

# Frank S. Greene Jr. Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Frank S. Greene Jr. Middle School
<b>Street</b>	750 N. California Avenue
<b>City, State, Zip</b>	Palo Alto, CA 94303
<b>Phone Number</b>	(650) 494-8120
<b>Principal</b>	Sebastian Benavidez
<b>Email Address</b>	sbenavidez@pausd.org
<b>School Website</b>	<a href="https://greene.pausd.org/">https://greene.pausd.org/</a>
<b>County-District-School (CDS) Code</b>	43-69641-6060065

## 2023-24 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</b>	<a href="http://www.pausd.org">www.pausd.org</a>

## 2023-24 School Description and Mission Statement

Frank S. Greene (previously David Starr Jordan) Middle School opened in 1937. The school was closed for six years, from 1985 to 1991, due to a decline in District enrollment. It is currently home to 780 students, and enrollment is holding steady. In the Spring of 2018, the name of the school was changed to honor Dr. Frank S. Greene, Jr., local scientist, educator, entrepreneur and role model.

Most Greene students come from the following elementary schools: Addison, Duveneck, Escondido, Walter Hays, Hoover, and Ohlone.

Greene Middle School provides a personalized, engaging, and academically rigorous education. There is a modified block schedule, with one seven period day and four block days. Students also meet weekly with a faculty advisor on Friday during Office Hours.

Students in sixth, seventh, and eight grades are grouped together in interdisciplinary teams, but have a single teacher for each subject area. Students in 7th and 8th grades take four core classes, PE, and choose from a rich array of 30 elective courses for their remaining two periods. Greene's elective course offerings include: multi-media art, band, jazz, orchestra, foods/nutrition, leadership, drama, webpage design, video production, broadcast media, biotechnology, Spanish, French, and Japanese. Greene also boasts a diversity of extracurricular sports, performing arts, and student clubs. Sixth-grade students have one period that is shared between music and physical education, and one period of the exploratory wheel, a rotation of seven elective classes.

Vision Statement:

Greene Middle School is a collaborative community of students, families and staff dedicated to a supportive and safe learning environment, which fosters a sense of belonging, academic growth, personal enrichment, resilience, and independence.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	222
Grade 7	255
Grade 8	278
Total Enrollment	755

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7%
Male	56%
Asian	30.3%
Black or African American	2.1%
Filipino	0.4%
Hispanic or Latino	20.4%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	12.3%
White	33.8%
English Learners	5.2%
Homeless	0.1%
Socioeconomically Disadvantaged	14%
Students with Disabilities	11.7%

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	59.80	94.65	638.60	91.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.20	0.47	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	22.30	3.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	0.79	9.70	1.39	12115.80	4.41
<b>Unknown</b>	2.80	4.55	24.90	3.57	18854.30	6.86
<b>Total Teaching Positions</b>	63.20	100.00	698.90	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	55.10	89.74	622.40	90.49	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.10	0.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	1.87	16.80	2.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.24	3.50	0.52	11953.10	4.28
<b>Unknown</b>	5.00	8.14	41.70	6.08	15831.90	5.67
<b>Total Teaching Positions</b>	61.40	100.00	687.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.10
Local Assignment Options	0.20	0.00
<b>Total Out-of-Field Teachers</b>	0.50	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.3
<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)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 resolved that for the 2023-24 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on October 10, 2023.

