

**Cupertino Union**  
**Dwight D Eisenhower 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 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 is 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.

### ABOUT THE SCHOOL

Eisenhower is a TK-5 school, with 2 Moderate/Severe SDC classes. Along with creating rigorous lessons across subject areas, teachers use workshop models, centers, and small group instruction to reach all learners at their level. Eisenhower believes in welcoming all students and families and making sure everyone feels that they belong. At lunch time, we provide a variety of activities (chill room, rainbow looms, music, legos, art, board games, etc) so all students have something to do. Social Emotional learning is extremely important and along with being a PBIS school, we use the Second Step curriculum and give students a platform. We also have been working on building students durable skills using the 16 Habits of Mind as a tool to develop these. Finally, we are working with Soul Shoppe to assist our students in naming their emotions and how to handle them. Teachers work very hard to build classroom communities of mutual respect and collaboration. Lastly, Eisenhower is lucky to have a strong PTA, who organizes community events and fundraisers.

### SCHOOL MISSION STATEMENT

Eisenhower School maintains a climate that allows students to become confident learners who can accept the challenges necessary to succeed in our diverse, multi-faceted society. Students will have a balanced program with help from the staff, parents, business, and community to develop self-esteem, resolve conflicts, and build a sense of community.

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
K	93
1st	61
2nd	62
3rd	74
4th	59
5th	64
Total	413

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	49.60
Male	50.10
Non-Binary	0.20
American Indian or Alaska Native	1.00
Asian	56.70
Black or African American	1.20
Filipino	2.40
Hispanic or Latino	14.00
Native Hawaiian or Pacific Islander	0.70
White	14.00
Two or More Races	5.30
EL Students	27.80
Foster Youth	11.60
Homeless	0.20
Military	
Socioeconomically Disadvantaged	27.60
Migrant Education	
Students with Disabilities	0.20

#### 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)	21.50	86.00	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)	2.00	8.00	11.10	1.62	12,115.80	4.41
Unknown	1.50	6.00	26.90	3.92	18,854.30	6.86
<b>Total Teaching Positions</b>	<b>25.00</b>	<b>100.00</b>	<b>686.70</b>	<b>100.00</b>	<b>274,759.10</b>	<b>100.00</b>

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)	19.30	92.09	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)	1.00	4.76	7.80	1.18	11,953.10	4.28
Unknown	0.60	3.14	24.90	3.79	15,831.90	5.67
<b>Total Teaching Positions</b>	<b>20.90</b>	<b>100.00</b>	<b>659.60</b>	<b>100.00</b>	<b>279,044.80</b>	<b>100.00</b>

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)	18.30	98.23	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	0.30	1.77	18.70	3.14	14,303.80	5.15
<b>Total Teaching Positions</b>	<b>18.60</b>	<b>100.00</b>	<b>598.30</b>	<b>100.00</b>	<b>277,698.00</b>	<b>100.00</b>

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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	1.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	2.00	1.00	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

Eisenhower is comprised of a TK / kindergarten area; a Guided Learning Center that includes a library media area, a computer lab, a "Discovery Room", a stage and large central section for assemblies. There are 35 classrooms, including 3 separate kindergarten rooms. The school also enjoys a large playground with two play structures, as well as large, grassy fields for running, sports, and games.

The school is making continuous improvements to the learning facilities available to students. During our last modernization all classrooms were refurbished with new carpets, tackable wall surfaces, new cabinetry, teaching walls with moveable whiteboards and extra storage, and new paint. Every classroom has a short throw projector now that works with our new teaching walls. The entire fire alarm system was upgraded as well to meet the latest safety standards.

