

# John F. Kennedy Middle School

## Cupertino Union School District

821 Bubb Rd., Cupertino, CA 95014  
(408) 253-1525

Russ Ottey, Principal

### 2007-2008 School Accountability Report Card

#### 2007-08 Board of Education

Pearl Cheng  
Member

Ben Liao  
Member

Josephine Lucey  
Member

Gary McCue  
Member

Phyllis Vogel  
Member

#### Superintendent

Phil Quon



#### School Profile

Kennedy Middle School is a grades 6-8 school in the Cupertino Union School District. The Cupertino Union School District, recognized for the excellence of its schools, serves over 16,750 students, representing 46 different languages in a 26 square mile area that includes the city of Cupertino where Kennedy Middle School is located, and a portion of five other cities. There are 20 elementary schools, of which three embrace alternative programs, and 5 middle schools. Currently, our students come from Montebello, Blue Hills, Regnart, Lincoln, and Stevens Creek elementary schools, with a number of students for whom Kennedy is the home school, coming from Portal, McAuliffe, and Faria alternative elementary schools.

Kennedy Middle School, a culturally diverse school, is located in a neighborhood in Cupertino, comprised of mostly single-family houses. Our population of 1,369 students is made up of 73% Asian, 24% Caucasian, 2% Hispanic, and less than 1% of the following: African American, American Indian, and Pacific Islander. Forty-eight regular education classrooms and 4 Special Education Classes (Resource Specialist, Special Day, two ED classes and Individual and Small Group classes) serve our students.

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.4%
American Indian	0.2%
Asian	72.5%
Caucasian	24.3%
Filipino	0.3%
Hispanic or Latino	2.3%
Pacific Islander	0.0%
Multiple or No Response	0.0%

#### 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	59	30	49	415	293	425
Suspension Rate	4.1%	2.2%	3.6%	2.5%	1.7%	2.5%
Expulsions	1	0	0	7	2	3
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 Kennedy (John F.) Middle at (408) 253-1525.

#### Parent Involvement

The Kennedy PTA is a thriving organization providing many opportunities throughout the year for parents to be involved with and support the school. Kennedy has a web site that contains all the events and activities, as well as a link to the PTA web. The web site is updated regularly by the web master and can be accessed at: <http://jfkms.ca.campusgrid.net/home>.

For additional information about organized opportunities for parent involvement at John F. Kennedy Middle, please contact Russ Ottey at (408) 253-1525.

## 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		
06	07	08	06	07	08	06	07	08	06	07	08	
English	32	31	31	-	-	-	26	37	30	22	11	16
Mathematics	31	31	32	3	3	2	21	23	27	24	19	15
Science	32	31	32	-	-	-	23	33	26	22	11	18
Social Science	32	31	32	-	-	-	23	37	28	25	15	15

## Enrollment & Attendance

Regular attendance at Kennedy 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 Kennedy Middle School over the past three years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
6th	439	461	411
7th	445	469	473
8th	555	457	485

## Instructional Materials

Cupertino Union School held a Public Hearing on September 9, 2008, 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 2007-08 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%
6th-8th	Mathematics	Glencoe	1997	Yes	0.0%
6th	Mathematics	McDougal Littell	2001	Yes	0.0%
8th	Mathematics	McDougal Littell	2001	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2001	Yes	0.0%
6th-8th	Science	CPO Science	2008	Yes	0.0%

## Library Information

The school's library, staffed by a full-time Library Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. The library is open during school hours for student use and teachers can schedule class time as needed.

## 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.



## Computer Resources

All classrooms have at least three computers that are connected to the Internet. Kennedy Middle also has a computer lab with 35 computers. Teachers schedule time with their classes when needed. There are also 4 laptop carts that can be checked out and four of the Language Arts classes have a class set of laptops. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	05-06	06-07	07-08
Computers	384	384	454
Students per computer	3.7	3.6	3.0
Classrooms connected to Internet	49	51	51

## 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

Kennedy Middle School offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to date facilities that were renovated in 1999. Kennedy Middle School is comprised of a library media center, one computer lab, 4 mobile wireless PC Carts, large multipurpose/performing arts room, Gym and locker rooms, and 44 classrooms. Facility information is current as of December 2008.

