Warren E. Hyde Middle School

2014-2015 School Accountability Report Card

Cupertino Union School District

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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/.
• View this SARC online at the school and/or LEA websites.
• 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.

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).

School Profile (School Year 2014-15)

Hyde Middle school is located in a suburban setting in West San Jose and Cupertino. The elementary feeder school attendance area includes Eisenhower Elementary, De Vargas Elementary, and Sedgwick Elementary.

Co-curricular activities include numerous student interest clubs, student government, spirit days, assemblies, intramural and after school sports programs, and a student store.

Hyde is the magnet school for the district's ELD program for middle school students. Students that are LEP are bused from across the district to attend Hyde. Currently there are 200 6th, 7th and 8th grade students enrolled in this program. All of these students are mainstreamed into math, physical education and elective classes from day one and progress through two levels specialized classes for reading, writing, and speech acquisition using SEDAI methods.

Title I eligible students have opportunities to receive additional support in reading and math. Effort is made to meet the needs of the GATE population. A wide array of curricular and co-curricular opportunities exists for GATE students including advanced placement math classes and differentiated instruction in the core curriculum.

Enrollment & Attendance (School Year 2014-15)

Regular attendance at the schools of Cupertino Union School District 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 over the past three years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
6th	315	357	328
7th	351	341	338
8th	337	341	321

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	2.5%
American Indian or Alaska Native	0.3%
Asian	61.7%
Filipino	2.4%
Hispanic or Latino	13.7%
Native Hawaiian or Pacific Islander	0.7%
White	17.6%
Two or More Races	1.0%
English Learners	10.6%
Socioeconomically Disadvantaged	14.0%
Students with Disabilities	9.9%
Foster Youth	-

A. Conditions of Learning State Priority: Basic

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.

Highly Qualified Teachers (School Year 2014-15)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	99.4%	0.6%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.4%	0.6%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	45	45	43	1775
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	2	2	14

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
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

Instructional Materials (School Year 2015-16)

Cupertino Union held a public hearing on September 22, 2015 and determined that each school within the district had 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 California 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 collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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%

School Facilities (School Year 2015-16)

Hyde's facility modernization was completed in 2000. All buildings meet the specification s of the Office of the State Architect. Modernization at Hyde included the construction of a new library and office, athletic fields improvement, construction of a new gymnasium, renovation of all classrooms and physical education facilities, a new science wing and the installation of a computer network and telephone system throughout the building.

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.

School Facility Conditions				
Date of Last Inspection: 01/20/2015				
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			

B. Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	85	86	92	91	92	92	59	60	56

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at http://caaspp.cde.ca.gov/caaspp2015/Index.aspx.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	92
School	92
African American/Black	76
Asian	95
Hispanic or Latino	76
White	91
Males	89
Females	94
Socioeconomically Disadvantaged	78
English Learners	81
Students with Disabilities	73

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

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

• Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
• Performance Level 2: Standard nearly met - May require further development for success in future coursework.
• Performance Level 3: Standard met - Demonstrates progress toward mastery.
• Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	76	84	44
Mathematics (Grades 3-8 and 11)	73	84	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress - Grade 6													
		English-Language Arts							Mathematics				
				Percent Achievement Level						Percent Achievement Level			
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	333	324	97.3	6	17	36	40	326	97.9	10	14	19	56
Male	333	161	48.3	7	20	37	36	161	48.3	11	12	20	57
Female	333	163	48.9	6	13	36	44	165	49.5	10	16	18	56
Black or African American	333	5	1.5	--	--	--	--	5	1.5	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	333	204	61.3	3	12	38	47	206	61.9	4	10	16	70
Filipino	333	9	2.7	--	--	--	--	9	2.7	--	--	--	--
Hispanic or Latino	333	35	10.5	29	40	23	9	35	10.5	43	29	17	11
Native Hawaiian or Pacific Islander	333	3	0.9	--	--	--	--	3	0.9	--	--	--	--
White	333	61	18.3	7	23	36	34	61	18.3	13	20	28	39
Two or More Races	333	6	1.8	--	--	--	--	6	1.8	--	--	--	--
Socioeconomically Disadvantaged	333	45	13.5	18	31	36	16	44	13.2	27	30	27	16
English Learners	333	26	7.8	27	31	38	4	29	8.7	31	21	10	38
Students with Disabilities	333	28	8.4	29	43	18	11	28	8.4	57	7	25	11
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 7

| Student Groups | Total Enrollment | English-Language Arts | | | | | | Mathematics | | | | |
		Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	334	323	96.7	10	15	43	32	329	98.5	11	16	21	53
Male	334	177	53	13	15	46	26	179	53.6	9	17	17	56
Female	334	146	43.7	7	14	40	40	150	44.9	12	14	25	49
Black or African American	334	7	2.1	--	--	--	--	7	2.1	--	--	--	--
American Indian or Alaska Native	334	2	0.6	--	--	--	--	2	0.6	--	--	--	--
Asian	334	203	60.8	5	11	41	43	209	62.6	4	7	20	69
Filipino	334	9	2.7	--	--	--	--	9	2.7	--	--	--	--
Hispanic or Latino	334	42	12.6	29	26	40	5	42	12.6	36	36	14	14
Native Hawaiian or Pacific Islander	334	1	0.3	--	--	--	--	1	0.3	--	--	--	--
White	334	56	16.8	14	14	54	18	56	16.8	14	23	29	34
Two or More Races	334	2	0.6	--	--	--	--	2	0.6	--	--	--	--
Socioeconomically Disadvantaged	334	43	12.9	28	19	47	7	44	13.2	32	36	18	14
English Learners	334	27	8.1	41	26	19	15	32	9.6	28	6	22	44
Students with Disabilities	334	38	11.4	45	11	37	8	39	11.7	46	15	15	23
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