<b>Year and month in which the data were collected</b>	June 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>"Grade 6 Core Lit books: D'Aulaires' Book of Greek Myths (2021) and The Hero Next Door (2021); Grade 7 Core Lit Books: The Outsiders (2021) and Flying Lessons &amp; Other Stories (2021); Grade 8 Core Lit books: They Called Us Enemy, by George Takei, Justin Eisenger, and Steven Scott (2019) as well as other selected novels from the California Department of Education Recommended Literature List <a href="https://www.cde.ca.gov/ci/cr/rl/">https://www.cde.ca.gov/ci/cr/rl/</a>. For 6th and 7th grade PAUSD board approved supplemental literature lists, visit <a href="http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&amp;id=C2KTHE77709A">http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&amp;id=C2KTHE77709A</a> . Two books newly adopted by the PAUSD board, The Hero Next Door (2019) and Flying Lessons &amp; Other Stories (2017), are not on the state's recommended literature list. Rationale for adopting these two core books was developed during PAUSD's middle school literature adoption process. The PAUSD board adopted these materials on May 11, 2021. Both books were published in partnership with We Need Diverse Books, a non-profit whose mission is to put "more books featuring diverse characters into the hands of all children." These anthologies offer students a wide range of lived experiences and perspectives, and the topics and themes in the two books build nicely on each other. Furthermore, the addition of an anthology in both grades also allows for increased vertical alignment of skills, as seventh grade teachers can easily build on the reading standards introduced in sixth grade, while keeping the genre (short texts) consistent. The Hero Next Door and Flying Lessons were requested to be added to the SBE's Recommended Literature List.</p>	Yes	0
<b>Mathematics</b>	<p>Course 1, Course 2 Accelerated, Course 3, Algebra 1 - Big Ideas Math Geometry - Jurgensen, Brown and Jurgensen</p>	Yes	0
<b>Science</b>	<p>Amplify Science [California] Earth and Space Science, 2018 Amplify Science [Lawrence Hall of Science, The Regents of the University of California]; Amplify Science [California] Life Science, 2018 Amplify Science ; Amplify Science [California] Physical Sciences, 2018 -Amplify Science</p>	Yes	0
<b>History-Social Science</b>	<p>History Alive! The Ancient World (Teachers' Curriculum Institute); History Alive! The Medieval World and Beyond (Teachers' Curriculum Institute); History Alive! The United States Through Industrialism (Teachers' Curriculum Institute) (2018)</p>	Yes	0
<b>Foreign Language</b>	<p>Descubre 2; Descubre 1; Ni Hao 1 &amp; 2; Go Far with Chinese 1, Cheng &amp; Tsui (2023); Bien Dit 1 (2010); Hai, Ima! (Japanese)</p>		0

## School Facility Conditions and Planned Improvements

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

The Greene Middle School campus was originally constructed in 1937. Music rooms were added in 1960. Science, social studies and a remodel of the gym and administration wing occurred in 1965. The site was closed in 1985 due to declining enrollment. In 1990 the school district started the process of reopening Greene Middle School which occurred in 1991. A campus-wide modernization took place between 2001 and 2004 which renovated all the classrooms. In 2014, a new classroom wing was construction with six new classrooms. This project also renovated Science and Music classrooms and included a new Cafetorium. Additionally, fifteen (25) Electric Vehicle (EV) charging stations were installed during summer 2023

The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2024. A current project is under construction to add air conditioning to three classroom wings. Another future project will replace the existing heating systems with new air conditioning units for the remaining existing classrooms.

A recent project just completed during summer of 2023 to replace the HVAC units in Bldg's A, B and F, which also included a new electrical service for the campus. A current project is under construction to replace two classroom wings with a new wing with eight classrooms and a new library and food service facility. The old library will be converted into classrooms and special education space.

As of October 2023, Greene 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 Greene Middle School campus is safe, well maintained and clean, with multiple custodial staff assigned for 46.5 hours daily.

**Year and month of the most recent FIT report**

10/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Principal office: Thermosat not working
<b>Interior:</b> Interior Surfaces	X			B5 classroom: Boy's Lcoker D8: C2: Dance Studio D Wing: Portable P2:

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			Gym D6: Emergency light needs repair N6 Classroom: need bulbs N7 Classroom: Back Gfi not working Portable P6: window is hard to lock. Light sensor missing cover
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			LE7 Café Kitchen: faucet leaks
<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).

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	79	79	82	82	47	46
<b>Mathematics</b> (grades 3-8 and 11)	70	73	78	78	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	764	753	98.56	1.44	78.88
<b>Female</b>	335	329	98.21	1.79	84.50
<b>Male</b>	427	422	98.83	1.17	74.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	235	234	99.57	0.43	93.16
<b>Black or African American</b>	16	16	100.00	0.00	50.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	155	152	98.06	1.94	43.42
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	92	92	100.00	0.00	85.87
<b>White</b>	258	251	97.29	2.71	87.25
<b>English Learners</b>	28	27	96.43	3.57	14.81
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	110	107	97.27	2.73	30.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	91	88	96.70	3.30	25.00

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	764	750	98.17	1.83	72.80
<b>Female</b>	335	327	97.61	2.39	76.45
<b>Male</b>	427	421	98.59	1.41	70.07
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	235	234	99.57	0.43	90.17
<b>Black or African American</b>	16	16	100.00	0.00	43.75
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	155	152	98.06	1.94	34.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	92	92	100.00	0.00	79.35
<b>White</b>	258	248	96.12	3.88	80.65
<b>English Learners</b>	28	27	96.43	3.57	14.81
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	110	106	96.36	3.64	27.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	91	88	96.70	3.30	19.32

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	71.96	72.10	71.74	69.66	29.47	30.29

