

# Cupertino Union

## Sam H. Lawson Middle

### 2024-2025 School Accountability Report Card

Published: January 2026

#### SCHOOL ADMINISTRATION

Melissa Maisen  
Maisen\_Melissa@cusdk8.org

#### SCHOOL INFORMATION

43694190108126  
10401 Vista Dr.  
Cupertino, CA 95014  
(408) 255-7500  
www.cusdk8.org

#### DISTRICT INFORMATION

Cupertino Union  
1309 South Mary Ave. Ste. 150  
Sunnyvale, CA 94087  
(408) 252-3000

#### BOARD OF EDUCATION

Jerry Liu  
Satheesh Madhathil  
Sylvia Leong  
Ava Chiao  
Long Jiao

#### DISTRICT ADMINISTRATION

Stacy Yao,  
Superintendent  
yao\_stacy@cusdk8.org  
Allison Liner,  
Deputy Superintendent,  
Educational Services  
Chris Jew,  
Chief Business Officer  
Mike Ghelber,  
Associate Superintendent,  
Human Resources  
Mahmoud Abed,  
Chief Technology Officer

#### SARC INFORMATION

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

- Visit the California Department of Education (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.

### ABOUT THE SCHOOL

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

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
6th	291
7th	275
8th	275
Total	841

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	46.10
Male	53.90
Non-Binary	
American Indian or Alaska Native	0.20
Asian	82.40
Black or African American	0.70
Filipino	1.20
Hispanic or Latino	3.70
Native Hawaiian or Pacific Islander	0.10
White	6.20
Two or More Races	3.30
EL Students	12.70
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	15.30
Migrant Education	
Students with Disabilities	5.70

#### 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						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.60	88.47	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	0.53	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	0.61	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.27	7.80	1.18	11,953.10	4.28
Unknown	4.90	10.27	24.90	3.79	15,831.90	5.67
<b>Total Teaching Positions</b>	<b>48.20</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)	39.60	91.01	564.00	94.27	231,142.40	83.24
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)	0.40	0.92	6.60	1.11	11,746.90	4.23
Unknown	3.50	8.05	18.70	3.14	14,303.80	5.15
<b>Total Teaching Positions</b>	<b>43.60</b>	<b>100.00</b>	<b>598.30</b>	<b>100.00</b>	<b>277,698.00</b>	<b>100.00</b>

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.80	94.99	576.90	93.40	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.73	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	0.95	9.30	1.51	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.05	8.40	1.37	12,112.80	4.34
Unknown	1.20	2.98	18.40	2.99	13,705.80	4.91
<b>Total Teaching Positions</b>	<b>41.90</b>	<b>100.00</b>	<b>617.60</b>	<b>100.00</b>	<b>278,927.10</b>	<b>100.00</b>

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.40
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>0.40</b>

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00	0.00
Local Assignment Options	0.40	0.40	0.40
Total Out-of-Field Teachers	0.60	0.40	0.40

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.60
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 25, 2025, 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.

2025-26 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts / Publisher: Inquiry by Design / Adoption: 2014	Yes	0
	Grades: 6th-8th / Course: English/Language Arts / Publisher: Heinemann / Adoption: 2015	Yes	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: CPM Education Program / Adoption: 2015	Yes	0
History / Social Science	Grades: 6th-8th / Course: History/Social Science / Publisher: Teachers Curriculum Institute / Adoption: 2020	Yes	0
Science	Grades: 6th-8th / Course: Science / Publisher: STEMscopes by Accelerate Learning / Adoption: 2021	Yes	0
Foreign Language	Grades: 6th-8th / Course: French / Publisher: Carnegie Learning / Adoption: 2024	Yes	0
	Grades: 6th-8th / Course: Spanish / Publisher: Carnegie Learning / Adoption: 2024	Yes	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**

Lawson Middle School, which opened in August 2005, features a combination of new construction and renovated classroom and library spaces. The campus is fully equipped with wireless connectivity, supporting technology integration across all learning areas. Beautiful landscaping and updated lighting help create a welcoming and well-maintained environment for students and staff.

At Lawson, maintaining a clean, safe, and healthy school environment remains a top priority. The school continues to benefit from district support to ensure facilities are well cared for and conducive to learning. While no new major facility upgrades were completed this year, recent improvements continue to enhance the campus, including:

- A shade structure in the quad
- Upgraded projection systems and Apple TV installation
- Flexible furniture in the library to support collaboration and independent study

**Campus Supervision and Safety**

The Cupertino Union School District and Lawson Middle School are committed to ensuring student safety at all times. Before school, during recess, and at lunch, staff provide active supervision throughout campus. After school, teachers and other staff monitor dismissal areas to ensure safe student pick-up.

