hispanic or Latino | 6.40 |
| Native Hawaiian or Pacific Islander | 0.30 |
| White | 9.90 |
| Two or More Races | 4.30 |
| EL Students | 26.50 |
| Foster Youth | 11.70 |
| Homeless | 0.30 |
| Military | |
| Socioeconomically Disadvantaged | 21.40 |
| Migrant Education | |
| Students with Disabilities | 0.50 |

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) | 21.30 | 98.48 | 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) | 0.00 | 0.00 | 2.40 | 0.35 | 11,216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.30 | 1.52 | 11.10 | 1.62 | 12,115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 26.90 | 3.92 | 18,854.30 | 6.86 |
| Total Teaching Positions | 21.60 | 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) | 20.40 | 97.84 | 619.30 | 93.89 | 234,405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.20 | 0.96 | 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) | 0.20 | 1.15 | 7.80 | 1.18 | 11,953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 24.90 | 3.79 | 15,831.90 | 5.67 |
| Total Teaching Positions | 20.80 | 100.00 | 659.60 | 100.00 | 279,044.80 | 100.00 |

| Teacher Preparation and Placement | | | | | | |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| 2022-23 | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.90 | 95.96 | 564.00 | 94.27 | 231,142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 0.33 | 5,566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 6.80 | 1.14 | 14,938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 6.60 | 1.11 | 11,746.90 | 4.23 |
| Unknown | 0.60 | 3.98 | 18.70 | 3.14 | 14,303.80 | 5.15 |
| Total Teaching Positions | 16.50 | 100.00 | 598.30 | 100.00 | 277,698.00 | 100.00 |

| Teachers Without Credentials and Misassignments | | | |
|---|---------|---------|---------|
| | 2020-21 | 2021-22 | 2022-23 |
| Permits and Waivers | 0.00 | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 | 0.00 |

| Credentialed Teachers Assigned Out-of-Field | | | |
|--|---------|---------|---------|
| | 2020-21 | 2021-22 | 2022-23 |
| Credentialed Teachers Authorized on a Permit or Waiver | 0.30 | 0.20 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.30 | 0.20 | 0.00 |

| Class Assignments | | | |
|--|---------|---------|---------|
| | 2020-21 | 2021-22 | 2022-23 |
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 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) | 0.00 | 0.00 | 0.00 |

INSTRUCTIONAL MATERIALS

Cupertino Union School held a Public Hearing on September 26, 2024, 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 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.

| 2024-25 Instructional Materials | | | |
|---------------------------------|--|----------------------------|---|
| Subject | Textbooks and Other Instructional Materials / Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
| English / Language Arts | Grades: K-5th / Course: English/Language Arts / Publisher: Houghton Mifflin/ Adoption: 2003 | Yes | 0 |
| | Grades: K-5th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2014 | Yes | 0 |
| Mathematics | Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt/ Adoption: 2015 | Yes | 0 |
| History / Social Science | Grades: K-5th / Course: History/Social Science / Publisher: Pearson Scott Foresman/ Adoption: 2007 | No | 0 |
| Science | Grades: K-5th / Course: Science / Publisher: Accelerate Learning / Adoption: 2020 | Yes | 0 |
| | Grades: K-5th / Course: Science / Publisher: Pearson / Adoption: 2020 | Yes | 0 |
| | Grades: 3rd-5th / Course: Science / Publisher: Accelerate Learning / Adoption: 2024 | Yes | 0 |
| Foreign Language | N/A | N/A | N/A |
| Visual / Performing Arts | N/A | N/A | N/A |
| Health Education | Grades: 5th / Course: Health / Publisher: Positive Prevention Plus / Adoption: 2019 | Yes | 0 |

SCHOOL FACILITIES

D.J. Sedgwick Elementary was built in 1994. Sedgwick is comprised of a TK/kindergarten/preschool area, guided learning center, library, computer lab, art room, STEAM room, music room, stage, and 29 classrooms. The school also enjoys a playground with multiple play structures, as well as grassy fields for running, sports, and games. The school is continuously improving the learning facilities available to students. Recent facility improvements include the addition of a STEAM room, additional short throw projectors for classrooms that did not yet have them, a new projection and speaker system for the guided learning center and a new inclusive playground structure and play area in the preschool/kindergarten yard.

