Cupertino Union
Joaquin Miller Middle
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 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
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	
2023-24	**Count**
6th	372
7th	321
8th	391
Total	1084

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	50.40
Non-Binary	
American Indian or Alaska Native	0.10
Asian	83.70
Black or African American	0.60
Filipino	0.60
Hispanic or Latino	2.70
Native Hawaiian or Pacific Islander	0.10
White	5.20
Two or More Races	3.90
EL Students	6.10
Foster Youth	4.20
Homeless	
Military	
Socioeconomically Disadvantaged	14.10
Migrant Education	
Students with Disabilities	

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

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)	45.50	92.69	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)	1.30	2.71	6.60	1.11	11,746.90	4.23
Unknown	2.20	4.56	18.70	3.14	14,303.80	5.15
Total Teaching Positions	49.00	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	0.00	0.20	0.00
Local Assignment Options	1.30	1.10	1.30
Total Out-of-Field Teachers	1.30	1.30	1.30

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)	2.60	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: 6th-8th / Course: English/Language Arts / Publisher: Inquiry by Design/ Adoption: 2014 Grades: 6th-8th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2015	Yes Yes	0 0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: CPM Education Program/ Adoption: 2015	Yes	0
History / Social Science	Grades: 6th-8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute/ Adoption: 2020	Yes	0
Science	Grades: 6th-8th / Course: Science / Publisher: Accelerate Learning/ Adoption: 2021	Yes	0
Foreign Language	Grades: 6th-8th / Course: French / Publisher: Carnegie Learning / Adoption: 2024 Grades: 6th-8th / Course: Spanish / Publisher: Carnegie Learning / Adoption: 2024	Yes Yes	0 0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7th / Course: Health / Publisher: Positive Prevention Plus / Adoption: 2018	Yes	0

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.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	10/24/2024
Data Collected:	October 2024
Overall Summary of School Facility Conditions:	FAIR