#### 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.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	11/12/2023
Data Collected:	November 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	
INTERIOR: Interior Surfaces	FAIR	ALC/ MUSIC: 4. CARPET IS STAINED. GLC: 4. CEILING TILE HAS A WATER STAIN. 28: 4. CEILING TILE IS MISSING. 26, 28, 31: 4. CEILING TILE IS TORN. 22: 4. CEILING TILES ARE TORN. 9, 19, 6A/ PSYCH, COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. 21: 4. DRAWER IS BROKEN. SOFT SPOT IN FLOOR FROM WATER DAMAGE IN RESTROOM. CAFETERIA: 4. FLOOR TILES ARE BROKEN AT ENTRY. WALLPAPER IS TORN. NURSE: 4. HOLE IN PATIENT BED. CEILING TILE HAS A HOLE. 2: 4. MULTIPLE BACKPACK HOOKS ARE BROKEN. 31: 4. WALL PAPER IS TORN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	BOYS RESTROOM: 5. DIRTY VENT. FLOORING IS DIRTY/UNKEPT. BOYS RESTROOM, GIRLS RESTROOM: 5. FLOORING IS DIRTY/UNKEPT. 23: 5. ROOM HAS A MUSTY ODOR. GIRLS RESTROOM: 5. ROOM HAS A STRONG ODOR. 29, 30, 34, 3 (STORAGE), ADMIN, BOOK ROOM, CONFERENCE ROOM 1: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	POOR	17 (STORAGE), BOOK ROOM, KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 32: 7. CLOCK IS MISSING. 8, 10, 14, 30: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 23: 7. ELECTRICAL COVER IS MISSING. 31, 37, ADMIN: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 37, PRINCIPAL: 7. EXTENSION CORD IS BEING PERMANENTLY USED. COMPUTER LAB: 7. FLOOR OUTLET COVER IS MISSING. 3, 16, 19: 7. LIGHT COVER IS MISSING (STORAGE). WOMEN'S RESTROOM: 7. LIGHT DIFFUSER IS MISSING. 37, KITCHEN: 7. ONE LIGHT PANEL IS OUT. 37: 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 29, 31: 7. OUTLET COVER IS BROKEN. 27: 7. OUTLET COVER IS MISSING. 24: 7. OUTLET COVERS ARE MISSING. 2: 7. PIECE OF ELECTRICAL CONDUIT IS MISSING. 35: 7. SECTION OF ELECTRICAL CONDUIT IS LOOSE (TOO LONG). BOYS RESTROOM: 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 1: 7. SURGE PROTECTORS ARE DAISY CHAINED.
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). 21, 22, GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, UNISEX RESTROOM, UNISEX RESTROOM, WOMEN'S RESTROOM, WOMEN'S RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE NOT POSTED). 21 RESTROOM: 8. TOILET LEAKS AT FITTING. 2, 6, 17: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 33: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 31: 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 21, 32, WOMEN'S RESTROOM, MENS RESTROOM: 9. FAUCET HAS A DRIP. 30: 9. FAUCET HAS A LOW FLOW AND IS LOOSE AT BASE. 25, UNISEX RESTROOM, UNISEX RESTROOM, WOMEN'S RESTROOM: 9. FAUCET HAS A LOW FLOW. STAFF LOUNGE, 21: 9. FAUCET LEAKS AT FITTING. WORKROOM, WOMEN'S RESTROOM, MENS RESTROOM: 9. FAUCET LEAKS AT HANDLE. GIRLS RESTROOM: 9. ONE FAUCET HAS NO FLOW. GIRLS RESTROOM: 9. ONE FAUCET HAS NO FLOW. 21 RESTROOM: 9. ONE FAUCET IS LOOSE AT BASE.
SAFETY: Fire Safety, Hazardous Materials	POOR	ADMIN: 10. BURNING CANDLE IS PRESENT. 28: 10. EVACUATION MAP IS NOT POSTED. 6A/ PSYCH, COMPUTER LAB, GLC: 10. NO ROOM ID. GLC: 10. PLUG IN AIR FRESHENER. 18: 10. PLUG IN CANDLE WARMER. STAGE: 10. WHEELCHAIR RAMP IS USED FOR STORAGE. 16, 21 RESTROOM: 11. AEROSOL AIR FRESHENER. 5: 11. IMPROPERLY STORED CLEANING SUPPLIES. 18: 11. PAINT IS CHIPPING ON DOOR FRAME. 16, 17, 18, 19: 11. PAINT IS PEELING ON BACK EAVES. STAFF LOUNGE: 11. PAINT IS PEELING ON CEILING BEAM. PAINT PEELING ON COVERED WALKWAY BEAM. BOYS RESTROOM, BOYS RESTROOM, STORAGE: 11. PAINT IS PEELING ON COVERED WALKWAY SUPPORT POSTS. 4, STORAGE, STAFF LOUNGE: 11. PAINT IS PEELING ON DOOR. 2, ADMIN, STORAGE: 11. PAINT IS PEELING ON EAVES. 31, BOYS RESTROOM, STORAGE, STORAGE, STORAGE: 11. PAINT IS PEELING ON EXTERIOR WALL. ELECTRICAL/ CUSTODIAL: 11. PAINT IS PEELING ON FACIA BOARD AND INTERIOR WALL. BOOK ROOM: 11. PAINT IS PEELING ON FACIA BOARD. 20, 25: 11. PAINT IS PEELING ON FACIA. 1: 11. PAINT IS PEELING ON FACIA/GUTTER AND DOORFRAME. 8, 15: 11. PAINT IS PEELING ON FACIA/GUTTER AND EAVES. 3, 4, 5, 6, 7, 9, 10, 12, 13, BOYS RESTROOM: 11. PAINT IS PEELING ON FACIA/GUTTER. 15A/ PTA: 11. PAINT IS PEELING ON GUTTER. 11: 11. PAINT IS PEELING ON GUTTERS. 14: 11. PAINT IS PEELING ON INTERIOR WALL. 36: 11. PAINT IS PEELING ON RAMP RAILING. 12, 13, ALC/ MUSIC: 11. PAINT IS PEELING ON THE DOOR AND EAVES. 26: 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL. 7, 10, WOMEN'S RESTROOM: 11. PAINT IS PEELING ON THE DOOR.
STRUCTURAL: Structural Damage, Roofs	GOOD	GIRLS RESTROOM: 12. CRACK IN COVERED WALKWAY. ADMIN: 12. CRACK IN EAVES. BOOK ROOM, STORAGE, STORAGE, STORAGE, STORAGE, STORAGE, STORAGE: 12. CRACKS IN EXTERIOR WALL. 24: 12. DRY ROT ON EXTERIOR WALL. 23, 35: 12. DRY ROT ON SIDING. 2, 7, 10, STORAGE: 13. HOLE IN GUTTER.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	31: 14. RAMP IS RUSTED. 11, 20: 14. TRIP HAZARD ON WALKWAY. PLAY COURTS: 14. TRIP HAZARDS THROUGHOUT. 34: 15. DOES DOES NOT CLOSE PROPERLY. WINDOW SCREEN HAS A HOLE. GLC: 15. DOOR CLOSER COVER IS MISSING. 28: 15. DOOR CLOSER IS LEAKING FLUID. MENS RESTROOM: 15. DOOR HANDLE IS LOOSE. 31, 33: 15. DOOR SLAMS SHUT.

