

Cupertino Union

Chester W. Nimitz Elementary

2024-2025 School Accountability Report Card

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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 an LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- 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).

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.

DISTRICT PRIORITIES

- Priority 1: Future-Ready Learning: Support each child in developing the skills and characteristics of our CUSD Portrait of a Learner (POL) including academic content skills and our seven (7) competencies:

- *Critical Thinker
- *Effective Communicator
- *Global Contributor
- *Inclusive Collaborator
- *Inspired Creator
- *Resilient Learner
- *Wellness

- Priority 2: Community-Wide Engagement: Actively engage educational partners (students, staff, parents and community members) and build strong relationship to support the implementation of the CUSD Strategic Plan, including the Portrait of a Learner.

- Priority 3: Fiscal Responsibility: Effectively and efficiently utilize District resources, operations, and processes to maximize each student's learning.

- Priority 4: Sense of Belonging: Create a sense of belonging in the workplace so that every employee feels valued, validated and supported to actively engage in their work, fully contribute, and confidently practice well-being activities that promote connectedness and work-life harmony.

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

The Cupertino Union School District is the largest elementary school district in northern California. The District serves approximately 13,500 students in 17 elementary schools, one K-8 school, and five middle schools throughout the city of Cupertino and parts of the cities of Sunnyvale, San Jose, Saratoga, Los Altos, and Santa Clara.

SCHOOL MISSION STATEMENT

The mission of Nimitz Elementary School is to educate the whole child by fostering literacy, a solid foundation in mathematics, and effective problem-solving, communication, and collaboration skills. We aim to ignite curiosity and joy in learning through enriching experiences that cultivate a sense of belonging. By promoting mutual respect for our rich diversity and supporting the social and emotional growth of our students, we create a nurturing environment. Our students embody our Nimitz PBIS core values of being safe, responsible, and respectful. We believe that active parent partnerships help create a wonderful collaborative community, enriching the educational experience for all. Together, we prepare our students to thrive academically, socially, and emotionally, so that they become compassionate and engaged members of the Nimitz school community and global society.

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
K	68
1st	58
2nd	55
3rd	55
4th	42
5th	72
Total	350

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	50.30
Male	49.70
Non-Binary	
American Indian or Alaska Native	
Asian	30.60
Black or African American	2.90
Filipino	4.30
Hispanic or Latino	38.30
Native Hawaiian or Pacific Islander	0.30
White	13.10
Two or More Races	3.40
EL Students	41.70
Foster Youth	
Homeless	1.10
Military	
Socioeconomically Disadvantaged	50.60
Migrant Education	
Students with Disabilities	10.00

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						
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)	19.40	100.00	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	0.53	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	0.61	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.80	1.18	11,953.10	4.28
Unknown	0.00	0.00	24.90	3.79	15,831.90	5.67
Total Teaching Positions	19.40	100.00	659.60	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	98.65	564.00	94.27	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.33	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.80	1.14	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.60	1.11	11,746.90	4.23
Unknown	0.20	1.35	18.70	3.14	14,303.80	5.15
Total Teaching Positions	18.50	100.00	598.30	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.30	93.15	576.90	93.40	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.73	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	1.14	9.30	1.51	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.70	8.40	1.37	12,112.80	4.34
Unknown	0.00	0.00	18.40	2.99	13,705.80	4.91
Total Teaching Positions	17.50	100.00	617.60	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.20
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.20

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	1.00

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	30.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

INSTRUCTIONAL MATERIALS

Cupertino Union School held a Public Hearing on September 25, 2025, 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 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.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 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-Reading / Publisher: Heinemann / Adoption: 2019	Yes	0
	Grades: K-5th / Course: English/Language Arts- Writing / Publisher: Heinemann / Adoption: 2019	Yes	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: Teachers Curriculum Institutes (TCI) / Adoption: 2023	Yes	0
Science	Grades: K-2nd / Course: Science / Publisher: Elevate Science by Accelerate Learning / Adoption: 2020	Yes	0
	Grades: 3rd-5th / Course: Science / Publisher: STEMscopes by Accelerate Learning / Adoption: 2024	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 5th / Course: Health / Publisher: Positive Prevention Plus / Adoption: 2019	Yes	0

SCHOOL FACILITIES

All of our permanent classrooms have teaching walls, short throw projectors, carpets, interior painting, tackable services, and miniblinds. Our TK and Kindergarten eating areas were provided with age appropriate lunch tables and the play structure will have new additions to make is accessible for our TK students. The school consists of 34 classrooms, a staff room, teacher work room, computer lab, library, a music room, and a Guided Learning Center. The school is continuously improving the learning facilities available to students.