## 2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	282	278	98.58	1.42	72.30
<b>Female</b>	115	112	97.39	2.61	75.89
<b>Male</b>	166	165	99.40	0.60	69.70
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	92	91	98.91	1.09	84.62
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	48	47	97.92	2.08	34.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	31	100.00	0.00	77.42
<b>White</b>	103	101	98.06	1.94	81.19
<b>English Learners</b>	--	--	--	--	--
<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>	34	33	97.06	2.94	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	31	100.00	0.00	22.58

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.8%	97.6%	99.2%	98.0%	99.6%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Greene parents support their children, the school, and the school's efforts to provide a challenging education that fosters high student achievement.

The following opportunities are available to our parents:

1. Parent Teacher Association (PTA Contact: Chris Hurtt, PTA President; website: <https://greene.paloaltopta.org/>)
2. Site Council
3. Classroom Volunteers
4. Library/Homework Center Volunteers
5. Lunch Supervisors
6. Textbook Adoption Committees
7. Student Activities/Field Trip Volunteers
8. School Climate Committee
9. Grade Level Parent Network Meetings
10. Parent Education/Outreach Events

For more information on how parents can get involved with Greene MS, please feel free to contact Ms. Jena Babcock at [jbabcock@pausd.org](mailto:jbabcock@pausd.org) or call her at (650) 494-8120

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	780	778	69	8.9
Female	342	341	25	7.3
Male	436	435	43	9.9
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	0	0	0	0.0
Asian	237	237	12	5.1
Black or African American	16	16	1	6.3
Filipino	3	3	0	0.0
Hispanic or Latino	162	161	36	22.4
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	94	93	4	4.3
White	263	263	16	6.1
English Learners	57	57	8	14.0
Foster Youth	0	0	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	119	119	23	19.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	98	20	20.4

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.71	1.28	0.06	0.69	1.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.28	0
Female	0.29	0
Male	2.06	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.69	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.47	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.76	0
English Learners	5.26	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.52	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.06	0

## 2023-24 School Safety Plan

Greene Middle School is concerned about the safety of all students and realizes the benefits of safety. In accordance with California Education Code, Section 32286, a Comprehensive School Safety Plan (CSSP) format was adopted during the 1999-2000 school year. The CSSP is reviewed and approved annually by the principal and the School Site Council. Greene teachers and staff train regularly for disaster, code blue, and other lockdown drills.

The key elements of Greene Middle School's CSSP address emergency/disaster procedures, discipline, vaping and the social-emotional health of students, as well as related Palo Alto Unified School District policies, and applicable Education Codes. It is available for review at the school's main office: 750 North California Avenue, Palo Alto, CA. Parents may contact Principal Sebastian Benavidez for additional information.

Greene's CSSP was last updated on March 2023 and will be reviewed, discussed, and updated during School Site Council Meetings in the 2023-24 school year. The revised CSSP will be completed by March 12, 2024. Until that time, staff will follow the safety plan that is currently in place and approved. Greene's CSSP is available for review at 750 N. California Avenue, Palo Alto, CA. Parents may contact Principal Sebastian Benavidez for additional information.

Greene's CSSP is available on the following website: <https://greene.pausd.org/about-us/school-reports>  
 PAUSD COVID-19 Safety Plan Information: <https://www.pausd.org/return-to-campus/covid-19-safety-plan>

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	23	10	
Mathematics	18	23	9	
Science	20	15	15	
Social Science	22	16	11	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	16	15	
Mathematics	19	21	9	
Science	21	20	8	
Social Science	22	10	16	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	13	16	0
Mathematics	20	14	13	0
Science	24	2	21	0
Social Science	25	2	19	0

## 2022-23 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	377.5



## 2022-23 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)	2
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.1
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,566.16	\$4,108.05	\$16,458.11	\$125,003.68
District	N/A	N/A	\$14,218.32	\$122,868
Percent Difference - School Site and District	N/A	N/A	14.6	4.3
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	80.5	34.4

## Fiscal Year 2022-23 Types of Services Funded

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$71,484	\$54,190
<b>Mid-Range Teacher Salary</b>	\$113,794	\$85,111
<b>Highest Teacher Salary</b>	\$144,239	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$184,101	\$132,492
<b>Average Principal Salary (Middle)</b>	\$189,419	\$140,987
<b>Average Principal Salary (High)</b>	\$199,014	\$153,884
<b>Superintendent Salary</b>	\$344,406	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	35.06%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	5.24%	5.25%

## Professional Development

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	10