

# Cupertino Union School District

## L. P. Collins Elementary

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

Kerstin Johnson  
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#### SCHOOL INFORMATION

43694196046759  
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Cupertino, CA 95014  
(408) 252-6002  
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#### SUPERINTENDENT

Stacy Yao  
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#### DISTRICT INFORMATION

Cupertino Union School District  
1309 South Mary Avenue  
Sunnyvale, CA 94087  
(408) 252-3000

#### BOARD OF EDUCATION

Sylvia Leong  
Phyllis Vogel  
Jerry Liu  
Ava Chiao  
Satheesh Madhathil

#### DISTRICT ADMINISTRATION

Stacy Yao,  
Superintendent  
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Chris Jew,  
Chief Business Officer  
Allison Liner,  
Associate Superintendent,  
Educational Services  
Mike Ghelber,  
Associate Superintendent,  
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Leslie Mains,  
Chief Engagement Officer  
Mahmoud Abed,  
Senior Director,  
Information Technology

#### 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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code above.

#### 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.

### 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

### DISTRICT & COMMUNITY PROFILE

In 1917, the four original one-room school districts in Cupertino - San Antonio, Lincoln, Doyle, and Collins - consolidated into what is today the Cupertino Union School District. More than a century later, the Cupertino Union School District is the largest elementary school district in northern California and consistently ranks amongst the top performing elementary (TK-8th) school districts in California. Cupertino Union School District currently comprises of 17 elementary schools, one K-8 school, and five middle schools located throughout the city of Cupertino and portions of Sunnyvale, San Jose, Saratoga, Los Altos, and Santa Clara.

### SCHOOL 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.

### SCHOOL BELIEFS

Collins School is a community of students, staff and parents, who work together to support students in their quest for learning.

The following ideas reflect our beliefs:

#### Staff

- Staff accepts and respects all children.
- Staff promotes and models the enjoyment of life-long learning.
- Staff knows that children can be motivated to learn to their potential.
- Children need a consistent learning environment; routines and limits provide a sense of security.
- We believe professional educators should make decisions regarding curriculum, instruction, and evaluation based on verifiable research and effective practice.
- We believe a collaborative community of professional educators and support staff is a vital component in the continuing process of improving the quality of life and learning for students and adults within our schools.

#### Students

- All children are special and want to succeed.
  - Children should develop personal responsibility for themselves and their community.
  - Self-discipline is necessary for academic learning.
  - Students respect others.
  - Older students provide positive models for younger students.
- #### Community
- All children need a consistent learning environment. Routines and limits provide a sense of security.
  - Parents promote the enjoyment of life-long learning.
  - We believe that parents are partners with educators in the education of each child.
  - Building character and understanding of the diverse nature of our world is the responsibility of parents, schools and the community.

## SCHOOL GOALS

### Technology: Internet/Continue to Build Capacity

- E-mail for staff use. Develop a school and Parent Teacher Association (PTA) web site. Extend research capabilities and communication possibilities for students through use of the Internet. Emphasize student use of technology as a learning and communication tool.

### Continue Literacy Emphasis at All Grade Levels

- Use the Great Source materials consistently at all grade levels. Use the new District Language Standards. Grade Level Guides to organize and assess student learning. Staff will participate in training in the areas of Units of Study, Writers' Workshop, Integrated Phonics (K-2 teachers who are new to this). All staff continue to use the Writing Process and Daily Oral Language as they fit with the new English materials.

### Focus on Standards and Assessment

- Ensure that all students and parents understand the standards and are aware of progress toward grade level mastery. Use multiple measures to assess students' progress toward mastery of grade level standards. Tie curriculum organization and curriculum maps into the standards.
- build a Caring, Responsible Student Community
- Work with the PTA, School Site Council and community to reach out to our diverse student and parent community. Work with PTA, students and staff to build multi-cultural awareness and appreciation. Utilize literature and the instructional program to foster understanding and positive attitudes. Continue to support positive classroom management and train new teachers.