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 the 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.

| 2024-25 School Facility Inspection Summary | |
|--|--------------|
| Date of Last Inspection: | 10/25/2024 |
| Data Collected: | October 2024 |
| Overall Summary of School Facility Conditions: | POOR |

School Facility Inspection Results

| Category | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer | GOOD | 33: 2. EXHAUST FAN IS NOT WORKING IN RESTROOM. |
| INTERIOR: Interior Surfaces | FAIR | 6, 9, 10, ADMIN, STAFF ROOM: 4. CEILING TILE HAS A WATER STAIN. 12: 4. CEILING TILE IS BROKEN. 38: 4. CEILING TILE IS MISSING IN RESTROOM. 30: 4. CEILING TILES ARE BROKEN. 13: 4. CEILING TILES HAVE WATER STAIN. 1, 3, 8, 20, 21, 23, 31: 4. CEILING TILES HAVE WATER STAINS. 15: 4. PENCIL SHARPENER COVER IS MISSING. CUSTODIAL: 4. WATER DAMAGE TO WALL. |
| CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation | FAIR | 4, 9: 5. PAPER CUTTER IS UNABLE TO BE SECURED. 8: 5. ROOM IS CLUTTERED (STORAGE). 1, 2, 4, 6, 7, 8, 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH (STORAGE). 15, 18, 19, 23, 25, 26, 27, 30, 41, RESOURCE/ SUPPLIES: 5. UNSECURED ITEMS ARE STORED TOO HIGH. |
| ELECTRICAL: Electrical | POOR | 41: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL: 7. ACCESS TO ROOM IS BLOCKED. 17: 7. CORD IS CREATING A TRIP HAZARD. 15, 38: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 2, 8, 9, 24, 38, MECHANICAL/ CUSTODIAL: 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED. 6: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 12: 7. FLOOR OUTLET COVER IS MISSING. 15: 7. FLOOR OUTLET COVERS ARE MISSING. 24 (KILN ROOM), 5 (STORAGE), 6 (STORAGE), 7 (STORAGE), ELECTRICAL: 7. LIGHT DIFFUSER IS MISSING. 8: 7. LIGHT DIFFUSERS ARE MISSING (STORAGE). 33: 7. MULTIPLE LIGHT BULBS ARE OUT. 2, 3, 4: 7. ONE LIGHT DIFFUSER IS MISSING (STORAGE). GIRLS RESTROOM: 7. ONE LIGHT PANEL IS OUT. 4: 7. SURGE PROTECTORS ARE DAISY CHAINED. 1: 7. TWO LIGHT DIFFUSERS ARE MISSING (STORAGE). 33: 7. TWO LIGHT PANELS ARE OUT. |
| RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains | POOR | MENS RESTROOM, WOMEN'S RESTROOM: 8. ALL SINGLE USER RESTROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED). 34 RESTROOM, 35 RESTROOM, 38 RESTROOM, 40 RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, NURSE RESTROOM, UNISEX RESTROOM (NEAR 5), WOMEN'S RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED). BOYS RESTROOM: 8. TOILET LEAKS AT WALL. BOYS RESTROOM, GIRLS RESTROOM: 9. ALL FAUCETS LEAK AT HANDLE. 21: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 16, 17: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 33: 9. DRINKING FOUNTAIN MOUTH PIECE IS MISSING. WOMEN'S RESTROOM: 9. DRINKING FOUNTAINS HAVE NO FLOW (HALLWAY). BOYS RESTROOM: 9. FAUCET HAS A LOW FLOW. COMMONS: 9. FAUCET LEAKS AT FITTING. 1 RESTROOM, 3 RESTROOM, 4 RESTROOM, 5 RESTROOM, 6 RESTROOM, 8 RESTROOM, KITCHEN, STAFF ROOM, 2 RESTROOM, MENS RESTROOM: 9. FAUCET LEAKS AT HANDLE. BOYS RESTROOM, GIRLS RESTROOM: 9. FAUCETS LEAK AT HANDLES. |
| SAFETY: Fire Safety, Hazardous Materials | POOR | 3, 4: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 26, 28: 10. BURNING CANDLE PRESENT. 40: 10. EVACUATION MAP IS NOT POSTED. 8: 10. PLUG IN AIR FRESHENER. 25: 10. PLUG IN CANDLE WARMER. CUSTODIAL: 11. DOOR IS LEFT OPEN AND UNATTENDED PROVIDING STUDENT ACCESS TO CHEMICALS. 2, 3, 4, 6, 7, 8, 11, 15, 16, 17, 18, 19, 20, 21, 25: 11. IMPROPERLY STORED CLEANING SUPPLIES. 7: 11. PAINT IS PEELING ON CEILING IN RESTROOM. 41: 11. PAINT IS PEELING ON RAMP RAILING. 4: 11. PESTICIDES ARE PRESENT. |
| STRUCTURAL: Structural Damage, Roofs | GOOD | |
| EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences | GOOD | 37: 14. SKID PAINT IS PEELING ON RAMP. ADMIN: 14. TRIP HAZARD ON WALKWAY. 21, 26, NURSE RESTROOM, BOYS RESTROOM, GIRLS RESTROOM, WOMEN'S RESTROOM: 15. DOOR CLOSER COVER IS MISSING. 34: 15. DRY ROT ON WINDOW FRAME. 7: 15. RESTROOM DOOR IS DAMAGED AT BASE. |