## Cleaning Process

The principal works with two full-time custodians and a district night crew to ensure classrooms, restrooms, and campus grounds are kept clean and safe. Soccer, baseball, football and track areas are maintained through a partnership with the city of Cupertino. A scheduled maintenance program is administered by the Cupertino Union School District to ensure that all classrooms, facilities, and grounds are well maintained.

**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 2008-09 school year, the district allocated \$171,184 for the deferred maintenance program. This represents 0.0012% of the district's general fund budget. For a list of deferred maintenance projects please contact the district office.

School Facility Conditions				
Date of Last Inspection: 10/23/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

**Safe School Plan**

Safety of students and staff is a primary concern of John F. Kennedy 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 Kennedy (John F.) Middle to assist students in their social and personal development as well as academics. The table lists the support service personnel available at Kennedy (John F.) 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

**Data Sources**

Data within the SARC was provided by Cupertino Union School District, retrieved from the 2007-08 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.

**Physical Fitness**

In the spring of each year, John F. Kennedy Middle 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. For the 2007-08 school year, 53.5% of all seventh graders at John F. Kennedy Middle met the standards in all six fitness areas.



## 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)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science	Social Science							
	6		7		8		6		7		8		8								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
<b>All Students</b>																					
<b>School</b>	<b>92</b>	<b>88</b>	<b>93</b>	<b>88</b>	<b>93</b>	<b>93</b>	<b>90</b>	<b>88</b>	<b>92</b>	<b>93</b>	<b>90</b>	<b>91</b>	<b>88</b>	<b>87</b>	<b>89</b>	<b>87</b>	<b>87</b>	<b>93</b>	<b>86</b>	<b>85</b>	<b>87</b>
District	82	81	84	82	84	85	80	78	82	82	82	84	79	79	78	77	81	89	76	77	81
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
<b>Males</b>																					
<b>School</b>	<b>91</b>	<b>87</b>	<b>92</b>	<b>86</b>	<b>91</b>	<b>91</b>	<b>89</b>	<b>87</b>	<b>91</b>	<b>93</b>	<b>90</b>	<b>93</b>	<b>87</b>	<b>89</b>	<b>92</b>	<b>91</b>	<b>88</b>	<b>93</b>	<b>89</b>	<b>85</b>	<b>88</b>
District	81	80	81	79	81	82	78	74	81	83	82	84	78	78	80	81	82	88	78	77	80
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
<b>Females</b>																					
<b>School</b>	<b>93</b>	<b>91</b>	<b>94</b>	<b>91</b>	<b>96</b>	<b>96</b>	<b>90</b>	<b>90</b>	<b>92</b>	<b>92</b>	<b>89</b>	<b>89</b>	<b>89</b>	<b>86</b>	<b>85</b>	<b>82</b>	<b>87</b>	<b>94</b>	<b>82</b>	<b>86</b>	<b>86</b>
District	83	84	86	86	87	89	81	82	85	82	82	83	81	79	76	72	81	91	74	78	81
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
<b>Socioeconomically Disadvantaged</b>																					
<b>School</b>	<b>64</b>	<b>18</b>	<b>*</b>	<b>*</b>	<b>60</b>	<b>45</b>	<b>*</b>	<b>*</b>	<b>54</b>	<b>64</b>	<b>27</b>	<b>*</b>	<b>*</b>	<b>33</b>	<b>27</b>	<b>*</b>	<b>*</b>	<b>62</b>	<b>*</b>	<b>*</b>	<b>62</b>
District	51	43	55	50	48	50	45	35	45	46	43	45	39	41	43	40	44	60	38	31	51
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
<b>Asian</b>																					
<b>School</b>	<b>93</b>	<b>95</b>	<b>96</b>	<b>94</b>	<b>95</b>	<b>97</b>	<b>92</b>	<b>95</b>	<b>93</b>	<b>96</b>	<b>97</b>	<b>95</b>	<b>96</b>	<b>90</b>	<b>97</b>	<b>90</b>	<b>95</b>	<b>95</b>	<b>89</b>	<b>91</b>	<b>90</b>
District	87	87	89	87	89	91	86	84	87	89	91	91	89	85	88	86	88	93	83	84	86
State	66	67	71	67	71	73	62	64	69	72	72	75	72	69	71	65	70	78	58	62	64
<b>Hispanic or Latino</b>																					
<b>School</b>	<b>91</b>	<b>*</b>	<b>*</b>	<b>67</b>	<b>80</b>	<b>*</b>	<b>*</b>	<b>67</b>	<b>73</b>	<b>55</b>	<b>*</b>	<b>*</b>	<b>58</b>	<b>73</b>	<b>*</b>	<b>*</b>	<b>64</b>	<b>73</b>	<b>*</b>	<b>64</b>	<b>60</b>
District	45	42	42	46	50	48	33	44	45	31	39	35	36	36	40	24	38	48	28	38	43
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
<b>Caucasian</b>																					
<b>School</b>	<b>88</b>	<b>75</b>	<b>89</b>	<b>80</b>	<b>91</b>	<b>86</b>	<b>84</b>	<b>79</b>	<b>89</b>	<b>89</b>	<b>74</b>	<b>78</b>	<b>75</b>	<b>84</b>	<b>75</b>	<b>77</b>	<b>74</b>	<b>91</b>	<b>77</b>	<b>75</b>	<b>82</b>
District	79	76	82	81	82	81	77	75	81	79	73	78	72	78	70	72	78	88	71	72	77
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
<b>Students with Disabilities</b>																					
<b>School</b>	<b>54</b>	<b>58</b>	<b>53</b>	<b>23</b>	<b>44</b>	<b>40</b>	<b>46</b>	<b>24</b>	<b>41</b>	<b>46</b>	<b>47</b>	<b>40</b>	<b>23</b>	<b>44</b>	<b>27</b>	<b>54</b>	<b>21</b>	<b>47</b>	<b>54</b>	<b>25</b>	<b>53</b>
District	39	33	33	30	30	29	25	26	27	36	30	35	35	32	25	28	33	36	27	30	35
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
<b>English Learners</b>																					
<b>School</b>	<b>58</b>	<b>36</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>75</b>	<b>55</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	25	22	16	22	16	20	16	10	10	43	53	43	49	40	52	29	34	48	16	14	8
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

