

Cupertino Union School District

Cupertino Middle School

2008-2009 School Accountability Report Card

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**cupertino.
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School Profile

Cupertino Middle School is a neighborhood school located in the City of Sunnyvale. Built in 1954 and converted to a junior high in 1962, Cupertino Middle School has earned a reputation for providing students with a solid educational foundation. Cupertino Middle School serves a population of 1200 students: 47% White, 42% Asian (including East Indian, Japanese, Chinese, and South East Asian), 7% Hispanic, 2% Black, and 2% Filipino. Our school community is a diverse representation of lower, middle and upper socioeconomic levels, residing in single family dwellings, condominiums, and apartments. The majority of parents work in professional and semiprofessional occupations.

Suspensions & Expulsions

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	49	72	85	293	425	447
Suspension Rate	4.1%	5.9%	6.8%	1.7%	2.5%	2.5%
Expulsions	1	0	0	2	3	0
Expulsion Rate	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Cupertino Middle at (408) 245-0303.

Parent Involvement

Cupertino Middle School has a shared decision-making process that includes staff, parents and students. Schoolwide information is distributed through the PTA, School Site Council, the Student Council, Back to School Night, Parent-Student Handbook, phone calls, CMS website, email, teacher websites, Yahoo group, Principal Coffees, and the school newsletter. Parents are invited to become active members of CMS by participating in School Site Council, PTA and many other volunteer opportunities. The PTA offers several opportunities for involvement throughout its sponsored events such as the Magazine Drive, Family Nights at Armadillo Willy's, the Ice Cream Social, Fiesta Night, Volunteers for Teachers and the Flex Force. Active parent participation and positive support of the programs and teachers at CMS create a more successful experience for all students.

For additional information about organized opportunities for parent involvement at Cupertino Middle School, please contact Lillian McCrorie - PTA at (408) 746-0845.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	1.7%
American Indian	0.2%
Asian	44.1%
Caucasian	43.5%
Filipino	1.7%
Hispanic or Latino	8.3%
Pacific Islander	0.5%
Multiple or No Response	0.0%

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	28	28	27	14	8	8	46	58	61	9	5	-
Mathematics	29	29	27	5	7	7	22	22	25	14	13	13
Science	30	29	29	1	4	1	29	28	40	9	9	1
Social Science	30	29	29	3	2	2	32	38	45	5	2	-

Enrollment & Attendance

Regular attendance at Cupertino Middle School is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement. The following chart illustrates enrollment at Cupertino Middle School over the past three years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
6th	428	422	389
7th	381	423	431
8th	396	383	430

Instructional Materials

Cupertino Union School held a Public Hearing on September 8, 2009, 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. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school during the 2009-10 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute	2006	Yes	0.0%
8th	Mathematics	America's Choice	2007	Yes	0.0%
6th-8th	Mathematics	Holt	2008	Yes	0.0%
6th-8th	Science	CPO Science	2008	Yes	0.0%

Additional Internet Access/Public Libraries

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.

Curriculum Development

All curriculum development in the Cupertino Union School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Instructional Services Department to align with the state standards, district goals, and the statewide assessment program.

School Facilities

Cupertino Middle School is comprised of 47 classrooms, two locker rooms, a library media center, a computer lab, a large multipurpose room, and a gym. The school also enjoys a spacious outside area including three wide corridors, a central quad area, two large blacktop/game areas, a track, as well as grassy fields for sports, and games. Facility information is current as of December 2009.

School Facility Conditions				
Date of Last Inspection: 07/30/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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, two custodians and a mobile cleaning team ensure that classrooms, restrooms, and campus grounds are kept clean and safe.

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. At time of publication 100% of restrooms on campus were in working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the district allocated \$73,000 for the deferred maintenance program. This represents 0.0053% of the district's general fund budget. For a list of deferred maintenance projects please contact the district office.

Safe School Plan

Safety of students and staff is a primary concern of Cupertino Middle. 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. An updated copy of the plan is available to the public at the school office.

Counseling & Support Staff

It is the goal of Cupertino Middle to assist students in their social and personal development as well as academics. The table lists the support service personnel available at Cupertino Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	2.0
Library Clerk	1	1
Nurse	1	.2
Psychologist	1	.4
Speech/Language/ Hearing Specialist	1	.1

Physical Fitness

In the spring of each year, Cupertino Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.3%	32.7%	21.0%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	77	79	82	82	84	86	43	46	50
Mathematics	77	80	78	85	87	87	40	43	46
Science	77	87	86	80	87	88	38	46	50
History/Social Science	71	80	78	77	81	83	33	36	41

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	48	33	*	*
American Indian	*	*	*	*
Asian	89	89	93	87
Filipino	68	58	*	*
Hispanic or Latino	42	38	56	33
Pacific Islander	*	*	*	*
Caucasian	85	78	85	76
Males	79	77	84	76
Females	86	78	88	80
Socioeconomically Disadvantaged	42	44	76	53
English Learners	27	35	*	*
Students with Disabilities	22	25	24	16
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results			
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	5	6	
All Students				
Actual Growth	-5	16	4	917
Asian				
Actual Growth	-2	11	12	959
Caucasian				
Actual Growth	-6	12	6	920

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Staff 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 dedicated four days to staff development annually for the past three years. Topics for staff development during the 2008-09 school year included science, assessment, differentiation, and a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.3%	1.7%
District	99.2%	0.8%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	99.2%	0.8%

Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Cupertino Middle had 56 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	50	51	52	831
Without Full Credentials	4	5	3	21
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009-10 school year, the most current data are reported.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

District Expenditures

Cupertino Union School spent an average of \$7957 to educate each student, based on (2007/08 FY audited financial statements). 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,185
From Restricted Sources	\$1,165
From Unrestricted Sources	\$4,020
District	
From Unrestricted Sources	\$5,307
Percentage of Variation between School & District	24.25%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	27.07%

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:

- Title I
- Title II Part A-Teacher Quality
- Title II Technology
- Title III LEP
- Title IV
- Title V
- Alternative Certification Program
- CBET
- TUPE
- California Instructional School Gardens Program
- ELAP
- School Safety Grant
- Arts & Music & PE Block
- Secondary School Counselors
- EIA
- GATE
- Instructional Math
- PAR
- Principal Training Program
- Teacher Credential Block
- Professional Development Block
- School & Library Improvement
- School Site Block
- District Block
- Lottery - Proposition 20
- RMA

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2007/08 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,866
District	\$69,165
Percentage of Variation	4.77%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	1.82%

Teacher & 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 districts 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 www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$51,984	\$41,866
Mid-Range Teachers	\$76,413	\$68,220
Highest Teachers	\$98,576	\$86,536
Elementary School Principals	\$121,039	\$107,858
Middle School Principals	\$133,255	\$111,405
High School Principals	-	\$112,732
Superintendent	\$277,083	\$178,938
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.8%	42.1%
Administrative Salaries	5.9%	5.5%

Data Sources

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

