

# Lucille M. Nixon Elementary 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/](http://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/](http://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/](http://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/](http://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

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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 a pod architecture with central library and computer lab, a variety of instructional spaces, and spacious multi-level grounds.

Nixon serves the students from the communities of the Stanford campus and the foothills area west of Foothill Expressway, as well as transfer students from Palo Alto and East Palo Alto. The diversity of our school community has enriched the lives of all our children.

### MISSION STATEMENT

It is our mission at Lucille M. Nixon School that every child will leave Nixon with a love of learning, having met or exceeded all District benchmarks, knowing that it is effort, perseverance and resiliency that will lead to success throughout life.

### VISION STATEMENT

At Lucille M. Nixon Elementary, our highest priority is the academic preparation of each of our students. To this end, teachers will continuously refine their practice. Teachers will pursue opportunities to learn and collaborate about strategies to enable all learners across the spectrum, from struggling to highly capable, to grow and succeed. We will extend our understanding of the implications for teaching from neuro-educational research and we will continue to investigate ways to use technology, and to teach technology skills to enhance learning in our classrooms.

The Nixon community is internationally and socio-economically diverse, which provides experience for our students with peers of many ethnicities and perspectives. Nixon strives to build interconnectedness across ethnic, socio-economic, language and geographic lines. In the coming years, we seek to develop more strategies to link ourselves together in a mutually supportive community. Our school's success in educating children depends upon a strong partnership with parents. We expect to continue to cultivate a highly involved parent community, and to explore and develop ties to the broader community, including Stanford University.

As a school community of parents, teachers and staff, we are committed to the social and emotional development of our students. We will offer our students opportunities to provide service to our greater community and encourage the development of "green" attitudes and healthy lifestyles. Teachers will foster students' creativity, curiosity, inquisitiveness and independent

## 2021-22 School Overview

thinking in the classroom. The Nixon community seeks ways to enhance the 'developmental assets' in each student, to promote socially and emotionally well-rounded and confident individuals. We will teach strategies and support students to learn to resolve conflicts using problem-solving skills.

We are a community of learners and, as such, we will continue to identify areas of needed growth, and to develop strategies to address those needs.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	61
Grade 2	57
Grade 3	61
Grade 4	66
Grade 5	64
<b>Total Enrollment</b>	<b>359</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
Asian	33.1
Black or African American	2.5
Filipino	0.3
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	13.4
White	37.6
English Learners	13.1
Homeless	0.6
Socioeconomically Disadvantaged	7
Students with Disabilities	7.5

## 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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	Units of Study for Teaching Reading (Heinemann, 2015) Units of Study for Teaching Writing (Heinemann, 2014)  PAUSD transitioned to common core literacy materials, with a comprehensive approach to aligning writing and reading curriculum to Common Core State Standards (CCSS). With AB1246, teachers provided insights into curricular materials that were aligned to CCSS. The District followed the legislative opening to transition to instructional materials from Columbia University Teacher's College Reading and Writing Project (TCRWP), Lucy Calkin's Reading and Writing Units of Study. The TCRWP developed units of study in response to CCSS, and piloted them for 18 months to ensure alignment. Curricular materials including lessons, rubrics, and student checklists are aligned to CCSS. PAUSD provided materials and instructional resources for each student (leveled classroom readers and student writing materials) to give students appropriate reading and writing learning opportunities. PAUSD is currently conducting an ELA curriculum pilot for Board approval and adoption in the spring of 2022.	No	0
<b>Mathematics</b>	Bridges Mathematics - 2017	Yes	0
<b>Science</b>	Full Option Science System (FOSS), Delta Education, Inc. – 2008. PAUSD is currently conducting an Science curriculum pilot for Board approval and adoption in the spring of 2022.	Yes	0
<b>History-Social Science</b>	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	Yes	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 Nixon Elementary School main campus was originally constructed in 1970. A modernization project was completed in 2004 as part of the Building for Excellence Program. This modernization project included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades increased data and electrical capacity within the classrooms. Energy upgrades included new heating systems and lighting in the classrooms. The project also included renovation of the library. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. Modernization on campus in 2005 included a new playground structure and the resurfacing of hard court and play surfaces. The buildings were also re-roofed and painted in 2004 as part of the renovation. In 2007, a portable classroom was added and in the summer of 2011 another portable classroom was added to accommodate growth. The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District's Facilities Master Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues. A future project is planned as part of the Strong Schools bond to add a new Kinder classroom wing and two new enrichment labs to the campus.

