

Jane Lathrop Stanford (JLS) Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Jane Lathrop Stanford (JLS) Middle School
Street	480 E Meadow Dr, Palo Alto, CA 94306
City, State, Zip	Palo Alto, CA 94306
Phone Number	(650) 856-5188
Principal	Christopher Grierson
Email Address	cgrierson@pausd.org
School Website	https://jls.pausd.org/
County-District-School (CDS) Code	43-69641-6060081

2021-22 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 Address	www.pausd.org

2021-22 School Overview

Jane Lathrop Stanford (JLS) Middle School is home to approximately 1000 students in 6th, 7th, and 8th grades. The JLS student body is made up of students from the cities of Palo Alto, Stanford, and East Palo Alto.

JLS offers a balanced instructional program of academic skills and classes for breadth and enrichment. We have a modified block period schedule, with seven periods occurring three times a week. Sixth-grade students typically share two core teachers for five periods. They also have one period rotating between music and physical education, and one period of the exploratory wheel (a rotation of seven smaller electives classes). Seventh- and eighth-grade students take four core classes, physical education, and two periods of electives classes. Our electives programs are outstanding and provide all students with choice. They include design & technology studio, art, multimedia art, band, choir, orchestra, jazz band, computer programming, web design, video production, drama, cooking, industrial technology, marine biology, creative writing, public speaking, leadership, yearbook, French, Japanese, and Spanish. JLS also has a variety of (30+) clubs and other extracurricular activities. More information about our school can be found on our school website: www.jls.pausd.org.

In order to succeed, students, families and staff must work together. JLS is committed to innovation, creative thinking, thoughtful change, community service, and academic excellence. We value honesty, hard work, a positive attitude, diversity, intellectual rigor, reflective communication, flexibility, and a collective focus on our greatest asset – our students!

Jane Lathrop Stanford (JLS) Middle School's vision, mission, and values:

VISION

We are committed to impacting learning through powerful teaching, creating space for innovation, and including all students in the pursuit of excellence (The PAUSD Promise).

MISSION

JLS is a public middle school that promotes an intellectually rigorous academic experience within a supportive community that values the social, emotional and physical well-being of all students. We provide a rich and engaging environment that is dedicated to preparing our students to understand, contribute to, and succeed in a changing world.

VALUES

2021-22 School Overview

The values that guide JLS are: authenticity, celebration, collaboration, communication, and innovation.

Authenticity – We believe that our students thrive in an environment that honors and respects all community members for who they are.

Celebration – We are proud of our accomplishments and promote a culture of support by acknowledging the many achievements of our students and staff.

Collaboration – We understand that we can only achieve our common mission by working together.

Communication – We believe that education is successful when all stakeholders (parents, teachers, students, community) engage in ongoing, open, and honest conversation.

Innovation – We are always open to prototyping new ideas or methods that promise to enhance the student learning experience.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	322
Grade 7	332
Grade 8	333
Total Enrollment	987

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5
Male	56.5
Asian	43.5
Black or African American	1.7
Filipino	0.9
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	1.2
Two or More Races	11.9
White	29.3
English Learners	7.5
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	10.6
Students with Disabilities	9.4

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 14th day of September, 2021.

