

Duveneck Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Duveneck Elementary School
Street	705 Alester Avenue
City, State, Zip	Palo Alto, CA 94303
Phone Number	650.322.5946
Principal	Brittany Gardner
Email Address	bgardner@pausd.org
School Website	https://duveneck.pausd.org/
Grade Span	K-5
County-District-School (CDS) Code	43-69641-6048292

2025-26 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	www.pausd.org

2025-26 School Description and Mission Statement

Duveneck, one of twelve elementary schools in Palo Alto, is a strongly supported neighborhood school serving families who value education. Our dedicated community of staff and students adhere to core principles that guide our collective endeavors.

Teachers at Duveneck are deeply committed to providing standards-aligned instruction utilizing district-adopted curriculum. Through regular formative and summative assessments, our teachers tailor tier-one instruction, meeting the unique needs of each classroom. We utilize the district assessments through i-Ready and Orton Gillingham, and teachers also use curricular assessments to monitor progress. Our multi-tiered systems of support enable personalized interventions. We boast a team of four adept staff members offering reading support, including a full-time reading intervention teacher for grades 1-5 and a part-time early intervention reading teacher for kindergartners. We also have a .1 FTE math intervention teacher and an additional math intervention aide funded by our RtI grant. In pursuit of knowledge, we value and cultivate creativity, challenge, and joy. This pursuit lays the foundation for our students to acquire fundamental skills, excel academically, and develop a life-long love of learning.

Duveneck celebrates a robust sense of community, valued by students, staff, and parents alike. Families are warmly encouraged to actively engage in their children's education through volunteering opportunities, fostering a strong school-home partnership. Parents help support creating an inclusive environment by volunteering as Project Cornerstone readers in classes. Communication channels between our institution and homes are transparent and open. Our Curious Dragons Nature Club brings families together to support beautification of our site and take local field trips to learn more about taking care of the planet. Our school expectations revolve around safety, kindness, responsibility, and respect. Our Mission: At Duveneck, we work together as an inclusive community to inspire a passion for learning. Fourth and Fifth grade students have the opportunity to take on leadership roles on student council, as junior librarians, and through Expect Respect, a program that empowers youth to stand up against bullying. We commit to the academic success of each student and the emotional well-being of all students, families, and staff.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	44
Grade 2	63
Grade 3	46
Grade 4	67
Grade 5	69
Total Enrollment	376

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	44.4
Black or African American	1.6
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	2.4
Two or More Races	12
White	19.9
English Learners	15.4
Homeless	0.8
Socioeconomically Disadvantaged	14.1
Students with Disabilities	10.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.3	94.67	622.4	90.49	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.89	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	0.9	4.4	41.7	6.08	15831.9	5.67
Total Teaching Positions	22.5	100	687.8	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.6	100	597	90.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	35	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.17	11746.9	4.23
Unknown/Incomplete/NA	0	0	22.5	3.42	14303.8	5.15
Total Teaching Positions	20.6	100	659.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.7	100	605.1	92.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.1	0.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.9	1.98	13705.8	4.91
Total Teaching Positions	21.7	100	654.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	0.20	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of the school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2025-26 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 this 14th day of October 2025

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Benchmark Advanced/ Adelante, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives - Grade 2	0
Mathematics	Bridges Mathematics - 2017	0
Science	Twig Science California, Twig Education, 2021.	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	0

Note: Cells with N/A values do not require data.

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 Department 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.

School Facility Conditions and Planned Improvements

Duveneck Elementary School was originally constructed in 1952. The buildings on campus have been renovated and added to over the years with a multi-purpose room constructed in 1959, administration and library added in 1969. A 2004 project built a new classroom wing with 3 classrooms and all existing classrooms were modernized. In 2012, a new library was built and a new two story classroom wing was constructed, along with a single story building with 4 new classrooms.

The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2027. Another future project will upgrade the electrical infrastructure and replace the existing heating systems with new air conditioning units for the existing classrooms in 2026/27. There is no new construction planned for the campus beyond 2027.