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. CUSD has also invested in Centegix, a safety platform that allows communication in an emergency to students and staff using color indicators and verbal prompts.

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.

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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	11/14/2025
Data Collected:	NOVEMBER 2026
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	BOYS REST ROOM, UNISEX REST ROOM: 2. EXHAUST FAN IS NOT WORKING.
INTERIOR: Interior Surfaces	POOR	10, 908: 4. *PENCIL SHARPENER COVER IS MISSING*. BOYS REST ROOM: 4. ATTIC HATCH IS UNSECURED. 26: 4. CARPET IS LIFTING. 28, 29: 4. CARPET IS TORN AND LIFTING. LIBRARY: 4. CARPET IS TORN ON STEPS. 18 (STORAGE), 20, 28, BOYS REST ROOM: 4. CEILING TILE HAS A HOLE. 19 (STORAGE), 17, 18: 4. CEILING TILE HAS A WATER STAIN. 29, 908: 4. CEILING TILE IS LOOSE. 11A: 4. CEILING TILE IS MISSING. 33: 4. CEILING TILE IS TORN. 1: 4. CEILING TILES ARE LOOSE/BUCKLING. 22/ CDC: 4. CEILING TILES ARE BROKEN. 11A: 4. CEILING TILES ARE LOOSE. 7 (STORAGE), 13: 4. CEILING TILES HAVE WATER STAINS. 28, 29, 32: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. LIBRARY: 4. FORMICA TRIM IS MISSING ON TEACHER STATION. 21/ CDC: 4. HOLE IN LINOLEUM FLOORING AT SEAM WITH CARPET. BOYS REST ROOM: 4. LINOLEUM FLOORING IS LOOSE ALONG COVE BASE. 28: 4. RUBBER MOULDING IS MISSING. 25: 4. RUBBER TRIM IS BROKEN AT CARPET/LINOLEUM SEAM. 27: 4. SOFT SPOT IN FLOORING IN FRONT OF SINK. RUBBER TRIM IS MISSING AT CARPET/LINOLEUM SEAM. 21/ CDC, 28: 4. WALL PAPER IS TORN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	GIRLS REST ROOM: 5. DIRTY VENT. GIRLS REST ROOM: 5. FECES LEFT IN TOILET. BOYS REST ROOM: 5. GROWTH ON EXTERIOR DRINKING FOUNTAIN. ELECTRICAL: 5. LADDERS ARE UNSECURED. 10: 5. PAPER CUTTER IS UNABLE TO BE SECURED. GIRLS REST ROOM: 5. ROOM HAS A STRONG ODOR. FECES IN TOILET (LOCKED STALL). 3: 5. STORAGE ROOM IS EXTREMELY CLUTTERED. 19 (STORAGE), 3, 27, 33, ADMIN, PTA CLOSET, 23, 24, 905/ STAFF ROOM, NURSE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	FAIR	4 (STORAGE), 24: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 15: 7. CORD IS CREATING A TRIP HAZARD. 30, 32: 7. ELECTRICAL CONDUIT END CAP IS MISSING. 23: 7. ELECTRICAL COVER IS MISSING. 921: 7. FLOOR OUTLET COVERS ARE BROKEN (TAPED). GLC/ 920: 7. FLOOR OUTLET COVERS ARE MISSING. 32: 7. LIGHT DIFFUSER IS MISSING. UNISEX REST ROOM: 7. LIGHT FIXTURE IS LOOSE. 905/ STAFF ROOM: 7. LIGHT SWITCH IS LOOSE (NEAR RR'S). LIBRARY: 7. ONE LIGHT DIFFUSER IS MISSING. 18: 7. ONE LIGHT PANEL IS OUT. 29, 30: 7. OUTLET COVER IS BROKEN. 907: 7. SECTIONS OF ELECTRICAL CONDUIT ARE LOOSE.