\*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.

## 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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	10	10	
All Students				
Actual Growth	12	-2	14	971
Asian				
Actual Growth	7	4	6	991
Caucasian				
Actual Growth	24	-3	23	931

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

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## 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.

CAT/6 Norm Referenced Test						
	% At or Above 50th Percentile					
	Reading			Math		
	7	7	7	7	7	7
	06	07	08	06	07	08
All Students						
School	85	87	90	91	95	94
District	79	82	82	87	90	90
State	46	47	49	50	51	52
Males						
School	79	84	89	90	93	95
Females						
School	90	90	90	91	96	93
Socioeconomically Disadvantaged						
School	*	38	64	*	53	55
Asian						
School	89	91	94	97	97	99
Hispanic or Latino						
School	75	69	*	67	73	*
Caucasian						
School	75	80	78	80	91	83
Students with Disabilities						
School	23	35	47	36	50	33

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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 2007-08 school year included the revision of the school vision and mission statements.

## 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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.8%	1.2%

## Teacher Assignment

Cupertino Union School recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Kennedy (John F.) Middle had 53 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	59	57	53	817
Without Full Credentials	1	3	4	31
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 2008-09 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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0



## District Expenditures

Cupertino Union School spent an average of \$7,344 to educate each student, based on (2006-07 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	\$4,888
From Restricted Sources	\$791
From Unrestricted Sources	\$4,097
District	
From Unrestricted Sources	\$4,272
Percentage of Variation between School & District	4.10%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	22.70%

## 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 Intervention Specialist
- After school test preparation
- Ipass: Computer based math program
- After school tutorial program
- Professional Development Workshop
- GATE parent meetings
- School site Science Night
- Title I Reading Specialist
- 6th grade support team
- Differentiated Instruction Workshop
- STEP Parenting classes
- Before school academic program
- Instructional aide coordinator
- Classroom aides
- Academy
- Intervention strategies for parents
- Safety Resource Officers
- After school study skills class
- School site Literacy Night

## 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](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$50,348	\$40,667
Mid-Range Teachers	\$74,008	\$66,167
Highest Teachers	\$95,473	\$84,142
Elementary School Principals	\$117,202	\$104,640
Middle School Principals	\$129,095	\$107,227
Superintendent	-	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.6%	42.3%
Administrative Salaries	5.7%	5.4%

## School Site Teacher Salaries

The chart illustrates the average salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$66,406
District	\$66,660
Percentage of Variation	0.39%
School & State	
All Elementary School Districts	\$64,702
Percentage of Variation	2.63%