

Addison 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/

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	Addison Elementary School
Street	650 Addison Avenue
City, State, Zip	Palo Alto, CA 94301
Phone Number	(650) 322-5935
Principal	Amanda Boyce
Email Address	aboyce@pausd.org
School Website	https://addison.pausd.org/
County-District-School (CDS) Code	43-69641-6048193

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

Addison's long history began in 1925 when it was founded on land intended for a high school. Addison hums with community energy and a passion for learning. Test scores have consistently been among the highest in the state, while we continue to honor our long tradition of balanced curricula. Addison supports the whole child – academically, socially and emotionally. The students at Addison not only learn, they have fun as well, supported by a dedicated staff and a caring community that puts the welfare and achievement of its students at the center of everything it does.

One of the most distinctive features of Addison is its community. The school anchors friendships and social activities year-round. About 70% of our students (and their families) walk or ride bikes to Addison. You're sure to see your neighbors and community members regularly on the way to and from school. Addison is Palo Alto's "downtown school," projecting a distinctive urban and cosmopolitan vibe. Students speak dozens of languages and hail from all continents. There is one common theme, though: we love learning and we all come together at Addison School!

VISION

The Addison community develops students' knowledge, critical thinking, and problem solving skills. We nurture curiosity, creativity, empathy and resilience. We empower every child to reach their full intellectual, social/emotional, and creative potential to become a lifelong learner.

MISSION

The Addison community supports students' learning and growth through clear and open communication, collaboration, taking risks, and building on the assets of one another with open minds.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	52
Grade 2	42
Grade 3	59
Grade 4	60
Grade 5	60
Total Enrollment	319

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
Asian	21.9
Black or African American	1.3
Filipino	0.9
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	2.8
Two or More Races	11.6
White	42.6
English Learners	13.2
Socioeconomically Disadvantaged	17.2
Students with Disabilities	10.3

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
Mathematics	Bridges Mathematics - 2017	Yes	0
Science	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
History-Social Science	Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018	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 will visit 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 which occurs 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 Addison Elementary School main campus was originally constructed in 1925. The buildings on campus have been renovated and added to over the years with a multi-purpose room constructed in 1959 and a new wing with rooms 1 through 13, administration and library added in 1969. A modernization project was completed in 2003 as part of the Building for Excellence Program. This 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 added three new relocatable classrooms, a new classroom building with three new classrooms. Modernization on campus in 2004 included a new playground equipment structure and the resurfacing of hard court and play surfaces. The buildings were also re-roofed and painted in 2003 as part of the renovation. In October 2020, a major project was completed to add a new Library and Administration wing and a new Multipurpose building. The new library facility is on the second floor and has reading and resource areas for students, as well as a library classroom space. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. The Multipurpose building can now seat the entire student body for an assembly, and includes a full stage with audio visual systems, storage, and a server for food service. The old Admin/Library building was converted to four new classrooms. The portable classrooms have been removed from campus, and the old Multipurpose building was also demolished. 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 has detailed proposed repair/replace projects over the next twenty years.

As of October 2021, Addison has none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Addison Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 16 hours daily.

Year and month of the most recent FIT report

9/30/2021

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		F Bldg: Room 1; 2 light fixtures out. Room 3; exit sign needs repair

School Facility Conditions and Planned Improvements

				G Bldg: Room 4; needs bulb changed, Girls restroom light out
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			J Bldg: Big chips in walkway in front of Room 9

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	182	174	95.6	4.4	79.77
Female	88	84	95.45	4.55	83.33
Male	94	90	95.74	4.26	76.4
American Indian or Alaska Native	0	0	0	0	0
Asian	45	44	97.78	2.22	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	28	96.55	3.45	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100	0	66.67
White	80	75	93.75	6.25	91.89
English Learners	18	14	77.78	22.22	50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	28	90.32	9.68	53.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100	0	47.37

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	182	176	96.70	3.30	72.73
Female	88	84	95.45	4.55	71.43
Male	94	92	97.87	2.13	73.91
American Indian or Alaska Native	0	0	0	0	0
Asian	45	45	100.00	0.00	91.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	28	96.55	3.45	32.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	71.43
White	80	76	95.00	5.00	81.58
English Learners	18	16	88.89	11.11	18.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	29	93.55	6.45	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	63.16

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	53	NT	NT	NT	NT
Female	24	NT	NT	NT	NT
Male	29	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	17	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	22	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

Parents are an integral part of the Addison school community. They provide considerable volunteer and financial resources. The PTA helps organize events that bring us together as a school, such as the Fall Hoedown, ice skating parties, and grade-level activities. This year, PTA has integrated virtual opportunities to keep the community connected through the pandemic, including virtual Principal Coffees, online Halloween Parade slideshow, and community signage. The Addison School Site Council provides the opportunity for parents to discuss and provide input on the day-to-day operations at the site and align SIP funding with site priorities. Through Zoom, we have been able to establish the school and District goals. We hope that in 2022 we will be able to expand parental involvement if our COVID rates stay low.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	355	349	14	4.0
Female	167	163	6	3.7
Male	188	186	8	4.3
American Indian or Alaska Native	0	0	0	0.0
Asian	81	77	2	2.6
Black or African American	4	4	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	63	63	4	6.3
Native Hawaiian or Pacific Islander	9	9	1	11.1
Two or More Races	41	41	2	4.9
White	154	152	5	3.3
English Learners	51	50	2	4.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	61	61	6	9.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	45	4	8.9

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	0.24	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 Addison School Safety Plan was last updated on Nov. 18, 2020 and will be reviewed, discussed, and updated during School Site Council Meetings in the 2021-22 school year. The revised Safety Plan will be completed by March 2022. Until that time, we will follow the safety plan that is currently in place and approved, which is described below.

The first goal of the Addison School Safety Plan is to develop a schoolwide culture based on respect, trust, and collaborative leadership. This entails using staff development to address joint concerns and maintaining clear communication with various community groups that use the Addison facilities.

Addison staff is trained in First Aid and CPR. Disaster drills (fire and earthquake) are conducted regularly. Staff is trained in lockdown procedures by the Palo Alto Police Department. The Addison PTA has a traffic safety plan in place which can be accessed through the Addison website. All families are highly encouraged to walk, bike or use alternative forms of transportation, whenever possible.

This year, in partnership with District personnel, the Addison COVID-19 Health and Safety Protocols manual was created and shared with parents. This outlines the measures we have taken to create a campus environment that aligns with County requirements during the pandemic, as well as protocols/practices the staff and students are following to stay healthy

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	18	3	0	0
1	22	0	3	0
2	22	0	3	0
3	20	4	0	0
4	24	0	3	0
5	23	0	3	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	20	2	1	0
1	18	3	0	0
2	22	0	3	0
3	22	0	3	0
4	26.0	0	3	0
5	23	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	16	3	0	0
1	18	3	0	0
2	21	0	2	0
3	20	2	1	0
4	20	3	0	0
5	20	3	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)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.5
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	\$ 14,579.43	\$ 1,968.19	\$ 12,611.24	\$118,757.98
District	N/A	N/A	13,114.29	\$114,644
Percent Difference - School Site and District	N/A	N/A	-200.0	3.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-200.0	31.6

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 Student 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