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	POOR	MENS STAFF REST ROOM, MENS STAFF REST ROOM, STAFF WOMENS REST ROOM, WOMEN'S STAFF REST ROOM, WOMEN'S STAFF REST ROOM, STAFF MEN'S REST ROOM: 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). FAMILY REST ROOM, GIRLS REST ROOM, MENS STAFF REST ROOM, MENS STAFF REST ROOM, STAFF WOMENS REST ROOM, WOMENS STAFF REST ROOM, WOMENS STAFF REST ROOM, STAFF MENS REST ROOM, NURSE, UNISEX REST ROOM, UNISEX REST ROOM: 8. MENSTRUAL NOTICE NOT POSTED. GIRLS REST ROOM, FAMILY REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, GIRLS REST ROOM, MENS STAFF REST ROOM, MENS STAFF REST ROOM, STAFF WOMENS REST ROOM, WOMENS STAFF REST ROOM, WOMENS STAFF REST ROOM, STAFF MENS REST ROOM, NURSE, UNISEX REST ROOM, UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM, BOYS REST ROOM, GIRLS REST ROOM: 8. ONE STALL IS LOCKED/OUT OF ORDER. BOYS REST ROOM, GIRLS REST ROOM: 8. REST ROOM IS LOCKED DURING SCHOOL HOURS. BOYS REST ROOM: 8. URINAL MOTION SENSOR AND COVER ARE LOOSE. 5, 8, 7, 11, 11A, 13, 16, 29, 908: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 22/ CDC, 30, 905: 1: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 3, 10, 19: 9. DRINKING FOUNTAIN IS OUT OF ORDER. BOYS REST ROOM: 9. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. 1, 2: 9. FAUCET HAS A LOW FLOW IN RESTROOM. UNISEX REST ROOM: 9. FAUCET IS LOOSE AT BASE. 905/ STAFF ROOM: 9. FAUCETLEAKS AT FITTING. GIRLS REST ROOM: 9. ONE FAUCET HAS NO FLOW.
SAFETY: Fire Safety, Hazardous Materials	FAIR	907: 10. WILLIAMS NOTICE NOT POSTED. 13: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 905: 1: 10. EVACUATION MAP IS NOT POSTED. 24: 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. 922: 10. NO ACCESS (KEY). 921, CONFERENCE ROOM, OFFICE, PSYCH, GLC/ 920: 10. NO ROOM ID. 25: 10. PLUG IN AIR FRESHENER. UNISEX REST ROOM: 11. AEROSOL AIR FRESHENER. 3, 4, 9, 19, 23, 25: 11. IMPROPERLY STORED CLEANING SUPPLIES. 11: 11. PAINT IS PEELING ON BACK EAVES AND COVERED WALKWAY. 6, 10, 905/ STAFF ROOM, 906/ WORK ROOM, 907: 11. PAINT IS PEELING ON BACK EAVES. 30: 11. PAINT IS PEELING ON BACK GUTTER. STAGE: 11. PAINT IS PEELING ON CEILING. 9, 10, 11A, GLC/ 920: 11. PAINT IS PEELING ON COVERED WALKWAY. 2: 11. PAINT IS PEELING ON DOOR. 1: 11. PAINT IS PEELING ON DOOR FRAME AND BASE OF EXTERIOR WALL. 2, 19, 08, ELECTRICAL, 18: 11. PAINT IS PEELING ON EAVES. 1, 2, 16: 11. PAINT IS PEELING ON FACIA BOARD. 31: 11. PAINT IS PEELING ON FACIA. 21/ CDC: 11. PAINT IS PEELING ON GUTTER DOWNSPOUT. 1, 2, 2007: 11. PAINT IS PEELING ON GUTTER. 29: 11. PAINT IS PEELING ON RAMP RAILING. STAFF MENS REST ROOM: 11. PAINT IS PEELING ON THE INTERIOR WALL. 17: 11. PAINT IS PEELING ON WINDOW FRAMES AND EAVES.
STRUCTURAL: Structural Damage, Roofs	GOOD	906/ WORK ROOM: 12. CRACK IN COVERED WALKWAY. 12: 12. CRACK IN EAVES. BOYS REST ROOM: 12. CRACK IN EXTERIOR AND INTERIOR WALLS. STUCCO IS CHIPPING ON EAVES. 20: 12. CRACK IN EXTERIOR WALL. 21/ CDC: 12.