The Lawson campus is fully enclosed with fencing around the perimeter, which helps maintain a secure environment and control access to the school grounds. During school hours, all visitors must sign in at the front office, present photo identification, and wear a visitor badge while on campus. These procedures help ensure the safety and security of all students and staff.

**Cleaning Process**

Administration and front office staff collaborate daily with the custodial team to ensure that all classrooms, restrooms, and common areas are kept clean and safe.

Custodians maintain the campus both during the day and in the evenings. The Cupertino Union School District oversees a scheduled maintenance program to ensure all facilities remain in good condition and meet health and safety standards.

**Maintenance and Repair**

District maintenance staff respond promptly to repair needs to keep the school in good working order. A district-wide work order system helps prioritize and complete maintenance requests efficiently, with urgent repairs receiving immediate attention.

**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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	11/15/2025
Data Collected:	NOVEMBER 2026
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	1, GYM: 3. WATER VALVE IS LEAKING (WALKWAY).
INTERIOR: Interior Surfaces	FAIR	6, 18, 19, 20, 23, 32, COMMUNITY ROOM: 4. CARPET IS TORN. OFFICE: 4. CEILING TILE HAS A HOLE. 3, COUNSELOR: 4. CEILING TILE HAS A WATER STAIN. BOYS CHANGING, CONFERENCE ROOM, GIRLS CHANGING ROOM: 4. CEILING TILE IS MISSING. OFFICE: 4. CEILING TILES ARE BROKEN. 7, CONFERENCE ROOM: 4. CEILING TILES ARE MISSING. BOYS CHANGING: 4. CEILING TILES HAVE HOLES. 20, ADMIN, BOYS LOCKER ROOM (FOYER), GIRLS LOCKER ROOM (FOYER), LIBRARY, OFFICE, PREP ROOM, WORK ROOM: 4. CEILING TILES HAVE WATER STAINS. 19, 24: 4. FORMICA IS CHIPPING ON CABINETS. 12: 4. FORMICA IS PEELING ON CABINETS. 7: 4. FORMICA TRIM IS CHIPPED ON COUNTERTOP. 23: 4. FORMICA TRIM IS CHIPPING. 5, ADMIN: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 2: 4. HOLE IN WALL (HALLWAY). EXERCISE ROOM: 4. HOLES IN WALL (HALLWAY). MENS REST ROOM, WOMENS REST ROOM: 4. LINOLEUM FLOORING HAS A HOLE. GYM: 4. RUBBER MOLDING IS MISSING. 46: 4. RUBBER MOLDING IS TAPED. MENS REST ROOM: 4. VALVE COVER IS MISSING IN STALL. 2, BOYS LOCKER ROOM (FOYER), CARDIO ROOM (HALLWAY), COUNSELOR, GIRLS LOCKER ROOM (FOYER), GYM (FOYER), PREP ROOM, STAGE: 4. WALL IS DAMAGED. GYM: 4. WALL PADS ARE TORN. ADMIN: 4. WALL PAPER IS PEELING. CARPET IS LIFTING. 9: 4. WALL PAPER IS SEPARATING. 11: 4. WALL TRIM IS MISSING NEAR ENTRY.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	FAIR	MENS REST ROOM: 5. WALL IS STAINED. WOMENS REST ROOM: 5. BLACK GROWTH ON CEILING. VENT IS DIRTY. 6, COMMUNITY ROOM, ADMIN: 5. CARPET IS STAINED. BOYS LOCKER ROOM: 5. DRINKING FOUNTAINS BASINS ARE DIRTY. 36, STAGE: 5. FLOOR IS DIRTY. ELECTRICAL ROOM: 5. FLOORING IS UNKEPT. 1, GYM: 5. GROWTH ON EXTERIOR WALL FROM LEAK. ELECTRICAL ROOM: 5. LADDER IS UNSECURED. 5: 5. ROOM HAS A STRONG ODOR. SGI, STORAGE: 5. ROOM IS CLUTTERED. STORAGE, ELECTRICAL ROOM, ELECTRICAL ROOM, ELECTRICAL ROOM, ELECTRICAL ROOM, ELECTRICAL ROOM, ELECTRICAL ROOM, STORAGE, BOYS CHANGING, ELECTRICAL ROOM, GIRLS CHANGING ROOM: 5. ROOM IS UNKEPT. 1, 7 (STORAGE), NURSE, PREP ROOM, SCIENCE PREP ROOM, SGI, STORAGE, 2, 4, 6, 18, 19, BOYS LOCKER ROOM, GIRLS LOCKER ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. MENS REST ROOM: 5. URINE SCALE IS PRESENT IN URINAL. REST ROOM HAS A STRONG ODOR. 28, ELECTRICAL ROOM: 5. USED FOR STORAGE. GIRLS LOCKER ROOM, SPEECH: 5. VENT IS DIRTY. WOMENS REST ROOM, BOYS LOCKER ROOM: 5. VENTS ARE DIRTY. ELECTRICAL ROOM: 6. COCKROACH PRESENT. RODENT DROPPINGS PRESENT. BOYS CHANGING, GIRLS CHANGING ROOM: 6. WEBBING PRESENT THROUGHOUT.
ELECTRICAL: Electrical	FAIR	44: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 7: 7. CONDUIT COVER IS MISSING IN CEILING. 9, 16: 7. CONDUIT IS TAPED. 19: 7. CORD IS CREATING A TRIP HAZARD. PREP ROOM: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 5, 19, 24: 7. ETHERNET COVER IS MISSING. 23: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 39: 7. EXTERIOR OUTLET COVER IS MISSING. MENS REST ROOM, WOMENS REST ROOM: 7. HAND DRYERS HAVE NO POWER. 8: 7. LIGHT SWITCH IS BROKEN. ADMIN: 7. LIGHTS ARE NOT TURNING

