Cupertino Union
West Valley Elementary
2024–2025 School Accountability Report Card

SCHOOL ADMINISTRATION
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SCHOOL INFORMATION
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DISTRICT INFORMATION
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Allison Liner,
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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.

PRINCIPAL'S MESSAGE
At West Valley Elementary, our mission is to ensure that every child feels welcomed, connected, and valued as part of the West Valley family. I am truly honored to lead our dedicated team as we continue to support students academically, socially, and emotionally.

Our focus aligns with the District's Strategic Plan, emphasizing Relevant and Rigorous Instruction, Personalized Learning, and Whole Child development. Our academic program is intentionally designed to be engaging, challenging, and aligned with state standards. Dedicated teachers use research-based instructional strategies to foster critical thinking, collaboration, and creativity—integrating technology meaningfully to prepare students for future success.

By regularly analyzing student data, our educators identify learning needs, monitor progress, and implement targeted supports to promote continuous growth and achievement.

At West Valley, we are committed not only to 21st Century Learning but also to nurturing the social-emotional well-being of our students and their families.

It is a privilege to work in partnership with our students, staff, and families. Together, we will continue to guide our students toward academic excellence, personal growth, and lifelong success.

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
K	84
1st	68
2nd	55
3rd	55
4th	84
5th	76
Total	422

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	38.60
Male	61.40
Non-Binary	
American Indian or Alaska Native	0.50
Asian	52.60
Black or African American	0.20
Filipino	3.30
Hispanic or Latino	5.90
Native Hawaiian or Pacific Islander	
White	25.80
Two or More Races	7.80
EL Students	20.10
Foster Youth	
Homeless	0.20
Military	
Socioeconomically Disadvantaged	16.10
Migrant Education	
Students with Disabilities	12.80

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)	14.70	98.73	619.30	93.89	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.10	1.27	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	14.90	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)	14.90	100.00	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	0.00	0.00	18.70	3.14	14,303.80	5.15
Total Teaching Positions	14.90	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)	17.90	93.73	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)	0.10	0.99	9.30	1.51	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.40	1.37	12,112.80	4.34
Unknown	1.00	5.22	18.40	2.99	13,705.80	4.91
Total Teaching Positions	19.10	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	0.10
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.10

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

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	17.10
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 Grades: K-5th /Course: English/Language Arts- Writing / Publisher: Heinemann /Adoption: 2019	Yes Yes	0 0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adoption: 2015	Yes	0
History / Social Science	Grades: K-5th / Course: History/Social Science / Publisher: Teachers Curriculum Institutes (TCI) / Adoption: 2023	Yes	0
Science	Grades: K-2nd/Course: Science / Publisher: Elevate Science by Accelerate Learning / Adoption: 2020 Grades: 3rd-5th / Course: Science / Publisher: STEMscopes by Accelerate Learning / Adoption: 2024	Yes Yes	0 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
West Valley Elementary features a dedicated Transitional Kindergarten/Kindergarten facility, as well as separate Primary and Intermediate wings, housing a total of 29 classrooms. Our Guided Learning Center (GLC) extends learning beyond the traditional classroom, offering a large assembly area with a stage, a music room, an art room, a STEM/Creative Lab, and a library.
The campus also includes extensive outdoor spaces—a large playground, grassy fields, and a track. TK/K students enjoy a dedicated playground, while three additional large play areas provide ample opportunities for recreation. Our Natural Science Garden, along with classroom vegetable boxes, flower barrels, and landscaped areas, further enhances the beauty and educational value of our campus.
West Valley remains committed to maintaining and improving our learning environment. Recent upgrades include new fencing , reroofing and the installation of solar panels were completed in 2025.
Campus Supervision and Safety
The Cupertino Union School District is committed to ensuring a safe and secure environment for all students. Before school, during recess, and at lunch, staff members supervise all play areas. At dismissal, teachers and staff oversee student pickup zones. During school hours, all visitors must check in at the front office, present photo identification, and wear a visitor badge while on campus.
Cleaning Process
The principal collaborates closely with custodial staff to maintain a clean and safe environment. Classrooms, restrooms, and campus grounds are cleaned daily, both during and after school hours. A district-managed maintenance schedule ensures all facilities remain in good condition.

Maintenance and Repair
District maintenance personnel respond promptly to repair requests through a work-order system that prioritizes safety and efficiency. Emergency repairs receive immediate attention to maintain a safe and functional campus.