		DRY ROT NON SIDING. 14: 12. DRY ROT ON FACIA. 28: 12. FLOOR IS SLOPING FROM CENTER. 17: 12. LARGE CRACK IN EAVES. 14, 15: 12. WATER DAMAGE AND LARGE CRACKS IN EAVES. 1: 13. GUTTER HAS A HOLE. 15: 13. GUTTER IS RUSTED. 16, 17: 13. HOLE IN GUTTER.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	FAIR	16: 14. EXTERIOR BACKPACK HOOKS ARE BROKEN. 18: 14. MULTIPLE EXTERIOR BACKPACK HOOKS ARE BROKEN. 2: 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 29: 14. RAMP IS RUSTED. BOYS REST ROOM: 14. SKID PAINT IS PEELING ON RAMP. PLAYGROUNDS: 14. TK AGE STUDENTS ARE PLAYING ON A 5 TO 12 YEAR OLD USER GROUP PLAYGROUND. PLAYGROUND COMPONENT IS BROKEN. 7, 11A: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 30, BOYS REST ROOM: 14. TRIP HAZARD ON WALKWAY. 905.1, 11A, PREP ROOM: 15. DOOR CLOSER COVER IS MISSING. GLC/ 920: 15. DOOR CLOSER IS LEAKING FLUID (NEAR RR'S). 26: 15. WINDOW SCREEN IS MISSING.

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.ets.org/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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	56	61	57	83	83	82	46	47	48
Mathematics (Grades 3-8 and 11)	55	60	59	84	84	84	34	35	37
Science (Grades 5, 8, and 10)	50	51	38	76	77	75	30	31	32

Assessment Results by Student Group - English Language Arts					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	170	162	95.29	4.71	57.41
Male	83	83	100.00	0.00	56.63
Female	87	79	90.80	9.20	58.23
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	51	46	90.20	9.80	73.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39	1.61	29.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	29	29	100.00	0.00	89.66
Two or More Races	14	14	100.00	0.00	85.71
EL Students	65	57	87.69	12.31	28.07
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	77	96.25	3.75	35.06
Migrant Education	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	29.41

Assessment Results by Student Group - Mathematics					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	170	170	100.00	0.00	58.82
Male	83	83	100.00	0.00	63.86
Female	87	87	100.00	0.00	54.02
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	51	51	100.00	0.00	80.39
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	29.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	29	29	100.00	0.00	75.86
Two or More Races	14	14	100.00	0.00	100.00
EL Students	65	65	100.00	0.00	32.31
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	80	100.00	0.00	33.75
Migrant Education	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	41.18

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	73	73	100.00	0.00	38.36
Male	34	34	100.00	0.00	38.24
Female	39	39	100.00	0.00	38.46
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	68.42
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	16	16	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
EL Students	30	30	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	6.25
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
 - Pupil outcomes in the subject area of physical education

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/>.

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	398	372	43	11.6
Female	202	192	12	6.3
Male	196	180	31	17.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	144	124	6	4.8
Black or African American	11	11	2	18.2
Filipino	15	15	2	13.3
Hispanic or Latino	137	136	24	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	51	48	6	12.5
Two or More Races	14	12	2	16.7
EL Students	169	160	18	11.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	198	192	32	16.7
Migrant Education	--	--	--	--
Students with Disabilities	46	45	11	24.4

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

We have parent volunteers who support Nimitz PTA events, classrooms, field trips and lunch recess. We also have an active Nimitz PTA parent group who continue to facilitate PTA fundraisers and school events to engage students and families. We have parent members of our School Site Council, ELAC Parents, and academic Family Nights throughout the year. For additional information about organized opportunities for parent involvement at Nimitz (Chester W.) Elementary, please contact the school at (408) 736-2180.