		ON. CONFERENCE ROOM: 7. MULTIPLE LIGHTBULBS ARE OUT. 14, MENS REST ROOM, MENS REST ROOM, WOMENS REST ROOM: 7. OUTLET COVER IS BROKEN. 13: 7. OUTLET COVER IS LOOSE. BOYS LOCKER ROOM: 7. OUTLET COVER IS MISSING. 37: 7. SURGE PROTECTORS ARE DAISY CHAINED. GIRLS REST ROOM: 7. THREE LIGHT PANELS ARE OUT. CONFERENCE ROOM: 7. TWO CAN LIGHTS ARE OUT IN FOYER.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	POOR	BOYS LOCKER ROOM: 8. HOLES IN WALL IN RR STALL. GIRLS REST ROOM, BOYS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, KITCHEN, NURSE, OFFICE, STAFF REST ROOM, STAFF REST ROOM, UNISEX REST ROOM, UNISEX REST ROOM, WOMENS REST ROOM, WOMENS REST ROOM: 8. MENSTRUAL NOTICE NOT POSTED IN RR. GIRLS REST ROOM, WOMENS REST ROOM, GIRLS LOCKER ROOM, BOYS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, KITCHEN, NURSE, OFFICE, STAFF REST ROOM, STAFF REST ROOM, UNISEX REST ROOM, UNISEX REST ROOM, WOMENS REST ROOM, WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM: 8. TOILET LEAKS AT FITTING. 44, 45, 46, 56: 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. BOYS REST ROOM: 9. FAUCET IS LOOSE AT BASE. 1, 4, 13: 9. FAUCET LEAKS AT HANDLE. GIRLS REST ROOM: 9. ONE FAUCET HAS NO FLOW. BOYS REST ROOM, GIRLS LOCKER ROOM: 9. ONE FAUCET IS LOOSE AT BASE. GIRLS LOCKER ROOM: 9. ONE SINK HAS NO FLOW. DRINKING FOUNTAIN HAS NO FLOW. 8: 9. SINK BASIN IS RUSTED.
SAFETY: Fire Safety, Hazardous Materials	FAIR	STAGE: 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED. 8: 10. BURNED CANDLE PRESENT. FIRE EXTINGUISHER IS NOT MOUNTED. 21, 51, 56: 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 9, 22, 40, 44, 46, 49, 43, 54, CONFERENCE ROOM, CONFERENCE ROOM: 10. EVACUATION MAP IS NOT POSTED. COMPUTER STORAGE TECH ROOM, ELEVATOR, ELEVATOR, WORK ROOM: 10. NO ACCESS. COUNSELOR, NURSE, UNISEX REST ROOM, UNISEX REST ROOM: 10. NO ROOM ID. 14, 17, 23: 10. PLUG IN AIR FRESHENER. 9, 30, 44, 54: 10. WILLIAMS NOTICE NOT POSTED. 14, 15, 22, 33, 39, 40: 11. IMPROPERLY STORED CLEANING SUPPLIES. 13: 11. IMPROPERLY STORED CLEANING SUPPLIES. HERBICIDES ARE PRESENT. IMPROPERLY STORED FERTILIZER. 19: 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS PEELING ON DOOR FRAME. PAINT IS PEELING ON FACIA. 