<http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=C6QURP7C9E79>

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 6 Core Lit books: D'Aulaires' Book of Greek Myths (2021) and The Hero Next Door (2021); Grade 7 Core Lit Books: The Outsiders (2021) and Flying Lessons & Other Stories (2021); Grade 8 Core Lit books include selected novels from the California Department of Education Recommended Literature List https://www.cde.ca.gov/ci/cr/rl/ . For 6th and 7th grade PAUSD board approved supplemental literature lists, visit http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=C2KTHE77709A . Two books newly adopted by the PAUSD board, The Hero Next Door (2019) and Flying Lessons & Other Stories (2017), are not on the state's recommended literature list. Rationale for adopting these two core books was developed during PAUSD's middle school literature adoption process. The PAUSD board adopted these materials on May 11, 2021. Both books were published in partnership with We Need Diverse Books, a non-profit whose mission is to put "more books featuring diverse characters into the hands of all children." These anthologies offer students a wide range of lived experiences and perspectives, and the topics and themes in the two books build nicely on each other. Furthermore, the addition of an anthology in both grades also allows for increased vertical alignment of skills, as seventh grade teachers can easily build on the reading standards introduced in sixth grade, while keeping the genre (short texts) consistent. The Hero Next Door and Flying Lessons were requested to be added to the SBE's Recommended Literature List.	No	0
Mathematics	Course 1, Course 2 Accelerated, Course 3, Algebra 1 - Big Ideas Math Geometry - Jurgensen, Brown and Jurgensen	Yes	0

Science	Amplify Science [California] Earth and Space Science, 2018 Amplify Science [Lawrence Hall of Science, The Regents of the University of California]; Amplify Science [California] Life Science, 2018 Amplify Science ; Amplify Science [California] Physical Sciences, 2018 -Amplify Science	Yes	0
History-Social Science	History Alive! The Ancient World (Teachers' Curriculum Institute); History Alive! The Medieval World and Beyond (Teachers' Curriculum Institute); History Alive! The United States Through Industrialism (Teachers' Curriculum Institute) (2018)	Yes	0
Foreign Language	Hai, Ima! (Japanese)		0

School Facility Conditions and Planned Improvements

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 Director or Custodial Supervisor 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.

The Jane Lathrop Stanford Middle School campus was originally constructed in 1953. Band room, fifties wing and gym were added in 1955. Sixties and seventies wings, counselor offices, staff room and two gym exercise rooms were added in 1965. Jane Lathrop Middle School campus renovations took place during the Building for Excellence Program. This modernization program renovated all the classrooms at the Middle Schools. Classroom renovations included new finishes, casework, heating systems, lighting, telecommunications and data systems. The Library on campus was renovated during the Building for Excellence Program, with new reading and resource areas, audiovisual equipment and computer workstations provided. Each building has been re-roofed and painted during the 2001 to 2004 phased modernization. Four portable classrooms were added during the summer of 2009 to accommodate growth. A two-story classroom building was constructed in 2013 as part of the Strong Schools Bond Program. The project also included renovation and upgrades to the site storm drainage system, landscape and hardscape areas. Another project is being planned for this campus to construct a new Administration wing along Waverley, and renovate two existing wings into a new Library and Wellness Center. This project should commence in 2022. District staff has been working with site personnel to identify additional needs at all of the campuses as input to the District Facilities Master Plan. This plan will detail proposed repair/replace projects over the next twenty years with a priority for health and safety issues.

As of October 2021, eleven (11) Electric Vehicle charging station were installed. 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 Jane Lathrop Stanford Middle School campus is safe, well maintained and clean, with multiple custodial staff assigned for 44 hours daily.

Year and month of the most recent FIT report

10/14/2021

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Room 150 - Light out MP Room: Wire molding by stairs needs repair, paint peeling under eve near FACP room Wire hanging in the back of building behind 090

School Facility Conditions and Planned Improvements

				Room 1100 - light out; Room 1120 needs outlet cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			MP Room: Wire molding by stairs needs repair; paint peeling under eve near FACP room
Structural: Structural Damage, Roofs	X			600 Wing: 2' hole in stucco near room 610
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	985	895	90.86	9.14	83.24
Female	432	393	90.97	9.03	87.6
Male	553	502	90.78	9.22	79.84
American Indian or Alaska Native	0	0	0	0	0
Asian	432	421	97.45	2.55	90.93
Black or African American	19	15	78.95	21.05	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	114	99	86.84	13.16	57.89
Native Hawaiian or Pacific Islander	12	10	83.33	16.67	--
Two or More Races	116	95	81.9	18.1	91.4
White	285	248	87.02	12.98	81.22
English Learners	58	45	77.59	22.41	31.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	95	87.96	12.04	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	79	81.44	18.56	36

