

# Cupertino Union School District John Muir Elementary

## 2021-2022 School Accountability Report Card

### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

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### SUPERINTENDENT

Stacy Yao  
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### DISTRICT INFORMATION

Cupertino Union School District  
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(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.

### ABOUT THE SCHOOL

Muir Elementary is home to the Mandarin, Cupertino Language Immersion Program (CLIP). Established in 1998, CLIP was the 1st public Mandarin Immersion elementary school in California.

### SCHOOL MISSION STATEMENT

The Mission of the Cupertino Language Immersion Program (CLIP) at John Muir Elementary is to prepare students to live and compete in a global and culturally diverse workplace by providing instruction in both Mandarin and English. The program instills curiosity, intellectual flexibility, and a lifelong enjoyment of learning in our children.

### GOALS AND OBJECTIVES

Our program's goal is to give students of the Cupertino Union School District the opportunity to develop high levels of proficiency in understanding, speaking, reading, and writing English and Mandarin. These students will be able to communicate effectively in both languages and achieve proficiency in all academic subjects that will meet or exceed the Common Core State Standards for California. This program is based on a model where the target language, Mandarin, is a vehicle of instruction, not the focus. Additionally, this program will develop in our children an international perspective and appreciation for cultural diversity.

Our program's objectives are:

To give children an opportunity to learn two languages in early childhood (when they acquire new language easily).

### PROGRAM OVERVIEW

This program uses a two-way immersion education model that has been developed so that children will become fully bi-literate in both English and Mandarin. These children will not merely be bilingual – speaking two languages – but will be bi-literate – that is, not only speaking, but also reading, writing, and thinking in both English and Mandarin. The program has also been developed to culturally enrich our children's education. Most experts believe that to truly learn a language, you must understand its culture.

Students in our immersion program also develop academic competency in both English and Mandarin. It is our goal that all students will meet or exceed the Common Core State Standards for California by the time they graduate 8th grade.

Children acquire both languages naturally in the classroom setting as they participate in hands-on learning experiences. The district's Core curriculum (math, science, social studies, etc.) is taught in English and in Mandarin in different percentages of time and within different subjects depending on grade level.

The Mandarin language arts curriculum starts with a phonetic written system called BoPoMoFo, then transitions to traditional Chinese characters. Students will be introduced to both Han Yu Pin Yin (phonetic system used in China) and simplified Chinese characters in upper elementary and middle school.

The Cupertino Union School District supports this program with teachers, facilities, and the Core English curriculum portion of the program. All aspects of the Mandarin portion of the curriculum have been financed by outside sources, primarily through grants and direct donations from the parents and supporters of the program. Funds raised have financed curriculum development, teacher development, teachers' salaries for curriculum development time, and all Mandarin-specific classroom-teaching materials (books, posters, workbooks, writing materials, and instructional assistants).

CLIP is made up of a series of sequential grades from K-8 with one, two, or three classes per grade. CLIP families participate with the PTA, school site councils, and fundraising for the school as a whole. Our classrooms benefit from the work of the local school PTA. Today the program provides nearly 600 children from grades K-8 with a two-way immersion education in English and Mandarin.

To enhance learning and intellectual flexibility through the study of two languages.

To provide language learning opportunities for English-speaking students with non-native English speakers in our community.

To prepare students to live and compete in a global and culturally diverse workplace.

To instill in our children curiosity and a lifelong enjoyment of learning.

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	52.3
Male	47.7
Non-Binary	
American Indian or Alaska Native	
Asian	76.8
Black or African American	
Filipino	1.3
Hispanic or Latino	3.4
Native Hawaiian or Pacific Islander	0.8
White	8.9
Two or More Races	2.5
EL Students	25.3
Foster Youth	0.4
Homeless	
Military	
Socioeconomically Disadvantaged	14.3
Migrant Education	
Students with Disabilities	3.4

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	43
1st	24
2nd	23
3rd	47
4th	51
5th	49
6th	0
Total	237

#### 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)	9.4	90.4	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	9.6	11.1	1.6	12,115.8	4.4
Unknown	0.0	0.0	26.9	3.9	18,854.3	6.9
Total Teaching Positions	10.4	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:	10/3/2022
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	BOYS REST ROOM: 4. CEILING HATCH COVER IS MISSING. 6: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 8: 4. CEILING TILE HAS A WATER STAIN. FORMICA IS MISSING ON CABINETS. 920 GLC: 4. CEILING TILES ARE BROKEN. 18: 4. CEILING TILES HAVE HOLES (HALLWAY). 2: 4. FORMICA IS LOOSE ON CABINET. 20: 4. FORMICA IS LOOSE/MISSING ON COUNTER/CABINET. 9, 4, 5, 12, 14, 15, 18: 4. FORMICA IS MISSING IN CABINETS. 11: 4. FORMICA IS MISSING ON COUNTER. 27: 4. RUBBER TRIM IS BROKEN AT CARPET/LINOLEUM SEAM.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	30: 5. BLACK GROWTH ON FAUCET DIFFUSER. 1: 5. STORAGE ROOMS ARE EXTREMELY CLUTTERED. 6, 15, 16, 26, 29, 30, 31, 32, 33, 23 ART, SPEECH, STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Fair	2: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 20: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. ONE LIGHT PANEL IS OUT. 5: 7. ELECTRICAL CONDUIT IS LOOSE FROM CEILING (HALLWAY). 31, 32: 7. ELECTRICAL COVER IS MISSING. 19: 7. FLOOR OUTLET COVERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 22: 7. FOUR LIGHT PANELS ARE OUT. BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. 10: 7. LIGHT DIFFUSER IS LOOSE. 4, 16: 7. MULTIPLE LIGHT BULBS ARE OUT. 920 GLC: 7. MULTIPLE LIGHT PANELS ARE OUT/BAD. WORKROOM: 7. ONE LIGHT PANEL IS BAD. TEACHERS LOUNGE: 7. TWO LIGHT PANELS ARE OUT.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	2, 12: 9. DRINKING FOUNTAIN HAS A DRIP. 33: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 22, UNISEX REST ROOM: 9. FAUCET HAS A LOW FLOW. 30: 9. FAUCET LEAKS AT DIFFUSER. TEACHERS LOUNGE: 9. FAUCET LEAKS AT HANDLE. BOYS REST ROOM: 9. FAUCETS HAVE A DRIP.
SAFETY: Fire Safety, Hazardous Materials	Good	17, 30: 10. EVACUATION MAP IS NOT POSTED. 15, 17, 31: 11. IMPROPERLY STORED CLEANING SUPPLIES.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	27: 15. WINDOW SCREEN IS MISSING.

