

Lucille M. Nixon Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Lucille M. Nixon Elementary School
Street	1711 Stanford Ave.
City, State, Zip	Stanford, CA 94305-1061
Phone Number	650.856.1622
Principal	Amy Sheward
Email Address	asheward@pausd.org
School Website	https://www.lmnixon.org/
Grade Span	K-5
County-District-School (CDS) Code	43 69641 6068241

2025-26 District Contact Information

District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Don Austin
Email Address	daustin@pausd.org
District Website	www.pausd.org

2025-26 School Description and Mission Statement

Lucille M. Nixon School, located within the Stanford University community, is one of 12 elementary schools in the Palo Alto Unified School District. Nixon's unique physical environment features pod architecture with a central library, a variety of instructional spaces, and spacious, multi-level grounds.

Nixon serves students from the communities of Stanford University and the Los Altos foothills area west of Foothill Expressway. The diversity of our school community has enriched the lives of students and staff alike.

MISSION STATEMENT

The mission of Lucille M. Nixon School is that every student will leave Nixon with enthusiasm and love for learning, broader citizenship skills, and the ability to be a positive global citizen.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	64
Grade 2	45
Grade 3	63
Grade 4	62
Grade 5	61
Total Enrollment	350

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	36.6
Black or African American	2.9
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	14.3
White	33.7
English Learners	19.1
Homeless	0.9
Socioeconomically Disadvantaged	6
Students with Disabilities	10.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.1	95.66	622.4	90.49	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.13	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	0	0.21	41.7	6.08	15831.9	5.67
Total Teaching Positions	24.1	100	687.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	93.38	597	90.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	6.62	35	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.17	11746.9	4.23
Unknown/Incomplete/NA	0	0	22.5	3.42	14303.8	5.15
Total Teaching Positions	22.6	100	659.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.6	100	605.1	92.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.1	0.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.9	1.98	13705.8	4.91
Total Teaching Positions	23.6	100	654.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	1.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.5	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	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)	1.8	3.8	0
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	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of the school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2025-26 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on this 14th day of October 2025

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Benchmark Advanced/ Adelante, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives - Grade 2	0
Mathematics	Bridges Mathematics - 2017	0
Science	Twig Science California, Twig Education, 2021.	0
History-Social Science	Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. . In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. The MOT Department monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

School Facility Conditions and Planned Improvements

The Nixon Elementary School main campus was originally constructed in 1970. A major modernization of the campus was done in 2004 which replaced the roofing, air conditioning equipment and modernized the classrooms. The Library and Administrative spaces were also modernized during this project.

The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2027. An update of the air conditioning equipment to electric system from gas is also planned for 2027.

As of October 2025, Nixon has none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Nixon Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 20 hours daily.

Year and month of the most recent FIT report

5/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		A-1: FLOOR TILES ARE BROKEN. A-2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. A-3: 4. RUBBER TRIM IS LOOSE AT CARPET/TILE SEAM. 11. IMPROPERLY STORED CLEANING SUPPLIES. A-4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE DAMAGED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW IS BROKEN/MISSING. (WILLIAMS NOTICE IS NOT POSTED) A-5: 4. FLOOR TILES ARE DAMAGED. 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) A-6: 4. FLOOR TILES ARE DAMAGED. 7. CORDS ARE CREATING A TRIP HAZARD. ALL GENDER RESTROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. (MENSTRUAL NOTICE IS NOT POSTED) B-3: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. C-5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.