As of October 2025, Duveneck 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 Duveneck Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 17.75 hours daily.

Year and month of the most recent FIT report

5/20/2025

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			Boys Restroom: 4: CEILING TILES HAVE WATER STAINS. Girls Restroom: 4: VALVE COVER IS MISSING 8: MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TWO STALLS ARE LOCKED OUT OF ORDER 10: EVACUATION MAP IS NOT POSTED MDF: 4: HOLES IN WALL 10: FIRE EXTINGUISHER TAG IS OUTDATED (2/12/2023) Room 10: 5: PEELING CEILING IN STORAGE 10: EVACUATION MAP IS NOT POSTED 11: PAINT IS PEELING ON INTERIOR WALL (WILLIAMS NOTICE) Room 11: 4: CEILING TILES HAVE WATER STAINS. 10: EVACUATION MAP IS NOT POSTED. 11: PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED) Room 3: 4: CEILING TILES HAVE WATER STAINS IN RR. 5: UNSECURED ITEMS ARE STORED TOO HIGH. 7: LIGHT DIFFUSER IS LOOSE. 11: PAINT IS PEELING ON INTERIOR WALL. Room 8: 7: PEELING ON INTERIOR WALL 8: TRIP HAZARD ON COUNTER TOP, UNSECURED ITEMS ARE STORED TOO HIGH 9: EXTENSION CORD IS BEING PERMANENTLY USED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		: Closet: 5: UNSECURED ITEMS ARE STORED TOO HIGH Flex Room: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE LIGHT PANELS ARE OUT. Library Classroom: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)

School Facility Conditions and Planned Improvements

			<p>MP Room: 5. UNSECURED ITEMS ARE STORED TOO HIGH ON STAGE Office: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. Resource Room C: 5. UNSECURED ITEMS ARE STORED TOO HIGH. Room 14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. Room 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR OUTLET COVER IS MISSING. Room 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CABINETS. Room 2: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 7: ONE LIGHT PANEL IS OUT. Room 20: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 10: EVACUATION MAP NOT POSTED. Room 22: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 8: BLACK WIDOW IS PRESENT. (WILLIAMS NOTICE IS NOT POSTED) Room 24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. Room 26: 5. UNSECURED ITEMS ARE STORED TOO HIGH. Room 3: 4: CEILING TILES HAVE WATER STAINS IN RR. 5: UNSECURED ITEMS ARE STORED TOO HIGH. 7: LIGHT DIFFUSER IS LOOSE. 11: PAINT IS PEELING ON INTERIOR WALL. Room 5: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 9: SURGE PROTECTORS ARE DAISY CHAINED. Room 6: 5: UNSECURED ITEMS STORED TOO HIGH. 10: EVACUATION MAP IS NOT POSTED. 11: IMPROPERLY STORED CLEANING SUPPLIES. Room 7: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 10: DOOR CLOSER COVER IS MISSING. Room 8: 7: PEELING ON INTERIOR WALL 8: TRIP HAZARD ON COUNTER TOP, UNSECURED ITEMS ARE STORED TOO HIGH 9: EXTENSION CORD IS BEING PERMANENTLY USED Room 9: 5: UNSECURED ITEMS STORED TOO HIGH School Psych: 5: UNSECURED ITEMS ARE STORED TOO HIGH</p>
<p>Electrical</p>		<p>X</p>	<p>Ball Closet: 7: ONLY 1 LIGHT FIXTURE IS OUT 11: PAINT IS PEELING ON DOOR Flex Room: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE LIGHT PANELS ARE OUT. Kitchen: 7. ELECTRICAL COVER IS MISSING. Office: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. Principal: 7: CONDUIT END CAP IS MISSING Resource Room A: 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p>