As of October 2021, 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**

10/8/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	B Pod: Room near restroom light out D Pod: D1 Closet bulb out Library: 3 bulbs out Theater: 3 bulbs out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	197	192	97.46	2.54	83.85
<b>Female</b>	97	96	98.97	1.03	88.54
<b>Male</b>	100	96	96	4	79.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	64	63	98.44	1.56	93.65
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	29	29	100	0	62.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	26	26	100	0	96.15
<b>White</b>	71	67	94.37	5.63	82.09
<b>English Learners</b>	14	14	100	0	71.43
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	18	17	94.44	5.56	70.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	25	22	88	12	50

## 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	197	192	97.46	2.54	81.25
Female	97	96	98.97	1.03	80.21
Male	100	96	96.00	4.00	82.29
American Indian or Alaska Native	0	0	0	0	0
Asian	64	63	98.44	1.56	96.83
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	48.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	92.31
White	71	67	94.37	5.63	80.60
English Learners	14	14	100.00	0.00	64.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	47.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	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.

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	63	NT	NT	NT	NT
Female	35	NT	NT	NT	NT
Male	28	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	23	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	--	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	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	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

The Nixon parent community has demonstrated widespread support of the school through participation in all aspects of school life. In a typical year, parents volunteer in classrooms, assist in the library, help with field trips, and complete tasks for the teachers while at home. Parents participate on school committees and are an integral part of planning, and organizing many school-wide events. In the present pandemic situation, parents have limited opportunities to come onto the school campus to volunteer, but have been joining in Virtual Back to School Night and Principal Chats, volunteering on campus when possible, and hosting community-building events off campus.

Parents represent half of the School Site Council membership. The Council meets monthly to review student achievement data, develop a plan for school improvement, and allocate resources under their supervision to support the School Plan for Student Achievement and the School Safety Plan. Meetings are open to the public and the agendas and minutes are published online.

The English Learners Advisory Committee 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, but these are primarily advertised to parents of English Learners.

The PTA is our largest parent organization. PTA supports children and families in our school community. In normal years, the PTA assumes a leadership role in organizing schoolwide community-building events, such as: Welcome Back Coffee, Back to School Picnic, book fair, skating party, Family Art, Engineering and Science Nights, and International Night in the Spring. During the Covid-19 Pandemic, the PTA has been organizing virtual events to support community engagement and connection. PTA raises funds to support the acquisition of library materials, classroom instructional materials, funds for teachers' classroom expenditures and educational school assemblies. PTA typically sponsors the third grade bicycle safety program, student council, parent education programs, and classroom and library volunteer support. Some events have been altered by our present circumstances, so PTA leadership is exploring alternatives to these programs. 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. In 2021-22, PiE is funding classroom aides, Spectra Art teachers, music instruction, and counseling services at Nixon.

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	394	382	7	1.8
Female	195	189	5	2.6
Male	199	193	2	1.0
American Indian or Alaska Native	0	0	0	0.0
Asian	130	127	2	1.6
Black or African American	10	9	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	50	50	3	6.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	52	50	0	0.0
White	149	143	2	1.4
English Learners	60	59	4	6.8
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	28	28	4	14.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	37	3	8.1

### 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
<b>Suspensions</b>	0.00	0.00	0.96	0.06	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	0.22	0.53	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Each year a Safety Plan is developed by the School Site Council, reviewed by staff, and available to all parents. It has four areas of concentration, with annual goals in one or more of these areas.

**Personal Experiences of Students & Staff:** Develop expertise throughout the school community in responding to emergency situations regarding physical injury and safety. Annual opportunities are provided for staff to renew their CPR certification and use of an AED device.

**Physical Environment:** Practice and adhere to emergency procedures for disaster drills and lockdown situations. Drills for the purpose of evacuating the building and responding to fire alarms and earthquakes are practiced multiple times beginning in the first week of each school year. Fire drills include procedures for fast, efficient evacuation and accounting for all persons known to have been present in the building. Earthquake drills include procedures for duck, cover and hold on, as well as Search and Rescue, First Aid, student accounting and release, review of food and water supplies and communication. Procedures for responding to an active shooter situation at the school are informed by local law enforcement and discussed by staff. Silent communication strategies have been put in place using digital apps.