School Facility Conditions and Planned Improvements

			<p>D-1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>HEALTH OFFICE: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.</p> <p>P-1: 4. CEILING TILE IS LOOSE. 10. INGRESS/EGRESS IS BLOCKED AT EMERGENCY EXIT. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>STORAGE: 4. CEILING HAS A WSTER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p> <p>STORAGE: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STORAGE: 4. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED.</p> <p>STORAGE: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON CEILING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>:</p> <p>A-4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE DAMAGED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW IS BROKEN/MISSING. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>B-5: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C-5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>CONFERENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P-3:</p> <p>STORAGE/MDF: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p> <p>STORAGE: 4. CEILING HAS A WSTER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p> <p>STORAGE: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STORAGE: 4. FLOOR TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		X	<p>A-4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE DAMAGED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW IS BROKEN/MISSING. (WILLIAMS NOTICE IS NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>A-5: 4. FLOOR TILES ARE DAMAGED. 7. SURGE PROTECTERS ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>A-6: 4. FLOOR TILES ARE DAMAGED. 7. CORDS ARE CREATING A TRIP HAZARD. ALL GENDER RESTROOM: 7. LIGHT DIFFUSER IS BROKEN. (MENSTRUAL NOTICE IS NOT POSTED) ATTIC: 7. LIGHT DIFFUSER IS MISSING.</p> <p>B-4: 7. SURGE PROTECTERS ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE IS NOT POSTED) ELECTRICAL ROOM: 7. ELECTRICAL COVER IS MISSING</p> <p>MAIN OFFICE: 7. LIGHT DIFFUSER END CAPS ARE MISSING. ONE LIGHT DIFFUSER IS MISSING.</p> <p>STORAGE: 4. CEILING HAS A WSTER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>ALL GENDER RESTROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>BOYS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A-2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.</p> <p>A-3: 4. RUBBER TRIM IS LOOSE AT CARPET/TILE SEAM. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>A-4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE DAMAGED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW IS BROKEN/MISSING. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>A-5: 4. FLOOR TILES ARE DAMAGED. 7. SURGE PROTECTERS ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>ALL GENDER RESTROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. (MENSTRUAL NOTICE IS NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>B-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>B-3: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B-4: 7. SURGE PROTECTERS ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>B-6: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>C-1: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>C-5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>C-6: 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>D-1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>D-2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>LEARNING RESOURCE CENTER 3: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>OCCUPATIONAL THERAPY: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P-1: 4. CEILING TILE IS LOOSE. 10. INGRESS/EGRESS IS BLOCKED AT EMERGENCY EXIT. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>STORAGE: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON CEILING.</p>
<p>Structural: Structural Damage, Roofs</p>	X		
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	X		<p>A-4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE DAMAGED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW IS BROKEN/MISSING. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P-3:</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	87	85	80	82	47	48
Mathematics (grades 3-8 and 11)	86	82	78	79	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	183	95.31	4.69	85.25
Female	100	94	94.00	6.00	90.43
Male	92	89	96.74	3.26	79.78
American Indian or Alaska Native	0	0	0	0	0
Asian	65	64	98.46	1.54	90.63
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	27	87.10	12.90	59.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	95.45
White	65	64	98.46	1.54	90.63
English Learners	19	15	78.95	21.05	26.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	19	86.36	13.64	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	36.36

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	187	97.40	2.60	81.82
Female	100	97	97.00	3.00	85.57
Male	92	90	97.83	2.17	77.78
American Indian or Alaska Native	0	0	0	0	0
Asian	65	64	98.46	1.54	89.06
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	30	96.77	3.23	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	95.65
White	65	64	98.46	1.54	84.38
English Learners	19	19	100.00	0.00	36.84
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	20	90.91	9.09	60.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	45.45

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	77.78	83.05	71.76	72.15	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	60	96.77	3.23	83.33
Female	35	34	97.14	2.86	82.35
Male	27	26	96.30	3.70	84.62
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	90.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	100.0%	100.0%	100.0%	100.0%	100.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The PTA is our largest parent organization. PTA supports children and families in our school community. PTA assumes a leadership role in organizing schoolwide community-building events, such as: Welcome Back Coffee, Back to School Picnic, book fair, ice skating party, Science Night, International Night and more. PTA raises funds to support the acquisition of library materials, classroom instructional materials, funds for teachers' classroom expenditures and educational school assemblies. PTA advocates locally, as well as at the state level of government, on behalf of children.

