

Cupertino Union

John F. Kennedy Middle

2024-2025 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 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.

SCHOOL MISSION STATEMENT

Kennedy Middle School provides an education that supports the intellectual, social, emotional, and physical needs of all students in a safe environment. Students learn and master skills that are appropriate, comprehensive, and based on state and district standards. The partnership between school and community fosters students' independence and growth.

SCHOOL VISION STATEMENT

Student independence and lifelong learning will be encouraged through a committed and evolving partnership between students, parents, school, and community. Kennedy Middle School will be safe, caring, and inclusive. Academic achievement will be balanced with respect for self and others, self-discipline, and individual responsibility.

SCHOOL BELIEFS

- Responsibility is shared – education requires participation of staff, students, family, and community.
- All students can learn – all students have potential that can be developed.
- Rates of learning vary – the time required for mastery has no bearing on the value of the learner.
- All students have unique skills and talents – individual abilities must be identified and nurtured.
- High self-esteem enhances success – people develop best through sincere praise and validation.
- School climate contributes to achievement – learning occurs best in a safe and caring environment.
- Support systems are available – students need social, emotional, and academic guidance.
- High expectations for success must be the norm – failure only occurs when one stops trying.
- Trust is vital – trust bonds staff, students, family, and community.
- Cooperation is essential – learning must encourage and teach skills which develop a cooperative attitude.
- Respect is critical – respect for people, education, and the future serves all of us.

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
6th	282
7th	272
8th	326
Total	880

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	49.70
Male	50.30
Non-Binary	
American Indian or Alaska Native	0.10
Asian	78.10
Black or African American	0.20
Filipino	1.30
Hispanic or Latino	4.30
Native Hawaiian or Pacific Islander	0.50
White	9.70
Two or More Races	3.60
EL Students	7.00
Foster Youth	0.10
Homeless	
Military	
Socioeconomically Disadvantaged	15.70
Migrant Education	
Students with Disabilities	5.60

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)	40.00	89.78	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.56	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)	1.10	2.53	7.80	1.18	11,953.10	4.28
Unknown	3.10	7.08	24.90	3.79	15,831.90	5.67
Total Teaching Positions	44.60	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)	36.10	88.71	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)	1.00	2.45	6.80	1.14	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	3.41	6.60	1.11	11,746.90	4.23
Unknown	2.20	5.40	18.70	3.14	14,303.80	5.15
Total Teaching Positions	40.70	100.00	598.30	100.00	277,698.00	100.00

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)	35.10	86.31	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)	1.00	2.58	9.30	1.51	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.46	8.40	1.37	12,112.80	4.34
Unknown	3.50	8.65	18.40	2.99	13,705.80	4.91
Total Teaching Positions	40.70	100.00	617.60	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.20
Misassignments	0.00	1.00	0.80
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00	1.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.20	0.00
Local Assignment Options	1.00	1.10	1.00
Total Out-of-Field Teachers	1.10	1.30	1.00

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	3.40	2.30
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	2.40	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

Kennedy Middle School offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to date facilities that were renovated in 1999. Kennedy Middle School is comprised of a library media center, large multipurpose/performing arts room, Gym and locker rooms, and 35+ classrooms.