**ENROLLMENT BY STUDENT GROUP**

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	50.6
Male	49.4
Non-Binary	
American Indian or Alaska Native	1
Asian	82.1
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	3
Native Hawaiian or Pacific Islander	0.2
White	7.6
Two or More Races	2.8
EL Students	20.1
Foster Youth	
Homeless	0.2
Military	
Socioeconomically Disadvantaged	12.4
Migrant Education	
Students with Disabilities	8.6

**ENROLLMENT BY GRADE**

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	63
1st	71
2nd	82
3rd	89
4th	95
5th	102
6th	0
Total	502

**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)	23.8	88.8	642.7	93.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.4	0.5	4,205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	2.4	0.4	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.0	3.7	11.1	1.6	12,115.8	4.4
Unknown	2.0	7.5	26.9	3.9	18,854.3	6.9
Total Teaching Positions	26.8	100.0	686.7	100.0	274,759.1	100.0

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)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	1.0	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

#### 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.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	10/8/2022
Data Collected:	October 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	11, STAGE: 4. CARPET IS LIFTING. 21, STAFF LOUNGE: 4. CARPET IS STAINED. 28: 4. CARPET IS TORN. 33: 4. CEILING TILE HAS A HOLE. PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN. 27, 29: 4. CEILING TILE IS TORN. 25: 4. CEILING TILES ARE TORN. ADMIN: 4. CEILING TILES HAVE WATER STAINS. 13, 25: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	ELECTRICAL ROOM, ELECTRICAL ROOM: 5. FLOORING IS UNKEPT. 24, 25, 28, 29, 32, ADMIN: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Poor	2: 7. CORD IS CREATING A TRIP HAZARD. TWO LIGHT PANEL IS OUT. 24, 26: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 12, 20, 23: 7. ELECTRICAL CONDUIT END CAP IS MISSING. 18: 7. EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD. 17: 7. GROUND PRONG IS BROKEN OFF IN OUTLET. STAFF WORKROOM: 7. LIGHT DIFFUSER IS LOOSE. LIBRARY: 7. MULTIPLE CAN LIGHTS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 9, 15, 16, 17, 28, 33, GLC, BOYS REST ROOM, STAFF LOUNGE, 20, 23, 18, STAFF WORKROOM, 29: 7. MULTIPLE LIGHT BULBS ARE OUT. 3: 7. MULTIPLE LIGHT PANELS ARE OUT. 19: 7. ONE LIGHT PANEL IS BAD. 33, UNISEX REST ROOM: 7. ONE LIGHT PANEL IS OUT. 29: 7. OUTLET COVER IS MISSING. 12, GLC, BOYS REST ROOM: 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL ROOM: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	18: 9. FAUCET IS LEAKING AT HANDLE. HEALTH: 9. FAUCET LEAKS AT HANDLE. BOYS REST ROOM: 9. ONE FAUCET HAS NO FLOW.
SAFETY: Fire Safety, Hazardous Materials	Good	3, 21, 26, 29: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. UNISEX REST ROOM: 10. BURNED CANDLE IN RESTROOM. 29: 10. CANDLE IS BURNED IN CLASSROOM. 5, 12: 10. EVACUATION MAP IS NOT POSTED. 3: 10. EVACUATION MAP IS OBSCURED. 2, 12, 27: 10. PLUG IN AIR FRESHENER. 6: 10. PLUG IN CANDLE WARMER. 4: 11. AEROSOL AIR FRESHENER. 16: 11. IMPROPERLY STORED CLEANING SUPPLIES. ADMIN: 11. PAINT IS PEELING ON FACIA BOARD.
STRUCTURAL: Structural Damage, Roofs	Good	2, 6, 14, 18, 20, ELECTRICAL ROOM, STORAGE, GLC: 13. HOLE(S) IN GUTTER.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	32: 14. RAMP RAILING IS RUSTED. STORAGE: 14. TRIP HAZARDS ON WALKWAY. 2, 3, 5, 10, 13, 15, UNISEX REST ROOM: 15. DOOR CLOSER COVER IS MISSING. 33: 15. DOOR DOESN'T SHUT PROPERLY. BOYS REST ROOM: 15. DOOR IS RUSTED.