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 | | | District | | | State | | |
| | 2021-22 | 2022-23 | 2023-24 | 2021-22 | 2022-23 | 2023-24 | 2021-22 | 2022-23 | 2023-24 |
| English Language Arts/Literacy (Grades 3-8 and 11) | 78 | 76 | 74 | 84 | 83 | 83 | 47 | 46 | 47 |
| Mathematics (Grades 3-8 and 11) | 76 | 76 | 76 | 84 | 84 | 84 | 33 | 34 | 35 |
| Science (Grades 5, 8, and 10) | 67 | 61 | 71 | 77 | 76 | 77 | 29 | 30 | 31 |

| Assessment Results by Student Group - English Language Arts | | | | | |
|---|------------------|---------------|----------------|--------------------|----------------------------|
| 2023-24 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
| All Students | 225 | 207 | 92.00 | 8.00 | 73.91 |
| Male | 135 | 126 | 93.33 | 6.67 | 68.25 |
| Female | 90 | 81 | 90.00 | 10.00 | 82.72 |
| Non-Binary | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 167 | 150 | 89.82 | 10.18 | 75.33 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 13 | 13 | 100.00 | 0.00 | 46.15 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 23 | 22 | 95.65 | 4.35 | 77.27 |
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 76.47 |
| EL Students | 46 | 31 | 67.39 | 32.61 | 38.71 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 47 | 41 | 87.23 | 12.77 | 53.66 |
| Migrant Education | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 13.79 |

| Assessment Results by Student Group - Mathematics | | | | | |
|---|------------------|---------------|----------------|--------------------|----------------------------|
| 2023-24 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
| All Students | 225 | 223 | 99.11 | 0.89 | 76.92 |
| Male | 135 | 133 | 98.52 | 1.48 | 76.34 |
| Female | 90 | 90 | 100.00 | 0.00 | 77.78 |
| Non-Binary | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 167 | 165 | 98.80 | 1.20 | 79.88 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 13 | 13 | 100.00 | 0.00 | 38.46 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 23 | 23 | 100.00 | 0.00 | 81.82 |
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 64.71 |
| EL Students | 46 | 46 | 100.00 | 0.00 | 55.56 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 47 | 47 | 100.00 | 0.00 | 54.35 |
| Migrant Education | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 24.14 |