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	984	901	91.57	8.43	82.04
Female	431	394	91.42	8.58	82.26
Male	553	507	91.68	8.32	81.87
American Indian or Alaska Native	0	0	0	0	0
Asian	432	419	96.99	3.01	94.00
Black or African American	19	16	84.21	15.79	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	114	100	87.72	12.28	48.45
Native Hawaiian or Pacific Islander	12	10	83.33	16.67	--
Two or More Races	115	97	84.35	15.65	87.63
White	285	252	88.42	11.58	77.42
English Learners	58	48	82.76	17.24	44.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	92	85.19	14.81	54.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	79	81.44	18.56	35.53

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	74.07	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	331	NT	NT	NT	NT
Female	140	NT	NT	NT	NT
Male	191	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	141	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	46	NT	NT	NT	NT
White	97	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

JLS is fortunate to have families and a community that provide immense support to schools. The PTA serves as a major communication link with families, producing and distributing the weekly JLS eNews "Panther Tracks," as well as offering monthly Parent Network "Principal Coffee" meetings, and parent education events. During the 2021-22 school year, the JLS PTA has provided an increasing number of opportunities for family engagement, both in person and online. For additional information, please visit the JLS PTA website: <https://jlswp.paloaltopta.org/>

As in-person activities and gatherings become more permissible, JLS families provide thousands of hours of direct support in the form of: driving, assisting staff, planning and chaperoning student social events, and sharing expertise on a wide range of subjects, from cultural traditions to technology. In addition to a high number of volunteer hours, JLS families give strong financial support through the PTA direct appeal.

The School Site Council, consisting of parents, students and staff (all peer-selected), is a central forum and decision-making group. Site Council Agendas and Minutes are viewable on the JLS website: <https://jls.pausd.org/connecting/site-council>

In addition to the JLS PTA and JLS Site Council, there is also a lottery-based program known as Connections, which includes about a third of the student population. JLS is fortunate to have several parents serve on the Connections Board, which supports additional programs and events.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1023	1010	12	1.2
Female	448	442	7	1.6
Male	575	568	5	0.9
American Indian or Alaska Native	0	0	0	0.0
Asian	448	440	1	0.2
Black or African American	19	19	0	0.0
Filipino	10	10	0	0.0
Hispanic or Latino	116	115	0	0.0
Native Hawaiian or Pacific Islander	12	12	2	16.7
Two or More Races	118	117	3	2.6
White	300	297	6	2.0
English Learners	89	87	4	4.6
Foster Youth	2	2	0	0.0
Homeless	4	3	0	0.0
Socioeconomically Disadvantaged	114	112	2	1.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	106	2	1.9

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.37	0.00	0.96	0.06	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.53	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	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	0.00	0.00

2021-22 School Safety Plan

The School Safety Plan is updated yearly and includes evacuation drills and procedures in the event of fire, stranger-on-campus lockdown, or earthquake. The classroom student roster lists are updated monthly. The plan details a command center set-up for any emergency event that occurs. Evacuation supplies and food have been inventoried and are part of the plan.

The School Safety Plan Goals approved by the School Site Council in February 2020 include:

GOAL 1: Better prepare for the event of an emergency

Strategies include staff participation in a voluntary First Aid class (11/2019), a formal training on Lockdown procedures (1/2020), and a formal training on Incident Command Systems (2/2020). Staff is scheduled to have a renewal training (2/2022).

GOAL 2: Increase security on campus for safety of staff and students

Strategies include: 13 exterior video cameras were installed around campus. Additional staffing included a Campus Supervisor to oversee school grounds, assist students, and/or monitor parking lots. A safety gate was installed on the school campus near East Meadow Drive (near Room 520). Several additional walkie talkies were added to support electives classrooms and the PE Department.