Campus Supervision & Safety

The Cupertino Union School District, all schools, and staff are dedicated to ensuring the safety of all students when attending school. For 10 minutes before school, during brunch, and at 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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	11/15/2025
Data Collected:	NOVEMBER 2025
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	FAIR	18: 4. FLOOR TILE IS BROKEN. 19: 4. BURN MARKS ON COUNTERTOP. FORMICA IS CHIPPED ON COUNTERTOP. F: 4. CARPET IS LIFTING, WORN, AND TORN (TAPED). 36: 4. CARPET IS LIFTING. 28: 4. CARPET IS TORN. I: 4. CARPET IS WORN AND TORN. CEILING TILE IS TORN. D, G: 4. CARPET IS WORN. WALL PAPER IS TORN. STAFF ROOM: 4. CEILING IS DAMAGED. NURSE: 4. CEILING TILE HAS A WATER STAIN. J: 4. CEILING TILE HAS WATER STAINS. E, 36: 4. CEILING TILE IS MISSING. MU: 4. CEILING TILES ARE DAMAGED. HOLE IN WALL. A: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS LOOSE ON SHELVEING. 15: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. BOYS REST ROOM, GIRLS REST ROOM: 4. LINOLEUM FLOORING IS CRACKING. 16: 4. RUBBER MOLDING IS MISSING. REST ROOM, 31/ BOYS LOCKER ROOM: 4. WALL IS DAMAGED. 31/ BOYS LOCKER ROOM: 4. WALL TILES ARE MISSING. LOCKERS ARE MISSING. FORMICA TRIM IS CHIPPING.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	31/ BOYS LOCKER ROOM: 5. BLACK GROWTH ON WALL. UNSECURED LADDER. 28, MU: 5. CARPET IS STAINED. GIRLS REST ROOM: 5. COVE BASE IS DIRTY. FLOOR IS DIRTY. F: 5. LADDERS ARE UNSECURED. 17: 5. PAPER CUTTER IS UNABLE TO BE SECURED. STORAGE/ PREP: 5. ROOM IS CLUTTERED. UNSECURED LADDER. FLOOR IS STAINED. 15, 18, 19, 32, 35, 36, D, E, F, G, M, 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. D: 5. UNSECURED LADDER. FOOD LEFT OUT OVER WEEKEND. CARPET IS STAINED. ELECTRICAL ROOM, H: 5. USED FOR STORAGE. BOYS REST ROOM: 5. VENT IS DIRTY. COVE BASE IS DIRTY. ROOM HAS A STRONG ODOR.
ELECTRICAL: Electrical	FAIR	A, E, F: 7. ACCESS TO ELECTRICAL PANEL IS OBSCURED. STAFF ROOM: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. E: 7. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 38: 7. ETHERNET BOX IS LOOSE FROM WALL. ETHERNET BOX IS TAPED. 35: 7. ETHERNET BOX IS MISSING. WORK SPACE 1, 13, 15, A: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. I: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11, 17: 7. EXTENSION CORDS AND SURGE PROTECTORS ARE DAISY CHAINED. 11: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. SURGE PROTECTOR ARE DAISY CHAINED. 8: 7. EXTENSION CORDS ARE DAISY CHAINED. EXTENSION CORD IS BEING PERMANENTLY USED. 33: 7. OUTLET COVER IS LOOSE. 15, D: 7. SURGE PROTECTORS ARE DAISY CHAINED.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	POOR	BOYS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, NURSE, REST ROOM, REST ROOM, REST ROOM, WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. NURSE, REST ROOM, REST ROOM, REST ROOM, WOMENS REST ROOM, ALL GENDER RESTROOM, REST ROOM: 8. MENSTRUAL NOTICE IS NOT POSTED IN RR. 18: 9. EYE WASH STATION HAS A LOW FLOW. 19: 9. EYE WASH STATION HAS NO FLOW. FAUCETS HAVE NO FLOW. 34, 35, 36, 37, 38: 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 16: 9. FAUCET HAS NO FLOW. STAFF ROOM: 9. FAUCET LEAKS AT HANDLE. 17: 9. FAUCETS HAVE LOW FLOWS. GIRLS REST ROOM: 9. PIPE CAPS ARE RUSTED/DETERIORATING.
SAFETY: Fire Safety, Hazardous Materials	POOR	9, 12, 25: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 8, 9, 10, 12, 16, 18, 24, 19, 33, A, G, WORK SPACE 4: 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 4, 5, 6, 20, 22, 23, 26, 28, 35, 37, 38, D, J, L, COLLABORATIVE LEARNING CENTER, OFFICE, OFFICE: 10. EVACUATION MAP IS NOT POSTED. I: 10. PLUG IN AIR FRESHENER. 14: 10. TEACHER HAS CAUTION TAPED OFF EXIT. 6, 20, J: 10. WILLIAMS NOTICE NOT POSTED. 19, RESOURCE ROOM 1: 11. IMPROPERLY STORED CLEANING SUPPLIES. MU: 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS PEELING ON DOOR AND DOOR FRAME. 2: 11. PAINT IS PEELING ON DOOR FRAME. 5: 11. PAINT IS PEELING ON DOOR. 26, 34, 35, 36, 37, 38: 11. PAINT IS PEELING ON EXTERIOR SURFACES. J: 11. PAINT IS PEELING ON FACIA. 20, 21, 22, 23, 25, A, BOYS REST ROOM: 11. PAINT IS PEELING ON INTERIOR SURFACES. J, L, M: 11. PAINT IS PEELING ON RAMP RAILING. BOYS REST ROOM: 11. PAINT IS PEELING ON STALL PARTITION.
STRUCTURAL: Structural Damage, Roofs	GOOD	D: 12. DRY ROT ON RAMP AND RAMP SKIRTING. F: 12. DRY ROT ON RAMP. 34: 12. FACIA BOARD IS BROKEN. 34: 13. DRIP FLASHING IS DAMAGED.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	FAIR	G: 14. RAMP IS RUSTED. 34: 14. SECTION OF RAMP IS LOOSE. J, K, L: 14. SKID PAINT IS PEELING AND RAMP IS RUSTED. 34, 35, 36, 37, 38, A, B, C, D, E, F, H, G, I: 14. SKID PAINT IS PEELING ON RAMP. I, 16: 14. TRIP HAZARD ON WALKWAY. PARKING LOTS: 14. TRIP HAZARDS. 38: 15. DOOR CLOSER DOES NOT FUNCTION PROPERLY. WINDOW SCREEN HAS HOLE. 36: 15. DOOR SLAMS SHUT. 1, C: 15. DOOR SWEEP IS DAMAGED. 32, 33: 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)	90	91	91	83	83	82	46	47	48
Mathematics (Grades 3-8 and 11)	91	91	91	84	84	84	34	35	37
Science (Grades 5, 8, and 10)	82	82	79	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	896	879	98.10	1.90	91.01
Male	454	444	97.80	2.20	89.64
Female	442	435	98.42	1.58	92.41
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	699	686	98.14	1.86	93.73
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	42	39	92.86	7.14	56.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	85	84	98.82	1.18	86.90
Two or More Races	52	52	100.00	0.00	90.38
EL Students	65	50	76.92	23.08	34.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	138	94.52	5.48	77.54
Migrant Education	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	54.35