| Assessment Results by Student Group - Science | | | | | |
|---|------------------|---------------|----------------|--------------------|----------------------------|
| 2023-24 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | % Met or Exceeded Standard |
| All Students | 87 | 85 | 97.70 | 2.30 | 68.24 |
| Male | 51 | 49 | 96.08 | 3.92 | 69.39 |
| Female | 36 | 36 | 100.00 | 0.00 | 66.67 |
| Non-Binary | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 63 | 61 | 96.83 | 3.17 | 68.85 |
| 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 | 13 | 13 | 100.00 | 0.00 | 69.23 |
| Two or More Races | -- | -- | -- | -- | -- |
| EL Students | 15 | 15 | 100.00 | 0.00 | 40.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 17 | 17 | 100.00 | 0.00 | 64.71 |
| Migrant Education | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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/>.

| 2023-24 Physical Fitness Test Participation | | | | | |
|---|----------------------------------|---|---|--|-----------------------------|
| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| 5th | 99 | 100 | 100 | 100 | 100 |

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

| Chronic Absenteeism Rate (Percentage) | | | | |
|---------------------------------------|-----------------------|---|---------------------------|---------------------------------------|
| 2023-24 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate (Percentage) |
| All Students | 469 | 439 | 38 | 8.7 |
| Female | 205 | 191 | 18 | 9.4 |
| Male | 264 | 248 | 20 | 8.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 340 | 315 | 25 | 7.9 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 26 | 5 | 19.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 43 | 42 | 2 | 4.8 |
| Two or More Races | 19 | 19 | 2 | 10.5 |
| EL Students | 143 | 137 | 10 | 7.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Military | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 107 | 105 | 15 | 14.3 |
| Migrant Education | -- | -- | -- | -- |
| Students with Disabilities | 67 | 66 | 13 | 19.7 |

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

Parents are encouraged to participate in school activities and to volunteer in the classrooms, for yard duty, as field trip volunteers, and as members of various committees. Besides Parent Teacher Association, School Site Council and the English Learner Advisory Committee, parents are urged to head or assist in various committees and fundraisers. We are very grateful for the many hours our parents give to our classroom teachers and school community to make Sedgwick Elementary a fun place to be as well as a strong learning community. For additional information about organized opportunities for parent involvement at D.J. Sedgwick Elementary, please contact the school at (408) 252-3103.

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.

| Suspension and Expulsion Rates | | | | | | |
|--------------------------------|-------------|---------|---------|------------|---------|---------|
| | Suspensions | | | Expulsions | | |
| | 2021-22 | 2022-23 | 2023-24 | 2021-22 | 2022-23 | 2023-24 |
| School | 0.20 | 0.24 | 0.64 | 0.00 | 0.00 | 0.00 |
| District | 0.50 | 0.56 | 0.73 | 0.01 | 0.01 | 0.00 |
| State | 3.17 | 3.60 | 3.28 | 0.07 | 0.08 | 0.07 |

| Suspension & Expulsion Rates by Student Group | | |
|---|-------------|------------|
| 2023-24 | Suspensions | Expulsions |
| All Students | 0.64 | 0.00 |
| Female | 0.49 | 0.00 |
| Male | 0.76 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.29 | 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 | 2.33 | 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 | 0.93 | 0.00 |
| Migrant Education | 0.00 | 0.00 |
| Students with Disabilities | 1.49 | 0.00 |

SCHOOL SAFETY

The safety of students and staff is a top priority for the Cupertino Union School District. With many parents and community members visiting the campus to volunteer and engage in school events, we maintain a secure environment by requiring all visitors to check in at the school office and obtain a visitor's badge. Upon departure, visitors must return to the office to sign out. Additionally, designated staff members supervise students and school grounds—including the cafeteria and recreation areas—during lunch, recess, and before and after school, ensuring a safe and orderly atmosphere for everyone.

