

Cupertino Union School District
Nelson S. Dilworth Elementary
2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Cupertino Union School District
1309 South Mary Avenue
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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,
Human Resources
Leslie Mains,
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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

Nelson S. Dilworth Elementary School is located in a suburban setting in west San Jose, CA and serves students in kindergarten through fifth grade. The school has earned a reputation for providing students with a solid educational foundation in a supportive environment since 1965.

APPROACH OF THE SCHOOL

The Dilworth staff is committed to a sound instructional program that emphasizes basic skill building, the process of learning, and a variety of opportunities for enrichment. Each student is considered a unique individual whose educational and social growth is nurtured and guided toward the goals of self-responsibility and the ability to become a productive, informed citizen in society.

SCHOOL MISSION STATEMENT

CUSD STRATEGIC PLAN

WHAT GUIDES TEACHING AND LEARNING IN CUSD

Relevant & Rigorous Instruction

Foundations for Success: Students learn and apply foundational skills within and across multiple content areas to support deeper learning and reach mastery.

Habits of Mind and Leadership: Students seek out challenges and are provided with leadership opportunities. Students come to embrace failure/setbacks and utilize these as opportunities to grow. Tiers of support are in place to support each child's academic and social-emotional journey.

Critical Thinking & Communication: Students practice thinking critically, communicating and collaborating to identify, research, analyze and design solutions for complex problems.

Personalized Learning

Student Ownership of Learning: Student voice is valued and learners are supported and empowered to pursue passions, and improved by setting goals, seeking out mentors, providing input on learning objectives, and reflecting on learning to identify next steps.

Flexible Pace and Pathways: Each learner is unique. Instruction is adapted to meet learning needs and styles to ensure each child makes learner-driven choices, is on their "edge" and builds intrinsic motivation.

Data-Driven Planning and Instruction: Teaching is responsive to student needs, drawing from assessments which include competency-based tools, self-reflection, and feedback.

Whole Child

All Around Wellness: Programs and practices are designed to help students thrive socially, emotionally, psychologically, intellectually, and in physical fitness. Students learn to be self-aware and seek balance as healthy, joyful learners.

Creativity: Learners experience broad student-driven opportunities including designing and tinkering to learn, enjoy and practice creativity, expression and the arts.

Connections to School Community: Each child is known, connected and included in a network of caring adults, peers and community. Students learn to be compassionate, kind friends and citizens who value the diversity of our community and world.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	45.8
Male	54.2
Non-Binary	
American Indian or Alaska Native	
Asian	81.8
Black or African American	0.3
Filipino	
Hispanic or Latino	3.7
Native Hawaiian or Pacific Islander	
White	7.7
Two or More Races	2.7
EL Students	18.2
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	13.1
Migrant Education	
Students with Disabilities	10.8

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	28
1st	28
2nd	46
3rd	62
4th	69
5th	64
6th	0
Total	297

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)	16.5	94.3	642.7	93.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.5	2.9	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)	0.0	0.0	11.1	1.6	12,115.8	4.4
Unknown	0.5	2.9	26.9	3.9	18,854.3	6.9
Total Teaching Positions	17.5	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	0.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	0.0	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)	5.4	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:	10/5/2022
Data Collected:	October 2022
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. BURN MARK ON COUNTERTOP. GLC/ 920: 4. CARPET IS TORN. ADMIN. GLC/ 920: 4. CEILING TILE HAS A WATER STAIN. 9: 4. CEILING TILE IS LOOSE. 22, 23: 4. CEILING TILE IS TORN. 27: 4. CEILING TILES ARE TORN. 4: 4. FLOOR TILE IS BROKEN AT ENTRY. 19 COMPUTER LAB: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 4, 6, 13, 18, 25, 27, LOUNGE: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 1: 4. HOLE IN CEILING.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	18, 21: 5. PAPER CUTTER IS UNABLE TO BE SECURED. 24: 5. ROOM HAS A MUSTY SMELL. 1, 15, 20, 21, 26: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Poor	19 COMPUTER LAB: 7. ELECTRICAL COVER IS MISSING IN CEILING. 31: 7. EXTERIOR ELECTRICAL COVER IS MISSING. 3, 4, 5, 10, 12: 7. FOUR LIGHT PANELS ARE OUT. 13: 7. LIGHT DIFFUSER IS BROKEN. 2, 6, WORKROOM, ADMIN, GLC/ 920: 7. MULTIPLE LIGHT BULBS ARE OUT. 7: 7. ONE LIGHT PANEL IS BAD/DIM. TWO LIGHT PANELS ARE OUT. LOUNGE, ADMIN: 7. ONE LIGHT PANEL IS OUT. MEN REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. ADMIN: 7. SURGE PROTECTORS ARE DAISY CHAINED (DUE TO SECRETARY STATION HAVING NO POWER). 21: 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZAARD. 1, 8, 14, 11A, GLC/ 920: 7. TWO LIGHT PANELS ARE OUT.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	3: 9. DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. 13, 28: 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS REST ROOM: 9. EXTERIOR DRINKING FOUNTAIN HAS A CONSTANT LEAK. 27: 9. FAUCET HAS A DRIP. 5: 9. FAUCET LEAKS AT FITTING. 2: 9. FAUCETS HAVE A LOW FLOW.
SAFETY: Fire Safety, Hazardous Materials	Good	1, 20: 10. EVACUATION MAP IS NOT POSTED. 3: 10. PLUG IN AIR FRESHENER. GLC/ 920: 10. WHEELCHAIR RAMP IS USED FOR STORAGE. CUSTODIAN: 11. DOOR IS PROPPED OPEN WITH STUDENTS PRESENT PROVIDING ACCESS TO CHEMICALS. 21, 24, 26: 11. IMPROPERLY STORED CLEANING SUPPLIES. WORKROOM: 11. PAINT IS PEELING ON EXTERIOR WALL. STORAGE: 11. PAINT IS PEELING ON INTERIOR WALL AND CEILING.
STRUCTURAL: Structural Damage, Roofs	Good	23, GIRLS REST ROOM, BOYS REST ROOM: 12. CRACK(S) IN INTERIOR WALL. 10: 12. DRY ROT ON EXTERIOR WALL.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	20: 14. TRIP HAZARD ON WALKWAY AT CEMENT SEAM AND ASPHALT/CEMENT SEAM NEAR GATE. 29: 14. TRIP HAZARD ON WALKWAY. RAMP IS RUSTED. 2: 15. DOOR CLOSER COVER IS MISSING.