6, 37, 41, 49, 56: 11. IMPROPERLY STORED CLEANING SUPPLIES. UNIDENTIFIED CHEMICALS. WOMENS REST ROOM: 11. PAINT IS PEELING ON CEILING. 8, 17, 18, 21, ELECTRICAL ROOM, STORAGE: 11. PAINT IS PEELING ON COVERED WALKWAY. 1, 5, 6, 7, 17, 18, 20, 22: 11. PAINT IS PEELING ON DOOR FRAME. 6: 11. PAINT IS PEELING ON FACIA AND COVERED WALKWAY. 8, 11, GIRLS CHANGING ROOM: 11. PAINT IS PEELING ON DOOR. ELECTRICAL ROOM: 11. PAINT IS PEELING ON EAVE. 24: 11. PAINT IS PEELING ON EAVES. 2, 12: 11. PAINT IS PEELING ON EXTERIOR SURFACES. 9, 21, STAFF LOUNGE: 11. PAINT IS PEELING ON EXTERIOR WALL. GIRLS REST ROOM: 11. PAINT IS PEELING ON HAND DRYER. GIRLS LOCKER ROOM, BOYS LOCKER ROOM (FOYER): 11. PAINT IS PEELING ON HAND DRYERS. 36, 2 (HALLWAY), BOYS LOCKER ROOM, BOYS LOCKER ROOM, CARDIO ROOM (HALLWAY), COUNSELOR, EXERCISE ROOM (HALLWAY), GIRLS LOCKER ROOM (FOYER), GYM, PREP ROOM, STAGE, BOYS REST ROOM, BOYS REST ROOM, GIRLS CHANGING ROOM, GIRLS REST ROOM, GIRLS REST ROOM, NURSE: 11. PAINT IS PEELING ON INTERIOR WALL. 34, MENS REST ROOM, WOMENS REST ROOM: 11. PAINT IS PEELING ON RAILING.
STRUCTURAL: Structural Damage, Roofs	GOOD	2: 12. COVERED WALKWAY HAS A CRACK AND IS DRIPPING WATER. 9, 21: 12. CRACK IN EXTERIOR WALL. 8, 32, BOYS REST ROOM, BOYS REST ROOM, GIRLS REST ROOM: 12. CRACK IN INTERIOR WALL. 12, 24, ELECTRICAL ROOM: 12. CRACKS IN EXTERIOR WALL. 8: 12. DRY ROT ON COVERED WALKWAY. 15: 12. DRY ROT ON EAVES. 6: 12. DRY ROT ON FACIA AND COVERED WALKWAY. 19: 12. DRY ROT ON FACIA. 12: 12. FACIA HAS WATER DAMAGE. 12: 13. GUTTER IS RUSTED AND LEAKING AT SEAM. 2: 13. GUTTER IS RUSTED AT SEAMS AND LEAKING (WALKWAY).
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	ELECTRICAL ROOM: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PREP ROOM: 14. TRIP HAZARD ON WALKWAY. GIRLS CHANGING ROOM, GIRLS LOCKER ROOM (FOYER): 15. DOOR CLOSER COVER IS MISSING. 30: 15. DOOR DOES NOT SHUT PROPERLY. BOYS REST ROOM, BOYS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM: 15. DOOR IS RUSTED. MENS REST ROOM, MENS REST ROOM, WOMENS REST ROOM, WOMENS REST ROOM: 15. DOOR SLAMS SHUT. 1: 15. DOOR SWEEP IS LOOSE AND DAMAGED. 18: 15. WEATHER STRIPPING IS BROKEN. DOOR CLOSER COVER IS MISSING. 46, 48: 15. WEATHER STRIPPING IS DAMAGED.