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.

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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	0.86	0.21	1.26	0.00	0.00	0.00
District	0.56	0.73	0.71	0.01	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	1.26	0.00
Female	0.00	0.00
Male	2.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	3.92	0.00
Two or More Races	7.14	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	2.02	0.00
Migrant Education	0.00	0.00
Students with Disabilities	6.52	0.00

SCHOOL SAFETY

The safety of students and staff is a top priority for the Cupertino Union School District. With many parents and community members visiting the campus to volunteer and engage in school events, we maintain a secure environment by requiring all visitors to check in at the school office and obtain a visitor's badge. Upon departure, visitors must return to the office to sign out. Additionally, designated staff members supervise students and school grounds— including the cafeteria and recreation areas— during lunch, recess, and before and after school, ensuring a safe and orderly atmosphere for everyone.

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. Plans are approved annually by March 1st. 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 2025. An updated copy of the plan is available to the public at the school office.

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	350

AVAILABLE COUNSELING AND SUPPORT STAFF

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

Counseling and Support Staff	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.626
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.2
Other	

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	19	19	24	3	1	0	2	2	4	0	0	0
1st	22	20	19	0	1	2	3	2	4	0	0	0
2nd	24	21	16	0	0	4	2	6	2	0	0	0
3rd	24	24	18	0	0	6	3	4	0	0	0	0
4th	32	27	21	0	0	3	6	9	3	0	0	0
5th	25	32	24	0	0	3	9	6	6	0	0	0
Other	0	0	13	0	0	1	0	0	0	0	0	0

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
- Title II Part A-Teacher Quality, Technology, & Administrator Training
- Title III LEP and Title III IMM
- Title IV
- Title V
- IDEA

STATE FUNDS

- ELOP
- Prop 28 Art & Music
- CCSPP
- UPK
- Mandate Block Grant
- Mental Health
- 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.

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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 11,658.00
School: From Supplemental/Restricted Sources	\$ 1,877.00
School: From Basic/Unrestricted Sources	\$ 9,781.00
District: From Basic/Unrestricted Sources	\$ 8,400.00
Percentage of Variation between School & District	16.44 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-12.25 %

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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 75,515.00	\$ 61,596.88
Mid-Range Teachers	\$ 111,002.00	\$ 98,902.37
Highest Teachers	\$ 143,195.00	\$ 126,339.83
Elementary School Principals	\$ 195,839.00	\$ 158,382.71
Middle School Principals	\$ 191,214.00	\$ 165,207.00
High School Principals	\$ 0.00	\$ 162,237.00
Superintendent	\$ 360,329.00	\$ 288,331.69
Teacher Salaries	35.34 %	31.29 %
Administrative Salaries	6.46 %	5.38 %

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.

2023-24 Average Teacher Salary	
School	\$ 107,962.00
District	\$ 112,901.00
Percentage of Variation between School & District	-4.37 %
All Similar School Districts	\$ 101,700.00
Percentage of Variation between School & State	6.16 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	78	103	96

PROFESSIONAL DEVELOPMENT

Staff members build teaching skills by participating in conferences and workshops, as well as in-house professional development sessions. The District annually dedicates three days exclusively to the professional development of school site staff. Professional learning time also is set aside on site meeting calendars throughout the school year. The District continuously offers additional professional development opportunities to staff throughout the school year and during the summer.

Recent topics for staff development include but are not limited to:

- * Portrait of a Learner & Future-Ready Learning
- * Collaborative planning teams to support ELA, Math and TK
- * Parent Square communication tools
- * PBIS, SEL and Behavior Management
- * Phonics and structured literacy
- * Curriculum support in English Language Development, Intervention, Science, TK Math, and World Languages
- * Artificial Intelligence and innovative teaching practices
- * Art for Belonging
- * Math Workshop
- * Special Education - Best practices and tools

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit libraries of the Santa Clara County Library District, which contain numerous computer workstations.