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:	11/11/2025
Data Collected:	NOVEMBER 2025
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	STAFF LOUNGE/ A3: 2. VENT COVERS ARE MISSING.
INTERIOR: Interior Surfaces	FAIR	COMPUTER LAB/ D9B: 4. CEILING TILE HAS A WATER STAIN. STAFF LOUNGE/ A3: 4. CEILING TILE IS BROKEN. 3, 7, 21, 28, 29: 4. CEILING TILES HAVE WATER STAINS. 23: 4. METAL TRIM IS BROKEN AT CARPET/LINOLEUM SEAM.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	FAIR	23, 24, STAFF LOUNGE/ A3: 5. CARPET IS STAINED. CUSTODIAN/ D5: 5. LADDERS ARE UNSECURED. PE STORAGE, WORKROOM/ D10, 5, 7, 8, 10, 15, 16, 17, 20, 21, 23, 29, 30, 31, 924, 923/ INSTRUCTIONAL ROOM, COMPUTER LAB/ D9B, OFFICE, OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	FAIR	17, 21, 31: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 1: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 4: 7. ELECTRICAL PANEL LEVER IS BROKEN/MISSING. 27: 7. ETHERNET BOX IS LOOSE FROM WALL. 17: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 20: 7. ROOM IS VERY DIM/INADEQUATE LIGHTING. STORAGE/ C2: 7. SURGE PROTECTORS ARE DAISY CHAINED.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	POOR	STAFF WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (TAMPONS ONLY). STAFF WOMENS REST ROOM, NURSE/ A7, GIRLS REST ROOM, GIRLS REST ROOM: 8. MENSTRUAL NOTICE NOT POSTED IN RR. NURSE/ A7, GIRLS REST ROOM, GIRLS REST ROOM, ALL GENDER REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. ALL GENDER REST ROOM: 8. MENSTRUAL NOTICE NOT ADEQUATE. 9, 15, 18, 21: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 25, 26: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 22: 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. 6, 28: 9. DRINKING FOUNTAIN HAS NO FLOW. 23: 9. FAUCET IS LOOSE AT BASE.
SAFETY: Fire Safety, Hazardous Materials	POOR	23, 24, 25, 26, 27, 923/ INSTRUCTIONAL ROOM, COMPUTER LAB/ D9B: 10. WILLIAMS NOTICE NOT POSTED. 4, 923/ INSTRUCTIONAL ROOM, 13, SPEECH/ C7A, STAFF LOUNGE/ A3, WORKROOM/ A4, 26, 27: 10. EVACUATION MAP IS NOT POSTED. 924, 923/ INSTRUCTIONAL ROOM: 10. FIRE EXTINGUISHER IS MISSING. 23: 10. MULTIPLE PLUG IN AIR FRESHENERS. CONFERENCE ROOM, OFFICE: 10. NO ROOM ID. STORAGE/ C2, 16, 24, 922, CONFERENCE ROOM 3/ 18A: 10. PLUG IN AIR FRESHENER. OFFICE: 10. TEMPORARY ID IS BEING PERMANENTLY USED. 19: 11. CHEMICALS ARE UNIDENTIFIED. 5, 6, 8, 10, 11, 12, 16, 18, 31: 11. IMPROPERLY STORED CLEANING SUPPLIES. 10: 11. IMPROPERLY STORED MEDICATION. 13: 11. PAINT IS PEELING ON DOOR AND WINDOW FRAME. WORKROOM/ C11A: 11. PAINT IS PEELING ON DOOR AND WINDOW FRAMES. 17: 11. PAINT IS PEELING ON DOOR BETWEEN CLASSROOMS. WORKROOM/ A4, 16: 11. PAINT IS PEELING ON DOOR FRAME. 4, 5, 16, 923/ INSTRUCTIONAL ROOM: 11. PAINT IS PEELING ON DOOR. 922: 11. PAINT IS PEELING ON DOORS. 1, 3, BOYS REST ROOM, GIRLS REST ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL. 10, 11, 12, 14: 11. PAINT IS PEELING ON THE DOOR. 6: 11. PAINT IS PEELING ON WINDOW FRAME.
STRUCTURAL: Structural Damage, Roofs	GOOD	28: 12. DRY ROT ON SIDING.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	29: 14. IRRIGATION LEAK AT WALKWAY UNION. 23: 14. RAMP IS RUSTED. 13, 30, CONFERENCE ROOM 3/ 18A: 14. TRIP HAZARD ON WALKWAY. 9: 14. TRIP HAZARDS AT ASPHALT/CEMENT SEAM. 29: 15. DOOR IS RUSTED AT BASE.