Assessment Results by Student Group - Mathematics					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	896	893	99.67	0.33	90.70
Male	454	452	99.56	0.44	91.13
Female	442	441	99.77	0.23	90.25
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	699	699	100.00	0.00	94.27
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	42	40	95.24	4.76	52.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	85	84	98.82	1.18	84.52
Two or More Races	52	52	100.00	0.00	92.31
EL Students	65	64	98.46	1.54	65.63
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	144	98.63	1.37	73.43
Migrant Education	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	63.04

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	327	326	99.69	0.31	79.14
Male	157	156	99.36	0.64	82.05
Female	170	170	100.00	0.00	76.47
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	248	248	100.00	0.00	83.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	45.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	66.67
Two or More Races	17	17	100.00	0.00	88.24
EL Students	16	16	100.00	0.00	12.50
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	67.27
Migrant Education	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	37.50

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	71	71	71	71	71

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	916	907	36	4.0
Female	449	445	21	4.7
Male	467	462	15	3.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	716	711	19	2.7
Black or African American	--	--	--	--
Filipino	12	11	1	9.1
Hispanic or Latino	43	41	4	9.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	85	9	10.6
Two or More Races	32	32	3	9.4
EL Students	84	83	3	3.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	149	147	10	6.8
Migrant Education	--	--	--	--
Students with Disabilities	57	55	11	20.0

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

The Kennedy PTA is a thriving organization providing many opportunities throughout the year for parents to be involved with and support the school. Kennedy has a web site that contains all the events and activities, as well as a link to the PTA website. The web site is updated regularly by the web master and can be accessed at: <http://www.kennedyspta.org/>. For additional information about organized opportunities for parent involvement at John F. Kennedy Middle, please contact the school at (408) 253-1525.

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	0.00	0.64	0.11	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	0.11	0.00
Female	0.00	0.00
Male	0.21	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.33	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	0.67	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.75	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)	294

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	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
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	22	22	24	31	25	20	40	45	32	2	3	8
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	27	27	24	5	5	6	10	10	18	9	10	2
Mathematics	29	26	26	2	3	5	11	21	14	8	1	5
Science	29	31	28	1	1	1	18	10	14	2	10	6
Social Science	29	31	28	1	1	2	15	15	14	5	5	5

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	\$ 10,547.00
School: From Supplemental/Restricted Sources	\$ 1,686.00
School: From Basic/Unrestricted Sources	\$ 8,861.00
District: From Basic/Unrestricted Sources	\$ 8,400.00
Percentage of Variation between School & District	5.49 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-20.50 %

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	\$ 119,771.00
District	\$ 112,901.00
Percentage of Variation between School & District	6.08 %
All Similar School Districts	\$ 101,700.00
Percentage of Variation between School & State	17.77 %

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.