**Social Environment:** Continue to develop social and emotional learning skills as defined in our elementary progress report. These include areas of self management, self awareness, social awareness and relationship skills. A wide variety of strategies are used, many of which are drawn from the Responsive Classroom resources.

**Culture:** Develop in students a sense of responsibility for treating themselves and each other in a respectful manner: to appreciate the value for all of us in being a diverse community (e.g., learning styles, race, ethnicity, country of origin, strengths, and challenges).

Goals for 2021-22, set in March 2021, are to continue to ensure the safety of all staff and students at school during the ongoing Covid-19 pandemic, and to plan for ways to reengage the Nixon parent community, as Covid-19 safety guidelines begin to allow more safe interactions among community members.

## 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.

## 2018-19 Elementary 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 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	17	4	0	0
1	21	2	2	0
2	24	0	3	0
3	23	0	3	0
4	24	0	3	0
5	22	0	4	0
6				
Other	0	0	0	0



## 2019-20 Elementary 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 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	2	2	0
1	22	0	3	0
2	20	4	0	0
3	23	0	3	0
4	23.0	0	3	0
5	24	0	3	0
6				
Other	0	0	0	0

## 2020-21 Elementary 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 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	17	3	0	0
1	21	1	2	0
2	20	3	0	0
3	21	1	2	0
4	22	0	3	0
5	22	1	2	0
6				
Other	0	0	0	0

## 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	

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0.9
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.7
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist (non-teaching)</b>	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
<b>School Site</b>	\$ 15,044.93	\$ 2,850.36	\$ 12,194.57	\$120,650.10
<b>District</b>	N/A	N/A	13,114.29	\$114,644
<b>Percent Difference - School Site and District</b>	N/A	N/A	-200.0	5.1
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-200.0	33.1

## 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
<b>Beginning Teacher Salary</b>	\$67,059	\$52,562
<b>Mid-Range Teacher Salary</b>	\$106,750	\$83,575
<b>Highest Teacher Salary</b>	\$135,311	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$170,020	\$131,875
<b>Average Principal Salary (Middle)</b>	\$184,382	\$137,852
<b>Average Principal Salary (High)</b>	\$191,531	\$150,626
<b>Superintendent Salary</b>	\$309,000	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	37%	34%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	13	7	7

# 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

<b>District Name</b>	Palo Alto Unified School District
<b>Phone Number</b>	(650) 329-3700
<b>Superintendent</b>	Dr. Don Austin
<b>Email Address</b>	daustin@pausd.org
<b>District Website Address</b>	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
<b>All Students</b>	5633	4781	84.87	15.13	80.48
<b>Female</b>	2644	2237	84.61	15.39	84.21
<b>Male</b>	2989	2544	85.11	14.89	77.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	2084	1848	88.68	11.32	90.63
<b>Black or African American</b>	102	87	85.29	14.71	48.28
<b>Filipino</b>	30	25	83.33	16.67	70.83
<b>Hispanic or Latino</b>	823	688	83.60	16.40	51.03
<b>Native Hawaiian or Pacific Islander</b>	57	47	82.46	17.54	31.91
<b>Two or More Races</b>	680	597	87.79	12.21	85.71
<b>White</b>	1855	1487	80.16	19.84	83.00
<b>English Learners</b>	379	329	86.81	13.19	37.23
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	36	20	55.56	44.44	30.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	673	557	82.76	17.24	43.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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
<b>All Students</b>	5631	4747	84.30	15.70	78.58
<b>Female</b>	2642	2218	83.95	16.05	78.75
<b>Male</b>	2989	2529	84.61	15.39	78.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	2083	1831	87.90	12.10	92.99
<b>Black or African American</b>	102	84	82.35	17.65	42.17
<b>Filipino</b>	30	25	83.33	16.67	60.00
<b>Hispanic or Latino</b>	823	681	82.75	17.25	42.92
<b>Native Hawaiian or Pacific Islander</b>	57	44	77.19	22.81	27.27
<b>Two or More Races</b>	679	598	88.07	11.93	84.25
<b>White</b>	1855	1482	79.89		78.76
<b>English Learners</b>	379	342	90.24	9.76	40.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	36	24	66.67	33.33	25.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	673	552	82.02	17.98	36.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	650	494	76.00	24.00	35.71