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.https://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)	79	70	79	83	83	82	46	47	48
Mathematics (Grades 3-8 and 11)	81	76	83	84	84	84	34	35	37
Science (Grades 5, 8, and 10)	70	62	72	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	226	212	93.81	6.19	78.77
Male	139	134	96.40	3.60	76.12
Female	87	78	89.66	10.34	83.33
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	117	115	98.29	1.71	90.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	12	85.71	14.29	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	62	52	83.87	16.13	69.23
Two or More Races	26	26	100.00	0.00	80.77
EL Students	40	28	70.00	30.00	39.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	31	83.78	16.22	48.39
Migrant Education	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	40.91

Assessment Results by Student Group - Mathematics					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	226	219	96.90	3.10	82.65
Male	139	138	99.28	0.72	86.23
Female	87	81	93.10	6.90	76.54
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	117	116	99.15	0.85	93.10
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	62	56	90.32	9.68	71.43
Two or More Races	26	26	100.00	0.00	84.62
EL Students	40	35	87.50	12.50	48.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	35	94.59	5.41	57.14
Migrant Education	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	54.55

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	83	82	98.80	1.20	71.95
Male	50	50	100.00	0.00	76.00
Female	33	32	96.97	3.03	65.63
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	43	42	97.67	2.33	80.95
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	22	22	100.00	0.00	54.55
Two or More Races	11	11	100.00	0.00	81.82
EL Students	11	11	100.00	0.00	18.18
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	57.14
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	96	96	91	91	96

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	462	448	21	4.7
Female	176	170	8	4.7
Male	286	278	13	4.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	241	231	8	3.5
Black or African American	--	--	--	--
Filipino	14	14	1	7.1
Hispanic or Latino	30	28	4	14.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	119	117	3	2.6
Two or More Races	37	37	2	5.4
EL Students	100	97	6	6.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	82	79	6	7.6
Migrant Education	--	--	--	--
Students with Disabilities	72	70	4	5.7

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
West Valley Elementary places a strong emphasis on family engagement and community partnership. We actively encourage parents to visit, volunteer, and participate in school decision-making processes. Parents are invited to volunteer in classrooms and in a variety of programs, such as the Garden Program, Walk-A-Thon, Field Day, Multicultural Night, Valet Program, Lunch/Recycle Program, and ABC Project Cornerstone, among many others.
Our Parent Teacher Organization (PTO) plays a vital role in supporting student programs and organizing school-wide events and fundraisers. In addition, the School Site Council (SSC) and English Learner Advisory Committee (ELAC) collaborate to provide input on school goals and priorities that enhance student learning and well-being.
Research consistently shows that children thrive when parents are actively involved in their education. We warmly invite all families to participate in the vibrant West Valley community.
For more information about volunteer opportunities or organized parent involvement, please contact the school office at (408) 245-0148.

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	0.25	0.91	0.22	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	0.22	0.00
Female	0.00	0.00
Male	0.35	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.41	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	1.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	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)	422

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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.438
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	1.4
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	24	15	16	0	4	2	2	0	4	0	0	0
1st	24	17	14	0	2	6	2	1	4	0	0	0
2nd	23	16	14	0	3	4	3	4	4	0	0	0
3rd	22	24	14	0	0	8	3	6	0	0	0	0
4th	24	23	28	3	3	0	6	6	9	0	0	0
5th	23	24	25	3	3	0	6	6	9	0	0	0
Other	0	0	0	0	0	0	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	$ 10,261.00
School: From Supplemental/Restricted Sources	$ 1,950.00
School: From Basic/Unrestricted Sources	$ 8,311.00
District: From Basic/Unrestricted Sources	$ 8,400.00
Percentage of Variation between School & District	-1.06 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	-25.44 %

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	$ 106,346.00
District	$ 112,901.00
Percentage of Variation between School & District	-5.81 %
All Similar School Districts	$ 101,700.00
Percentage of Variation between School & State	4.57 %

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.