#### 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)	73	74	68	84	83	83	47	46	47
Mathematics (Grades 3-8 and 11)	78	75	72	84	84	84	33	34	35
Science (Grades 5, 8, and 10)	79	57	57	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	194	189	97.42	2.58	68.25
Male	101	99	98.02	1.98	57.58
Female	93	90	96.77	3.23	80.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	114	111	97.37	2.63	74.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	32.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	27	26	96.30	3.70	69.23
Two or More Races	19	19	100.00	0.00	84.21
EL Students	37	33	89.19	10.81	30.30
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	53	96.36	3.64	43.40
Migrant Education	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	22.22

Assessment Results by Student Group - Mathematics					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	194	193	99.48	0.52	71.50
Male	101	101	100.00	0.00	68.32
Female	93	92	98.92	1.08	75.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	114	113	99.12	0.88	83.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	26.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	27	27	100.00	0.00	62.96
Two or More Races	19	19	100.00	0.00	78.95
EL Students	37	37	100.00	0.00	54.05
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	49.09
Migrant Education	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	25.93

Assessment Results by Student Group - Science					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	60	60	100.00	0.00	53.33
Male	33	33	100.00	0.00	45.45
Female	27	27	100.00	0.00	62.96
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	34	34	100.00	0.00	52.94
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	40.00
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	100	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	452	442	44	10.0
Female	222	216	21	9.7
Male	229	225	23	10.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	259	254	19	7.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	63	62	15	24.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	59	4	6.8
Two or More Races	22	22	3	13.6
EL Students	153	149	12	8.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	125	123	21	17.1
Migrant Education	--	--	--	--
Students with Disabilities	68	65	9	13.8

#### 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

Eisenhower parents are involved on many different levels. Not only do they support their children by getting them to school on time, communicating with teachers, and making sure they are prepared to learn, but they also volunteer their time. Some parents spend time assisting teachers in and out of the classroom. We have annual events in which parents assist in organizing and participating with their children such as Science Night, Fall Festival, Walk-a-thon, and our Ice Cream Social. Our parents volunteer through Project Cornerstone and read books and do activities in the classrooms surrounding a theme of the month. We have many opportunities for parents to provide input through our ELAC, PTA, and SSC. We also have a ParentSquad made up of bilingual parents who help communicate with families who speak a language other than English so they can stay informed. They also bring different holidays and cultural events to the school so students can learn about different countries and cultures. Our parent liaison, who speaks Mandarin, Japanese, and Korean helps communicate with non-English parents and joins parent meetings and conferences when needed. Our PTA supports Eisenhower in a variety of ways including providing music, Recess101, and art classes for students throughout the day. For additional information about organized opportunities for parent involvement at Eisenhower (Dwight D.) Elementary, please contact the school at (408) 248-4313.

**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	0.00	0.44	0.66	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	0.66	0.00
Female	0.45	0.00
Male	0.87	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.39	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.64	0.00
Two or More Races	0.00	0.00
EL Students	1.31	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.80	0.00
Migrant Education	0.00	0.00
Students with Disabilities	2.94	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	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
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	14	18	18	3	1	1	2	3	3		0	
1st	16	14	15	3	2	2	2	2	2		0	
2nd	16	15	21	1	4	3	3	1	3		0	1
3rd	24	21	21	1	1	1	2	2	6	1	0	
4th	23	21	30	1	4		9	12	6		0	
5th	25	20	26	1	4	1	9	6	6		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	\$ 10,483.00
School: From Supplemental/Restricted Sources	\$ 2,392.00
School: From Basic/Unrestricted Sources	\$ 8,091.00
District: From Basic/Unrestricted Sources	\$ 7,402.00
Percentage of Variation between School & District	9.31 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	-24.88 %

#### 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	\$ 109,683.00
District	\$ 104,643.00
Percentage of Variation between School & District	4.82 %
All Similar School Districts	\$ 96,325.00
Percentage of Variation between School & State	13.87 %

**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