

Greendell 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	Greendell School
Street	4120 Middlefield Road
City, State, Zip	Palo Alto, CA 94303
Phone Number	(650) 856-0833
Principal	Shannon Coleman
Email Address	scoleman@pausd.org
School Website	https://greendell.pausd.org/
County-District-School (CDS) Code	43-69641-6048300

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

Greendell School is home to a variety of pre-kindergarten programs in the Palo Alto Unified School District.

The Young Fives program is designed to support students who are age eligible for Kindergarten/Transitional Kindergarten but demonstrate a youngness or immaturity which indicates that another year of development may be needed before entering kindergarten. Young Fives is a parent participation and education program in which parental involvement and monthly parent education evening meetings support the program's mission of social-emotional development and kindergarten readiness.

Springboard to Kindergarten is a pre-kindergarten program for students who have not had a quality preschool experience and whose families demonstrate financial need. Springboard to Kindergarten is offered from late January to the end of the school year for students who are registered for kindergarten the following fall and meet the criteria for the program.

The PAUSD Special Education Preschool Program at Greendell was established to meet the needs of children ages 3 to 5 years old who have Individualized Educational Plans (IEPs). The preschool program focuses on the whole child and preparing children for the next learning environment based on their individual needs.

The programs at Greendell prepare students for kindergarten through developmentally appropriate curriculum, play and social-emotional development. The Kimochis social-emotional curriculum is used throughout all programs at Greendell to support students' communication, connection, and confidence.

PreSchool Family is a parent participation and parent education program offered through the Palo Alto Adult School. The program is designed to support parents in their understanding of child development while building a community of caring and supportive adults. PreSchool Family uses a "lab/lecture" approach to learning, as parents are with their child in the classroom one day per week (lab) and attend bi-monthly parent education meetings (lecture). The curriculum for the adult students addresses topics of importance given the child's developmental level. A play-based approach is used in the classroom where children are encouraged to explore and discover through their play and interactions with peers and adults. PreSchool Family has classes for families with young children from birth to age 4 years.

Greendell's 2020-21 data in this report includes students in grades 9-12 who participate in PAUSD's one-to-one and post-secondary special education programs.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	42
Grade 2	30
Grade 3	48
Grade 4	31
Grade 5	30
Grade 9	1
Grade 10	1
Grade 12	29
Total Enrollment	287

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
Asian	37.3
Black or African American	2.8
Filipino	1.7
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	3.1
Two or More Races	10.5
White	28.6
English Learners	16.4
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	15
Students with Disabilities	20.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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	<p>Units of Study for Teaching Reading (Heinemann, 2015) Units of Study for Teaching Writing (Heinemann, 2014)</p> <p>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.</p>	No	0
Science	<p>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.</p>	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.

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 Greendell School campus is safe, well maintained and clean, with multiple custodial staff assigned for 15.5 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 8 wire mold hanging
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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	112	106	94.64	5.36	71.43
Female	57	56	98.25	1.75	78.57
Male	55	50	90.91	9.09	63.27
American Indian or Alaska Native	0	0	0	0	0
Asian	38	36	94.74	5.26	86.11
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	15	93.75	6.25	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100	0	72.22
White	31	28	90.32	9.68	77.78
English Learners	13	13	100	0	38.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100	0	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	12	75	25	18.18

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	112	104	92.86	7.14	66.35
Female	57	55	96.49	3.51	60.00
Male	55	49	89.09	10.91	73.47
American Indian or Alaska Native	0	0	0	0	0
Asian	38	36	94.74	5.26	83.33
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	14	87.50	12.50	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	83.33
White	31	27	87.10	12.90	62.96
English Learners	13	12	92.31	7.69	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	13	92.86	7.14	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	11	68.75	31.25	27.27

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	44	NT	NT	NT	NT
Female	19	NT	NT	NT	NT
Male	25	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	12	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	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
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	12	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

Parental involvement is part of the fabric at Greendell School. Family engagement is an important component of our programs at Greendell. Families are involved in the classroom through reading with small groups, leading centers and outdoor activities, planning classroom and community events, and helping from home. Families facilitate their children's learning and play and all children are supported by the caring adult community at Greendell. Families have opportunities to participate in school based activities such as the School Site Council and the Young Athletes - Special Olympics program. PreSchool Family parents hold an annual Fun Day where all families participate in organizing developmentally appropriate games and activities for preschool age children. The event is open to all and is a wonderful community builder and so much fun for families. Inquiries about opportunities for parental involvement can be addressed to Principal Shannon Coleman at: scoleman@pausd.org - (650) 856-0833.

Due to the COVID-19 pandemic, family involvement at Greendell School has looked different due to health and safety restrictions. We have continued to partner with families to ensure students are engaged in learning. Families play an integral role in providing their children with the support they need to actively participate in school. As more of the community has received COVID-19 vaccinations, we have been able to begin welcoming back families to participate in their children's classrooms. Greendell School's collaboration with families is furthered through the school newsletter, frequent check-ins with families and responsive, open communication between home and school.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	350	310	4	1.3
Female	172	157	2	1.3
Male	178	153	2	1.3
American Indian or Alaska Native	0	0	0	0.0
Asian	130	122	0	0.0
Black or African American	9	8	0	0.0
Filipino	6	4	0	0.0
Hispanic or Latino	57	49	3	6.1
Native Hawaiian or Pacific Islander	9	9	0	0.0
Two or More Races	40	35	0	0.0
White	99	83	1	1.2
English Learners	60	58	1	1.7
Foster Youth	1	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	54	48	2	4.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	54	1	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	0.00	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

Greendell's Comprehensive School Safety Plan received final approval on February 25, 2021. The Comprehensive School Safety Plan is reviewed and updated annually by March 1st and submitted for approval. Greendell School focuses on emergency preparedness through training and practice with the goal that everyone be fully prepared for an emergency. Each year, Greendell staff receives emergency team training which includes training on the roles and responsibilities in the event of an emergency. The annual emergency team training will be held on December 1, 2021 this school year. Greendell holds an annual lockdown training with support from the PAUSD Risk Manager and conducts an annual school-wide lockdown drill in March/April. Our last Greendell lockdown training was conducted on October 27, 2021. In addition to a lockdown drill, emergency preparedness drills such as fire drills and earthquake drills are conducted monthly throughout the school year. Emergency routes are reviewed with staff and posted in each room, fire extinguishers are routinely inspected by the fire department, and emergency backpacks in each room are inspected and replenished with missing supplies at the start of each school year.

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	21	1	1	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	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	16	2	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	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	19	4	0	0
1	21	0	2	0
2	15	2	0	0
3	24	0	2	0
4	16	2	0	0
5	15	2	0	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
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	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	\$ 22,757.97	\$0.00	\$ 22,757.97	\$118,034.28
District	N/A	N/A	13,114.29	\$114,644
Percent Difference - School Site and District	N/A	N/A	-200.0	2.9
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-200.0	31.0

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	8	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

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