GOAL 3: Increase the awareness of behaviors that are not appropriate regarding sexual harassment

Strategies include: Expectation Talks delivered monthly, instead of twice a year, which address topics of rumors and gossip. Eighth graders will receive lessons regarding sexual harassment and consent, and seventh graders will participate in a three-week, comprehensive sexual health education program.

GOAL 4: Drug Education

Strategies include: School staff is currently looking to expand Drug Education and Prevention to include anti-vaping topics. This information may be included in future Expectation Talks and in lessons through Physical Education (PE) classes.

More information about the 2020-21 JLS Safety Plan is available on the JLS website: <https://jls.pausd.org/about-us/safety-plan>.

The School Site Council will be updating the JLS 2022 Safety Plan, which will include new protocols to address the COVID-19 Pandemic.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	23	
Mathematics	22	18	18	
Science	24	8	26	
Social Science	22	13	23	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	21	3
Mathematics	22	19	16	2
Science	25	7	24	
Social Science	23	9	24	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	22	15	
Mathematics	19	23	12	
Science	23	11	19	
Social Science	21	15	17	

2020-21 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	329

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$ 20,056.52	\$ 5,732.47	\$ 14,324.05	\$118,659.87
District	N/A	N/A	13,114.29	\$114,644
Percent Difference - School Site and District	N/A	N/A	-200.0	3.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-200.0	31.5

2020-21 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The use of categorical funds is to assist districts 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) Addendum for 2018-19 located on PAUSD's LCAP webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Plan for Student Achievement (SPSA). The California Department of Education describes the SPSA as the "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 SPSA 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 SPSA. The SPSA includes a budget for proposed expenditures to support the SPSA goals. Proposed 2020-21 SPSAs were presented to the PAUSD Board on June 23, 2020 and are available through the following link: <http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=BQ2S3Y6FB3CB>

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$67,059	\$52,562
Mid-Range Teacher Salary	\$106,750	\$83,575
Highest Teacher Salary	\$135,311	\$104,166
Average Principal Salary (Elementary)	\$170,020	\$131,875
Average Principal Salary (Middle)	\$184,382	\$137,852
Average Principal Salary (High)	\$191,531	\$150,626
Superintendent Salary	\$309,000	\$260,243
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Palo Alto Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 Address	www.pausd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5633	4781	84.87	15.13	80.48
Female	2644	2237	84.61	15.39	84.21
Male	2989	2544	85.11	14.89	77.21
American Indian or Alaska Native	--	--	--	--	--
Asian	2084	1848	88.68	11.32	90.63
Black or African American	102	87	85.29	14.71	48.28
Filipino	30	25	83.33	16.67	70.83
Hispanic or Latino	823	688	83.60	16.40	51.03
Native Hawaiian or Pacific Islander	57	47	82.46	17.54	31.91
Two or More Races	680	597	87.79	12.21	85.71
White	1855	1487	80.16	19.84	83.00
English Learners	379	329	86.81	13.19	37.23
Foster Youth	--	--	--	--	--
Homeless	36	20	55.56	44.44	30.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	673	557	82.76	17.24	43.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	650	498	76.62	23.38	38.90

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5631	4747	84.30	15.70	78.58
Female	2642	2218	83.95	16.05	78.75
Male	2989	2529	84.61	15.39	78.42
American Indian or Alaska Native	--	--	--	--	--
Asian	2083	1831	87.90	12.10	92.99
Black or African American	102	84	82.35	17.65	42.17
Filipino	30	25	83.33	16.67	60.00
Hispanic or Latino	823	681	82.75	17.25	42.92
Native Hawaiian or Pacific Islander	57	44	77.19	22.81	27.27
Two or More Races	679	598	88.07	11.93	84.25
White	1855	1482	79.89		78.76
English Learners	379	342	90.24	9.76	40.41
Foster Youth	--	--	--	--	--
Homeless	36	24	66.67	33.33	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	673	552	82.02	17.98	36.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	650	494	76.00	24.00	35.71