| Student Groups | Total Enrollment | English-Language Arts | | | | | | Mathematics | | | | |
		Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	331	324	97.9	9	16	44	31	325	98.2	16	15	16	53
Male	331	160	48.3	12	19	43	27	161	48.6	17	17	16	50
Female	331	164	49.5	7	13	46	35	164	49.5	15	13	17	55
Black or African American	331	13	3.9	8	31	38	23	13	3.9	46	15	15	23
American Indian or Alaska Native	331	1	0.3	--	--	--	--	1	0.3	--	--	--	--
Asian	331	191	57.7	5	9	47	40	192	58	5	8	12	74
Filipino	331	6	1.8	--	--	--	--	6	1.8	--	--	--	--
Hispanic or Latino	331	55	16.6	25	31	38	5	55	16.6	49	24	20	7
Native Hawaiian or Pacific Islander	331	3	0.9	--	--	--	--	3	0.9	--	--	--	--
White	331	50	15.1	10	20	46	24	50	15.1	16	24	26	34
Two or More Races	331	2	0.6	--	--	--	--	2	0.6	--	--	--	--
Socioeconomically Disadvantaged	331	58	17.5	21	31	41	7	58	17.5	47	24	14	16
English Learners	331	36	10.9	53	33	14	0	37	11.2	43	22	8	27
Students with Disabilities	331	37	11.2	43	35	19	3	37	11.2	65	22	5	8
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, the schools of Cupertino Union School District are required by the state to administer a physical fitness test to all students in grade five and 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 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.9%	30.4%	37.3%

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

C. Engagement State Priority: Parental Involvement

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 (School Year 2015-16)

The Hyde PTA is a thriving organization providing many activities throughout the year for parents to be involved with the school. Hyde has a web site that contains all the events and activities, as well as and other information regarding the school. A bi-weekly newsletter for parents, The Thursday News, is published and distributed every other Thursday throughout the school year.

For additional information about organized opportunities for parent involvement at Hyde (Warren E.) Middle, please contact (408) 252-6290.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Hyde (Warren E.) Middle at (408) 252-6290.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension and expulsion rates; and
• Other local measures on the sense of safety.

Suspensions & 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.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	3.1%	0.7%	2.0%	0.0%	0.0%	0.1%
District	1.3%	0.9%	0.8%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

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

D. 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.

Federal Intervention Program (School Year 2015-16)

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 (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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	100.0%

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.

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 annually dedicates four days to staff development. Topics for staff development during the school year included science, assessment, differentiation, and a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Adequate Yearly Progress (School Year 2014-15)

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 (ELA). 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 ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- 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, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		**District**		**State**	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Class Size

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.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	13	**14**	**15**	**13**	**14**	**15**	**13**	**14**	**15**	**13**	**14**	**15**
By Grade Level												
6	30	30	30	2	6	5	37	19	36	9	32	18
By Subject Area												
English	22	22	25	15	15	11	16	16	6	2	2	12
Mathematics	26	26	27	6	6	7	12	12	5	8	8	13
Science	28	28	29	5	5	3	18	18	11	2	2	9
Social Science	25	25	30	9	9	3	17	17	6	1	1	13

Counseling and Support Staff (School Year 2014-15)

It is the goal of all Cupertino Union School District schools to assist students in their social and personal development as well as academics. The table lists the support service personnel available at our 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 & Support Services Staff		
	Number of Staff	**Full Time Equivalent**
Counselor	2	2.0
Library Clerk	1	0.625
Nurse	1	.2
Psychologist	2	1.2
Specialized Academic Instruction (SAI) Teacher	4	
Speech/Language/ Hearing Specialist	2	.8

District Expenditures (Fiscal Year 2013-14)

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	$6,186
From Supplemental/Restricted Sources	$1,004
From Basic/Unrestricted Sources	$5,182
District	
From Basic/Unrestricted Sources	$8,105
Percentage of Variation between School & District	-36.1%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	-3.1%

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, is not controlled by law or donor.

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.

District Revenue Sources (Fiscal Year 2014-15)

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

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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 2013-14		
	District	State
Beginning Teachers	$53,224	$43,091
Mid-Range Teachers	$78,235	$70,247
Highest Teachers	$100,925	$89,152
Elementary School Principals	$126,257	$112,492
Middle School Principals	$137,285	$116,021
High School Principals	-	$117,511
Superintendent	$253,527	$192,072
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.0%	41.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$84,829
District	$76,035
Percentage of Variation	11.6%
School & State	
All Elementary School Districts	$72,993
Percentage of Variation	16.2%