#### 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.ets.org/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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	86	85	86	83	83	82	46	47	48
Mathematics (Grades 3-8 and 11)	87	86	87	84	84	84	34	35	37
Science (Grades 5, 8, and 10)	86	84	85	76	77	75	30	31	32

Assessment Results by Student Group - English Language Arts					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	837	801	95.70	4.30	86.02
Male	457	432	94.53	5.47	81.48
Female	380	369	97.11	2.89	91.33
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	686	655	95.48	4.52	88.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	46.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	51	50	98.04	1.96	78.00
Two or More Races	49	45	91.84	8.16	91.11
EL Students	98	70	71.43	28.57	27.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	135	129	95.56	4.44	68.22
Migrant Education	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	28.57

Assessment Results by Student Group - Mathematics					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	837	829	99.04	0.96	87.45
Male	457	451	98.69	1.31	87.14
Female	380	378	99.47	0.53	87.83
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	686	680	99.13	0.87	89.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	48.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	51	50	98.04	1.96	88.00
Two or More Races	49	49	100.00	0.00	85.71
EL Students	98	96	97.96	2.04	55.21
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	135	133	98.52	1.48	71.43
Migrant Education	0	0	0	0	0
Students with Disabilities	52	49	94.23	5.77	38.78

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	272	268	98.53	1.47	85.07
Male	135	133	98.52	1.48	85.71
Female	137	135	98.54	1.46	84.44
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	222	219	98.65	1.35	86.30
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	20	19	95.00	5.00	73.68
Two or More Races	13	13	100.00	0.00	84.62
EL Students	23	22	95.65	4.35	36.36
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	43	97.73	2.27	72.09
Migrant Education	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	68.75

**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/>.

2024-25 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	100	100	99	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)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	883	866	30	3.5
Female	405	397	9	2.3
Male	478	469	21	4.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	726	713	18	2.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	7	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	52	2	3.8
Two or More Races	29	29	0	0.0
EL Students	126	121	5	4.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	145	141	11	7.8
Migrant Education	--	--	--	--
Students with Disabilities	62	59	10	16.9

#### 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

Sam H. Lawson Middle School welcomes and encourages active parent support and engagement. Our parent community consistently demonstrates a strong commitment to the success of all students. The Lawson Parent Teacher Association (PTA) plays a vital role in fostering communication, volunteerism, and community connection. The PTA maintains a link on the school website with information about volunteer opportunities, parent education, and current fundraising activities. The PTA also supports campus-wide initiatives, including an Emergency Preparedness Committee whose members receive training from the City of Cupertino's disaster planning teams.

In addition to the PTA, Lawson benefits from a highly supportive Music Booster and Sports Booster that enhance student experiences in the performing arts and athletics. Parents participating in Lawson's School Site Council collaborate with staff to develop and monitor the school's improvement plan, ensuring that programs and resources meet the needs of all students.

For additional information about organized opportunities for parent involvement at Lawson Middle School, please contact the school office at (408) 255-7500.

**SCHOOL CLIMATE**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**SUSPENSIONS AND EXPULSIONS**

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	1.61	1.02	0.34	0.00	0.00	0.00
District	0.56	0.73	0.71	0.01	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.34	0.00
Female	0.25	0.00
Male	0.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.28	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.69	0.00
Migrant Education	0.00	0.00
Students with Disabilities	3.23	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 2025. 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.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	281

#### 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	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.625
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.2
Resource Specialist (non-teaching)	2
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		
	23	24	25	23	24	25	23	24	25	23	24	25
6th	19	21	19	45	30	37	52	43	49	1	6	6
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	23	24	22	5	8	9	19	13	14	0	4	4
Mathematics	24	25	24	6	3	7	16	17	10	0	2	5
Science	26	30	30	3	0	1	17	11	10	0	7	7
Social Science	24	27	28	3	3	1	19	13	14	0	4	4

**DISTRICT REVENUE SOURCES**

In addition to general state funding, the Cupertino Union School District receives state and federal funding for the following categorical funds and other support programs:

**FEDERAL FUNDS**

- Title I
- 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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 10,845.00
School: From Supplemental/Restricted Sources	\$ 2,497.00
School: From Basic/Unrestricted Sources	\$ 8,348.00
District: From Basic/Unrestricted Sources	\$ 8,400.00
Percentage of Variation between School & District	-0.62 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-25.10 %

#### 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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 75,515.00	\$ 61,596.88
Mid-Range Teachers	\$ 111,002.00	\$ 98,902.37
Highest Teachers	\$ 143,195.00	\$ 126,339.83
Elementary School Principals	\$ 195,839.00	\$ 158,382.71
Middle School Principals	\$ 191,214.00	\$ 165,207.00
High School Principals	\$ 0.00	\$ 162,237.00
Superintendent	\$ 360,329.00	\$ 288,331.69
Teacher Salaries	35.34 %	31.29 %
Administrative Salaries	6.46 %	5.38 %

#### 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.

2023-24 Average Teacher Salary	
School	\$ 112,785.00
District	\$ 112,901.00
Percentage of Variation between School & District	-0.10 %
All Similar School Districts	\$ 101,700.00
Percentage of Variation between School & State	10.90 %

**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			
	2023-24	2024-25	2025-26
Number of Professional Development Days	78	103	96

**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

**ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS**

For additional research materials and Internet availability, students are encouraged to visit libraries of the Santa Clara County Library District, which contain numerous computer workstations.