Partners in Education (PiE) is a Districtwide foundation made up of parent volunteers who serve as school based organizers. PiE raises funds to support additional staff at each school including classroom aides, Spectra Art teachers, music instruction, and counseling services.

Parents represent half of the School Site Council membership. The Council meets to review student achievement data, develop a plan for school improvement, and the School Safety Plan.

The English Learners Advisory Committee (ELAC) meets twice per year with follow-up meetings, as desired by parents of English Learners. Our instructional program for English Learners is shared with parents and their input is sought regarding the best ways to support their children. Anyone is welcome at the meetings.

The leadership of all these organizations can be obtained by contacting Lee-Ann Taylor, school secretary, at (650) 856-1622.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	374	28	7.5
Female	189	184	16	8.7
Male	194	190	12	6.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	136	132	10	7.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	51	7	13.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	55	2	3.6
White	123	123	5	4.1
English Learners	78	75	5	6.7
Foster Youth	--	--	--	--
Homeless	15	12	8	66.7
Socioeconomically Disadvantaged	38	35	9	25.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	9	20.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.26	0.52	1.09	1.57	1.48	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52	0.00
Female	0.00	0.00
Male	1.03	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	1.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.81	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The 2025-26 School Safety Plan was last updated on February 11, 2025, and will be reviewed, discussed, and updated during School Site Council Meetings in the 2025-26 school year. The revised Safety Plan will be completed by March 2026. Until that time, we will follow the safety plan that is currently in place and approved, which is described below.

Identified goals: to increase acceptance of diversity through No Place for Hate , Project Cornerstone readers, Unity Day, cultural and international assemblies and celebrations, ability awareness lessons, and diverse texts for read alouds and student reading selections ; to continue to ensure the safety of all staff and students at school with staff monitoring drop off/pick-up zones, district and Stanford safety teams monitoring and discussing safety enhancements and updated signage; and to plan for ways to reengage the Nixon parent community with PTA resources for school events, school-sponsored events: classroom celebrations, assemblies, and activities that include parents.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	20	1	2	
2	23		3	
3	21	1	2	
4	21		3	
5	21	1	2	
6	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	0	0
1	21	1	1	0
2	21	0	3	0
3	22	1	2	0
4	21	1	2	0
5	22	0	3	0
6	0	0	0	0
Other	0			

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	0	0
1	21	1	2	0
2	23	0	2	0
3	21	1	2	0
4	21	1	2	0
5	20	2	1	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.9
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18,035.29	2,749.65	15,285.64	143,433.14
District	N/A	N/A	15,699.45	\$137,128
Percent Difference - School Site and District	N/A	N/A	-2.7	4.5
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	31.3	35.6

Fiscal Year 2024-25 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, Title III, and Title IV of the Every Student Succeeds Act (ESSA). The way Palo Alto Unified uses categorical funds is to assist our school sites in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Improvement Plan (SIP). The SIP is a plan of action to improve student academic performance by coordinating all educational services and resources. With input from the staff and community, the SSC is the decision-making body responsible for establishing SIP goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SIP. The SIP includes a budget for proposed expenditures to support the SIP goals. SIPs are presented to the

Fiscal Year 2024-25 Types of Services Funded

PAUSD Board annually and are available on each school site's webpage (<https://www.pausd.org/schools>) under the "About Us/School Reports" section.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$79,548	\$62,145
Mid-Range Teacher Salary	\$126,630	\$97,088
Highest Teacher Salary	\$160,509	\$120,436
Average Principal Salary (Elementary)	\$198,810	\$151,343
Average Principal Salary (Middle)	\$215,810	\$159,514
Average Principal Salary (High)	\$229,184	\$177,261
Superintendent Salary	\$393,184	\$294,805
Percent of Budget for Teacher Salaries	32.79%	29.95%
Percent of Budget for Administrative Salaries	5.02%	5.4%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12