#### SCHOOL FACILITIES

Collins school site was relocated in January 2005. As one of the largest elementary schools in the district, our physical facility is able to accommodate our large student population comfortably. There are 19 regular classrooms, 12 portable classrooms, a resource specialist room, a speech room, an art room, a technology lab, a Guided Learning Center and an after school day care program not affiliated with the school which serves our students as well as students from other school sites.

The school is making continuous improvements to the learning facilities available to students. Prior to COVID, the Kindergarten playground flooring was upgraded to improve access and student safety. Additionally, carpet was replaced in multiple classrooms and the Guided Learning Center (GLC). Carpets were replaced in half of the classrooms during summer 2022.

During the 2019-20 school year, the school added signage around the campus to increase accessibility, completed general maintenance of the HVAC system, and worked with the Cupertino Safe Routes to School Coalition to improve street crossings in the neighborhood. During the summer of 2021, additional signage was added and updated to be Braille-accurate.

#### 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.

#### INSTRUCTIONAL MATERIALS

Cupertino Union School held a Public Hearing on September 22, 2022, 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 all 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.

#### \*Note: History/Social Studies Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subject of History/Social Studies for grades kindergarten through five. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The new curricula is currently being piloted and is expected to be adopted during the spring of 2023 with full implementation during the 2023-24 school year.

#### TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English/Language Arts / Publisher: Houghton Mifflin/ Adoption: 2003	Yes	0
	Grades: K-5th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2014	Yes	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt/ Adoption: 2015	Yes	0
History / Social Science	Grades: K-5th / Course: History/Social Science / Publisher: Pearson Scott Foresman/ Adoption: 2007	No	0
Science	Grades: K-5th / Course: Science / Publisher: Accelerate Learning/ Adoption: 2020	Yes	0
	Grades: K-5th / Course: Science / Publisher: Pearson/ Adoption: 2020	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

#### 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	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	89	84	47
Mathematics (Grades 3-8 and 11)	87	84	33
Science (Grades 5, 8, and 10)	79	77	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	278	272	97.84	2.16	88.97
Male	128	126	98.44	1.56	88.10
Female	150	146	97.33	2.67	89.73
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	233	227	97.42	2.58	90.31
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	21	100.00	0.00	100.00
Two or More Races	--	--	--	--	--
EL Students	35	29	82.86	17.14	55.17
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	31	30	96.77	3.23	80.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	28	27	96.43	3.57	51.85

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	278	276	99.28	0.72	87.32
Male	128	127	99.22	0.78	88.98
Female	150	149	99.33	0.67	85.91
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	233	231	99.14	0.86	91.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	21	100.00	0.00	76.19
Two or More Races	--	--	--	--	--
EL Students	35	34	97.14	2.86	70.59
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	31	31	100.00	0.00	83.87
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	28	27	96.43	3.57	33.33

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	96	96	100.00	0.00	79.17
Male	41	41	100.00	0.00	68.29
Female	55	55	100.00	0.00	87.27
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	79	79	100.00	0.00	82.28
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	11	11	100.00	0.00	90.91
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	12	12	100.00	0.00	66.67
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--



**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/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	92	95	95	95	92

**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)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	564	535	26	4.9
Female	286	271	10	3.7
Male	278	264	16	6.1
Non-Binary				
American Indian or Alaska Native	5	5	0	0
Asian	469	446	17	3.8
Black or African American	4	4	0	0
Filipino	4	4	0	0
Hispanic or Latino	15	15	4	26.7
Native Hawaiian or Pacific Islander	1	1	0	0
White	40	39	4	10.3
Two or More Races	15	14	0	0
EL Students	122	115	7	6.1
Foster Youth	0	0	0	0
Homeless	1	1	1	100
Military				
Socioeconomically Disadvantaged	64	59	7	11.9
Migrant Education	0	0	0	0
Students with Disabilities	54	53	7	13.2

**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

Collins has an active parent volunteer program as seen by their participation on School Site Council (SSC), English Language Acquisition Committee (ELAC) and the LP Collins PTA. Each contributes to our engaging culture of high academic and social achievement for all children. Collins has developed an international reputation for an excellent educational program and we receive many visitors from countries around the world.