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	POOR	WOMEN'S RESTROOM: 4. CARPET IS LIFTING AT ENTRY (HALLWAY). 27: 4. CEILING TILE HAS A HOLE. 25, 29, 34/ MUSIC, 35/ MAT ROOM: 4. CEILING TILE HAS A WATER STAIN. 6, 15, KITCHEN, LOUNGE: 4. CEILING TILE IS BROKEN. RECORDS: 4. CEILING TILE IS MISSING. 15, 16, 17, 455, 49, 50, 51, 36/ ART, CONFERENCE ROOM, GYM, PREP/ WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 45, 33/ LIFE SKILLS: 4. FLOOR TILE IS BROKEN. 35/ MAT ROOM: 4. FLOOR TILE IS MISSING. 44: 4. FLOOR TILES ARE LOOSE/HAVE GAPS. 39: 4. FORMICA IS CHIPPING ON COUNTERTOP. PREP/ WORKROOM: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 47: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. JANITOR CLOSET: 4. HOLES IN WALL. GIRLS RESTROOM: 4. LINOLEUM COVING IS LOOSE FROM WALL. 19: 4. RUBBER TRIM IS LOOSE AT CARPET/TILE SEAM. 50: 4. SECTION OF WALL TRIM IS MISSING. 37/ BOYS LOCKER ROOM: 4. WALL TILES ARE MISSING. 33/ LIFE SKILLS: 4. WALLPAPER IS TORN. LOUNGE: 4. WATER DAMAGE TO CABINETS UNDER SINK.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	21: 5. PAPER CUTTER IS UNABLE TO BE SECURED. 25 (STORAGE), 39, 41, 46, 47, 49, 50, 53, 31/ BAND, 34/ MUSIC, PREP/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	POOR	47, 50, 40, 48, 28 (STORAGE), GYM (STORAGE), ADMIN, 31/ BAND: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 15, 36/ ART: 7. CORD IS CREATING A TRIP HAZARD. 21, 22: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 34/ MUSIC: 7. ELECTRICAL CONDUIT END CAP IS MISSING. KITCHEN: 7. ELECTRICAL CONDUIT IS LOOSE FROM CEILING. 53: 7. ELECTRICAL COVER IS BROKEN. 25: 7. ELECTRICAL COVER IS MISSING IN CEILING (STORAGE). PREP/ WORKROOM: 7. ELECTRICAL COVER IS MISSING. 49: 7. ELECTRICAL PANEL IS OBSCURED. 45: 7. ETHERNET BOX ISLOOSE/BROKEN. 40: 7. ETHERNET CONDUIT AND COVER ARE BROKEN. 41: 7. ETHERNET COVER IS BROKEN. 22: 7. ETHERNET COVERS ARE MISSING. 14, NURSE: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 22: 7. EXTENSION CORD IS BEING PERMANENTLY USED AND ARE DAISY CHAINED. 13, 35/ MAT ROOM: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 32/ WOOD SHOP: 7. EXTENSION CORDS AND OUTLET EXTENDERS ARE DAISY CHAINED. 34/ MUSIC: 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED. 7: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 35/ MAT ROOM: 7. EXTERIOR ELECTRICAL COVER IS MISSING IN EAVES. 11, BOYS RESTROOM: 7. MOTION SENSOR COVER IS MISSING. 37/ BOYS LOCKER ROOM: 7. MULTIPLE LIGHT BULBS ARE OUT. GIRLS RESTROOM: 7. ONE HAND DRYER HAS NO POWER. 29, 37/ BOYS LOCKER ROOM, 38/ GIRLS LOCKER ROOM: 7. ONE LIGHT PANEL IS OUT. 10, 12: 7. OUTLET COVER IS BROKEN. 45: 7. OUTLET EXTENDER IS BEING PERMANENTLY USED. 43: 7. SECTION OF ELECTRICAL CONDUIT IS MISSING.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	POOR	GIRLS RESTROOM, GIRLS RESTROOM, GIRLS RESTROOM, BOYS RESTROOM (DESIGNATED), WOMEN'S RESTROOM, NURSE RESTROOM, KITCHEN RESTROOM, WOMEN'S RESTROOM, UNISEX RESTROOM, UNISEX RESTROOM, UNISEX RESTROOM, 38/ GIRLS LOCKER ROOM, : 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE(NO MENSTRUAL NOTICE IS POSTED). BOYS RESTROOM: 8. ONE TOILET IS LOOSE AT BASE. MENS RESTROOM: 8. ONE URINAL LEAKS AT FITTING. 19, 22, 48: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. LOUNGE: 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. 39: 9. DRINKING FOUNTAIN IS LOOSE AT BASE. 10: 9. EYE WASH STATION HAS A LOW FLOW ON ONE SIDE. 7: 9. EYE WASH STATION HAS A LOW FLOW. 42, 48, NURSE RESTROOM, KITCHEN, STAFF PRODUCTION, KITCHEN: 9. FAUCET LEAKS AT HANDLE. 37/ BOYS LOCKER ROOM: 9. FAUCETS HAVE A LOW FLOW. WOMEN'S RESTROOM: 9. FAUCETS LEAK AT FITTING. 33/ LIFE SKILLS: 9. FAUCETS LEAK AT HANDLES. GIRLS RESTROOM: 9. SINK CAPS ARE MISSING.
SAFETY: Fire Safety, Hazardous Materials	FAIR	12, 36/ ART, LIBRARY: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 50: 10. EVACUATION MAP IS NOT POSTED. 15: 10. FIRE EXTINGUISHER IS MOUNTED BY PULL PIN. 13: 10. INGRESS/EGRESS IS BLOCKED. 34/ MUSIC: 10. MULTIPLE BURNED CANDLES IN CLASSROOM. 13, 16, 43: 10. PLUG IN AIR FRESHENER. 9: 10. TEACHER HAS TAPED OVER OUTLETS. 19, 21, 39, 40, 41, 42, 44, 48, 31/ BAND, 33/ LIFE SKILLS, NURSE: 11. IMPROPERLY STORED CLEANING SUPPLIES. JANITOR CLOSET, LIBRARY: 11. PAINT IS PEELING ON COVERED WALKWAY. 49, 35/ MAT ROOM: 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. 25: 11. PAINT IS PEELING ON DOOR. 17A: 11. PAINT IS PEELING ON EAVES. STORAGE/ MECHANICAL: 11. PAINT IS PEELING ON EXTERIOR WALL. 23: 11. PAINT IS PEELING ON FACIA (THROUGHOUT ENTIRE BUILDING). 47: 11. PAINT IS PEELING ON RAMP RAILING.
STRUCTURAL: Structural Damage, Roofs	GOOD	29, 30, 31/ BAND 32/ WOOD SHOP: 12. CRACKS IN EXTERIOR WALL. 42, 46, 49, 51: 12. DRY ROT ON SIDING. JANITOR CLOSET: 12. HOLE IN COVERED WALKWAY.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	48: 14. RAMP IS RUSTED. 47: 14. SKID PAINT IS MISSING ON RAMP. 42, 49: 14. SKID PAINT IS PEELING ON RAMP. 44: 14. TRIP HAZARD ON WALKWAY. MPR: 14. TRIP HAZARDS THROUGHOUT QUAD AREA. BOYS RESTROOM: 15. DOOR CLOSER COVER IS MISSING. WOMEN'S RESTROOM: 15. DOOR HANDLE IS LOOSE/STICKS.