SCHOOL FACILITIES

Dilworth School is comprised of a kindergarten playground, library media center, computer lab, art room, music room, resource center, and 26 classrooms (currently using 12 for K-5 Instruction, 7 for SPED). The school also enjoys a spacious playground with slides and play bars, as well as a grassy field for running, sports, and games.

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)	80	84	47
Mathematics (Grades 3-8 and 11)	86	84	33
Science (Grades 5, 8, and 10)	85	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	208	205	98.56	1.44	80.49
Male	117	117	100.00	0.00	75.21
Female	91	88	96.70	3.30	87.50
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	177	174	98.31	1.69	82.76
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	11	11	100.00	0.00	81.82
Two or More Races	12	12	100.00	0.00	83.33
EL Students	29	29	100.00	0.00	27.59
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	21	21	100.00	0.00	57.14
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	18	18	100.00	0.00	11.11

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	208	205	98.56	1.44	85.85
Male	117	117	100.00	0.00	84.62
Female	91	88	96.70	3.30	87.50
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	177	174	98.31	1.69	89.08
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	11	11	100.00	0.00	72.73
Two or More Races	12	12	100.00	0.00	91.67
EL Students	29	29	100.00	0.00	62.07
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	21	21	100.00	0.00	71.43
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	18	18	100.00	0.00	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	60	60	100.00	0.00	85.00
Male	34	34	100.00	0.00	88.24
Female	26	26	100.00	0.00	80.77
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	56	56	100.00	0.00	87.50
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	0	0	0.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
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	94	78	78	75	78

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	335	324	27	8.3
Female	153	146	12	8.2
Male	182	178	15	8.4
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	272	263	14	5.3
Black or African American	1	1	0	0
Filipino	0	0	0	0
Hispanic or Latino	13	13	4	30.8
Native Hawaiian or Pacific Islander	0	0	0	0
White	27	25	8	32
Two or More Races	9	9	0	0
EL Students	71	69	12	17.4
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	44	43	7	16.3
Migrant Education	0	0	0	0
Students with Disabilities	41	41	9	22

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 Dilworth Home and School Club is a dedicated organization which provides many activities throughout the year for parents to be involved with the school. Parents are highly encouraged to volunteer. Dilworth parents are involved on many different levels. They are involved as partners seeing that their children get to school on time and that homework is completed in a timely manner. Parents are involved as collaborators in assisting teachers and students. Parents may participate in direct giving and a school donation program, with matching funds provided by their employers. The Home and School Club direct donation campaign and fundraiser, the WalkAround, provides additional funds for visual and performing arts, music, assemblies, specific curricular areas, and many other school-wide activities.

The School Site Council consists of school staff and parents working together to improve the quality of education, address school and academic needs, and review the school plan.

For additional information about organized opportunities for parent involvement at Dilworth (Nelson S.) Elementary, please contact Dilworth Home and School Club at c/o Dilworth School (408) 253-2850.

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	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	\$ 7,691
School: From Supplemental/Restricted Sources	\$ 1,838
School: From Basic/Unrestricted Sources	\$ 5,853
District: From Basic/Unrestricted Sources	\$ 6,095
Percentage of Variation between School & District	-3.97 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-11.24 %

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	\$ 86,898
District	\$ 91,772
Percentage of Variation between School & District	-5.31 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	-0.43 %