Through the Parent Teacher Association (PTA), each family is encouraged to make a monetary donation as well as to participate in a variety of fundraisers in order to support programs in music, art, physical education, and campus assemblies. Several of these assemblies have promoted positive character traits, good citizenship, and non-violent conflict resolution. The PTA supports the developmental needs of our children by supporting art and music programs, purchasing appropriate play equipment and library books, and much more. Our parents value and support their child's academic learning as evidenced by their attendance at Back to School Night, our spring open house, and other curricular events throughout the year.

Several parents started a running club years ago for students during the lunch hour on Tuesdays and Fridays weather permitting. This has contributed to the physical fitness of many of our students. PTA also plans community events like a Winter Fun Night and Family Science Night.

At the monthly PTA meetings attended by teachers, parents and the principal, presentations may be made about specific programs or items of general interest. Each spring a Book Faire is sponsored by the library. Students and parents are encouraged to buy age/grade appropriate books while enabling the school to expand its own collections. For additional information about organized opportunities for parent involvement at Collins (L. P.) Elementary, please contact the school at (408) 252-6002.

## 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.

## SCHOOL SAFETY

Safety of students and staff is a primary concern of the Cupertino Union School District. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation area, to ensure a safe and orderly environment.

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. 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 2022. An updated copy of the plan is available to the public at the school office.

## 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. Due to the COVID-19 pandemic, the 2019–2020 and 2020–2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.57	0	0	0	0	0
District	0.54	0.04	0.5	0	0	0.01
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

#### 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.

#### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Saratoga, Santa Clara, San Jose, Los Altos, and Sunnyvale, which contain numerous computer workstations.

#### PROFESSIONAL DEVELOPMENT

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district annually dedicates four days exclusively to the professional development of school site staff. The district continuously offers additional professional development opportunities to staff throughout the school year.

The table below displays the number of professional development days available to staff.

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

- English 3D
- English Language Arts Cadre
- English Language Development Read 180
- English Language Proficiency Assessments for California Training
- Elementary School History and Social Science Pilot
- Inspire Reading
- Inspire Writing
- K-5 Science Pilot
- Learning Labs
- Math Cadre
- Middle School English Language Arts
- Middle School History and Social Science Pilot
- Middle School Science Pilot
- Minecraft
- Positive Behavioral Intervention and Support
- Public Education and Business Coalition Workshop
- Safety Care Training
- Science Consensus Building Day
- Teachers College Project Schools
- U of S Writing Intro for New Hires
- 5th grade Human Growth and Development Staff Training
- 6th grade Math Institute
- 7th grade Human Growth and Development Staff Training



## 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
- Workability I
- Title II Part A-Teacher Quality
- Title II Technology
- Title II Administrator Training
- Title III LEP
- Title IV
- Title V

### STATE FUNDS

- Tier III Flex Categorical Funds
- Class Size Reduction
- EIA
- 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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 6,443
School: From Supplemental/Restricted Sources	\$ 1,184
School: From Basic/Unrestricted Sources	\$ 5,259
District: From Basic/Unrestricted Sources	\$ 6,095
Percentage of Variation between School & District	-13.72 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-20.25 %

## 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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 61,648	\$ 52,641
Mid-Range Teachers	\$ 90,619	\$ 83,981
Highest Teachers	\$ 116,900	\$ 107,522
Elementary School Principals	\$ 163,040	\$ 136,247
Middle School Principals	\$ 171,531	\$ 142,248
High School Principals	\$ 0	\$ 139,199
Superintendent	\$ 278,934	\$ 242,166
Teacher Salaries	40 %	34 %
Administrative Salaries	6 %	5 %

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.

2020-21 Average Teacher Salary	
School	\$ 96,824
District	\$ 91,772
Percentage of Variation between School & District	5.5 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	10.95 %