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)	89	91	91	84	83	83	47	46	47
Mathematics (Grades 3-8 and 11)	91	89	92	84	84	84	33	34	35
Science (Grades 5, 8, and 10)	88	87	89	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	1092	1072	98.17	1.83	90.83
Male	546	537	98.35	1.65	88.43
Female	546	535	97.99	2.01	93.25
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	912	900	98.68	1.32	92.20
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	28	93.33	6.67	48.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	53	92.98	7.02	88.68
Two or More Races	79	77	97.47	2.53	92.21
EL Students	68	52	76.47	23.53	32.65
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	155	93.37	6.63	72.73
Migrant Education	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	41.46

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1092	1087	99.54	0.46	91.81
Male	546	545	99.82	0.18	91.38
Female	546	542	99.27	0.73	92.25
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	912	909	99.67	0.33	94.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	57	56	98.25	1.75	83.93
Two or More Races	79	78	98.73	1.27	96.15
EL Students	68	67	98.53	1.47	58.21
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	165	99.40	0.60	73.94
Migrant Education	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	39.02

Assessment Results by Student Group - Science

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	394	391	99.24	0.76	88.24
Male	195	194	99.49	0.51	88.66
Female	199	197	98.99	1.01	87.82
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	326	325	99.69	0.31	89.85
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	20	95.24	4.76	80.00
Two or More Races	31	30	96.77	3.23	90.00
EL Students	16	15	93.75	6.25	20.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	69.09
Migrant Education	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	38.89

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
7th	95	99	96	99	99

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	1106	1099	40	3.6
Female	550	547	17	3.1
Male	556	552	23	4.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	925	919	25	2.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	7	23.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	57	6	10.5
Two or More Races	43	43	2	4.7
EL Students	86	84	4	4.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	169	168	15	8.9
Migrant Education	--	--	--	--
Students with Disabilities	49	49	11	22.4

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	0.95	0.18	1.45	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	1.45	0.00
Female	0.18	0.00
Male	2.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.97	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	20.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.72	0.00
Two or More Races	0.00	0.00
EL Students	4.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	4.14	0.00
Migrant Education	0.00	0.00
Students with Disabilities	8.16	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)	542

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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
6th	21	23	23	37	29	35	78	58	69	4	6	9
Other		0			0			0			0	

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
English	25	27	27	6	4	4	16	16	17	8	8	6
Mathematics	27	29	26	6	5	7	13	11	11	9	12	11
Science	30	30	30		1	1	15	14	20	9	10	2
Social Science	28	29	29	2	1		12	17	19	8	4	1

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	$ 9,541.00
School: From Supplemental/Restricted Sources	$ 1,815.00
School: From Basic/Unrestricted Sources	$ 7,726.00
District: From Basic/Unrestricted Sources	$ 7,402.00
Percentage of Variation between School & District	4.38 %
State: From Basic/Unrestricted Sources	$ 10,770.62
Percentage of Variation between School & State	-28.27 %

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	$ 107,543.00
District	$ 104,643.00
Percentage of Variation between School & District	2.77 %
All Similar School Districts	$ 96,325.00
Percentage of Variation between School & State	11.65 %

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