#### SCHOOL FACILITIES

John Muir is a safe, clean and well-maintained school. The entire campus is just under 10 acres. It consists of a large grass field and blacktop area with a play structure, basketball courts, and other game areas. There are six buildings and eight portables. There are a total of 33 available classrooms. In addition there is a large Guided Learning Center which consists of an auditorium, a library, a computer lab, an art room, and a music room. The maintenance department regularly cuts the grass and trims the trees and shrubs. There is also a regular watering schedule. Recently completed modernization projects include a newly painted tricycle track on TK/Kindergarten playground and a new ceiling-mounted projector installed in the Guided Learning Center.

#### 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 Grades: K-5th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2014	Yes Yes	0 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 Grades: K-5th / Course: Science / Publisher: Pearson/ Adoption: 2020	Yes Yes	0 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)	84	84	47
Mathematics (Grades 3-8 and 11)	88	84	33
Science (Grades 5, 8, and 10)	82	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	140	133	95.00	5.00	84.21
Male	63	60	95.24	4.76	83.33
Female	76	72	94.74	5.26	84.72
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	113	108	95.58	4.42	86.11
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	11	91.67	8.33	81.82
Two or More Races	--	--	--	--	--
EL Students	22	17	77.27	22.73	58.82
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	24	22	91.67	8.33	81.82
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	140	138	98.57	1.43	88.32
Male	63	63	100.00	0.00	88.89
Female	76	74	97.37	2.63	87.67
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	113	112	99.12	0.88	92.79
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	11	91.67	8.33	72.73
Two or More Races	--	--	--	--	--
EL Students	22	21	95.45	4.55	85.71
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	24	23	95.83	4.17	78.26
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	49	49	100.00	0.00	81.63
Male	27	27	100.00	0.00	81.48
Female	21	21	100.00	0.00	80.95
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	37	37	100.00	0.00	83.78
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
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	--	--	--	--	--
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	100	100	100	100	100

**PUPIL ENGAGEMENT**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

**CHRONIC ABSENTEEISM**

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	252	246	16	6.5
Female	133	128	7	5.5
Male	118	117	9	7.7
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	194	188	9	4.8
Black or African American	0	0	0	0
Filipino	3	3	1	33.3
Hispanic or Latino	9	9	2	22.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
White	21	21	3	14.3
Two or More Races	6	6	0	0
EL Students	69	68	5	7.4
Foster Youth	1	1	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	36	36	4	11.1
Migrant Education	0	0	0	0
Students with Disabilities	13	13	2	15.4

**PARENT ENGAGEMENT**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## PARENT INVOLVEMENT

John Muir has a very active PTA that works in collaboration with the principal, teachers, and staff. This organization is involved in the following areas:

- a) Fundraising- the money raised by the PTA through direct donations, selling scrip, and fundraising events has enabled the school to hire a primary music teacher (TK-3) and an art teacher for grades TK-5. All classroom teachers get funds from the PTA to buy instructional materials and supplies. The funds raised by the PTA have been used to fund instructional assistants, additional hours for our librarian and tech specialist, and purchase playground equipment and technology.
- b) Organizing special events during non-school hours. The PTA is involved in many events throughout the year, including: Harvest Festival, Parents' Night Out, and Spring Art Show and Auction.
- c) Recruiting and coordinating parent volunteers to help in the classroom supervisors on field trips, as library and computer lab helpers. All parents are encouraged to take an active role in their children's education. There are ample opportunities for parents to assume leadership roles as well.

For additional information about organized opportunities for parent involvement at John Muir Elementary, please contact the school at 408-252-5265.

## 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	1.84	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

**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			
	2020-21	2021-22	2022-23
Number of Professional Development Days	178	178	105

**ACADEMIC COUNSELOR TO PUPIL RATIO**

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

**AVAILABLE COUNSELING AND SUPPORT STAFF**

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.9

**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		
	20	21	22	20	21	22	20	21	22	20	21	22
K	24	22	22			1	3	2	1			
1st	22	21	24				2	1	1			
2nd	24	22	23		1		2	1	1			
3rd	23	23	24				2	2	2			
4th	25	21	25		3		6	3	5			
5th	23	26	25		3		6	3	6			
6th												
Other			25						1			

#### DISTRICT REVENUE SOURCES

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

##### FEDERAL FUNDS

- Title I
- 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	\$ 9,439
School: From Supplemental/Restricted Sources	\$ 2,861
School: From Basic/Unrestricted Sources	\$ 6,578
District: From Basic/Unrestricted Sources	\$ 6,095
Percentage of Variation between School & District	7.92 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-0.24 %

#### 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	\$ 81,838
District	\$ 91,772
Percentage of Variation between School & District	-10.82 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	-6.23 %