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. Plans are approved annually by March 1st. 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 2024. 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.

| 2023-24 Ratio of Number of Pupils per Academic Counselor | |
|--|---|
| Academic Counselor(s) | 0 |

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Counseling and Support Staff | |
|---|----------------------|
| 2023-24 | Full Time Equivalent |
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.6 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 4.8 |
| Resource Specialist (non-teaching) | |
| Other | |

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 | | |
| | 22 | 23 | 24 | 22 | 23 | 24 | 22 | 23 | 24 | 22 | 23 | 24 |
| K | 19 | 10 | 16 | 3 | 4 | 1 | | 0 | 2 | | 0 | |
| 1st | 21 | 13 | 24 | 1 | 2 | 1 | 2 | 2 | 1 | | 0 | 1 |
| 2nd | 20 | 15 | 19 | 2 | 2 | 6 | 1 | 2 | | | 0 | |
| 3rd | 19 | 16 | 21 | 3 | 2 | 2 | 1 | 2 | 5 | | 0 | 1 |
| 4th | 21 | 22 | 21 | 3 | 4 | 3 | 9 | 6 | 6 | | 0 | |
| 5th | 24 | 23 | 19 | 3 | 4 | 3 | 9 | 6 | 9 | | 0 | |
| Other | | 0 | | | 0 | | | 0 | | | 0 | |

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
- Title II Part A-Teacher Quality, Technology, & Administrator Training
- Title III LEP and Title III IMM
- Title IV
- Title V
- IDEA

STATE FUNDS

- ELOP
- Prop 28 Art & Music
- CCSPP
- UPK
- Mandate Block Grant
- Mental Health
- 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>.

| 2022-23 Expenditures per Pupil | |
|---|--------------|
| School: Total Expenditures Per Pupil | \$ 11,672.00 |
| School: From Supplemental/Restricted Sources | \$ 4,555.00 |
| School: From Basic/Unrestricted Sources | \$ 7,117.00 |
| District: From Basic/Unrestricted Sources | \$ 7,402.00 |
| Percentage of Variation between School & District | -3.85 % |
| State: From Basic/Unrestricted Sources | \$ 10,770.62 |
| Percentage of Variation between School & State | -33.92 % |

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.

| 2022-23 Average Salary Information | | |
|------------------------------------|---------------|---------------|
| | District | State |
| Beginning Teachers | \$ 69,921.00 | \$ 58,552.87 |
| Mid-Range Teachers | \$ 102,780.00 | \$ 93,923.91 |
| Highest Teachers | \$ 132,588.00 | \$ 119,489.34 |
| Elementary School Principals | \$ 179,486.00 | \$ 149,898.11 |
| Middle School Principals | \$ 181,878.00 | \$ 157,110.85 |
| High School Principals | \$ 0.00 | \$ 151,698.00 |
| Superintendent | \$ 324,647.00 | \$ 270,431.60 |
| Teacher Salaries | 0.36 % | 31.93 % |
| Administrative Salaries | 0.06 % | 5.62 % |

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.

| 2022-23 Average Teacher Salary | |
|---|---------------|
| School | \$ 87,199.00 |
| District | \$ 104,643.00 |
| Percentage of Variation between School & District | -16.67 % |
| All Similar School Districts | \$ 96,325.00 |
| Percentage of Variation between School & State | -9.47 % |

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 | | | |
|---|---------|---------|---------|
| | 2022-23 | 2023-24 | 2024-25 |
| Number of Professional Development Days | 105 | 78 | 103 |

PROFESSIONAL DEVELOPMENT

Staff members build teaching skills by participating in conferences and workshops, as well as in-house professional development sessions. The District annually dedicates three days exclusively to the professional development of school site staff. Professional learning time also is set aside on site meeting calendars throughout the school year. The District continuously offers additional professional development opportunities to staff throughout the school year and during the summer.

Recent topics for staff development include but are not limited to:

- * Portrait of a Learner & Future-Ready Learning
- * Collaborative planning teams to support ELA, Math and TK
- * Parent Square communication tools
- * PBIS, SEL and Behavior Management
- * Phonics and structured literacy
- * Curriculum support in English Language Development, Intervention, Science, TK Math, and World Languages
- * Artificial Intelligence and innovative teaching practices
- * Art for Belonging
- * Math Workshop
- * Special Education - Best practices and tools