School Facility Conditions and Planned Improvements

			<p>Room 13: 7: ELECTRICAL COVER MISSING IN CEILING IN STORAGE 10: EVACUATION MAP IS NOT POSTED</p> <p>Room 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR OUTLET COVER IS MISSING.</p> <p>Room 2: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 7: ONE LIGHT PANEL IS OUT.</p> <p>Room 3: 4: CEILING TILES HAVE WATER STAINS IN RR. 5: UNSECURED ITEMS ARE STORED TOO HIGH. 7: LIGHT DIFFUSER IS LOOSE. 11: PAINT IS PEELING ON INTERIOR WALL.</p> <p>Room 5: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 9: SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>Room 8: 7: PEELING ON INTERIOR WALL 8: TRIP HAZARD ON COUNTER TOP, UNSECURED ITEMS ARE STORED TOO HIGH 9: EXTENSION CORD IS BEING PERMANENTLY USED</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>All Gender Restroom: : MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>All Gender Restroom: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>All Gender Restroom: 8: MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>All Gender Restroom: 8: MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>Girls Restroom: 4: VALVE COVER IS MISSING 8: MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TWO STALLS ARE LOCKED OUT OF ORDER 10: EVACUATION MAP IS NOT POSTED</p> <p>Room 23: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>Ball Closet: 7: ONLY 1 LIGHT FIXTURE IS OUT 11: PAINT IS PEELING ON DOOR</p> <p>Custodial: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>Library Classroom: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>MDF: 4: HOLES IN WALL 10: FIRE EXTINGUISHER TAG IS OUTDATED (2/12/2023)</p> <p>Room 10: 5: PEELING CEILING IN STORAGE 10: EVACUATION MAP IS NOT POSTED 11: PAINT IS PEELING ON INTERIOR WALL (WILLIAMS NOTICE)</p> <p>Room 11: 4: CEILING TILES HAVE WATER STAINS. 10: EVACUATION MAP IS NOT POSTED. 11: PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 12: 10: EVACUATION MAP IS NOT POSTED 11: PEELING ON INTERIOR WALL (WILLIAMS NOTICE IS NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>Room 13: 7: ELECTRICAL COVER MISSING IN CEILING IN STORAGE 10: EVACUATION MAP IS NOT POSTED</p> <p>Room 14: 5. U SECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>Room 17: RUBBER MOULDING IS CHIPPING. 11. PAINT IS PEELING ON CABINETS.</p> <p>Room 18: 11. PAINT IS PEELING ON CABINET.</p> <p>Room 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CABINETS.</p> <p>Room 20: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 10: EVACUATION MAP NOT POSTED.</p> <p>Room 21: 9: PLUG IN CANDLE WARMER (LEFT ON OVER WEEKEND).</p> <p>Room 24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>Room 3: 4: CEILING TILES HAVE WATER STAINS IN RR. 5: UNSECURED ITEMS ARE STORED TOO HIGH. 7: LIGHT DIFFUSER IS LOOSE. 11: PAINT IS PEELING ON INTERIOR WALL.</p> <p>Room 6: 5: UNSECURED ITEMS STORED TOO HIGH. 10: EVACUATION MAP IS NOT POSTED. 11: IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>Technology: 11. PAINT IS PEELING ON DOOR.</p>
Structural: Structural Damage, Roofs	X		Boys Restroom: 12: CRACK IN INTERIOR WALL
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room 7: 5: UNSECURED ITEMS ARE STORED TOO HIGH. 10: DOOR CLOSER COVER IS MISSING.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	82	81	80	82	47	48
Mathematics (grades 3-8 and 11)	83	76	78	79	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	185	181	97.84	2.16	81.22
Female	90	89	98.89	1.11	85.39
Male	95	92	96.84	3.16	77.17
American Indian or Alaska Native	0	0	0	0	0
Asian	87	83	95.40	4.60	95.18
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	91.67
White	30	30	100.00	0.00	80.00
English Learners	18	15	83.33	16.67	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	48.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	38.46

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	185	185	100.00	0.00	76.22
Female	90	90	100.00	0.00	80.00
Male	95	95	100.00	0.00	72.63
American Indian or Alaska Native	0	0	0	0	0
Asian	87	87	100.00	0.00	90.80
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	95.83
White	30	30	100.00	0.00	80.00
English Learners	18	18	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	40.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	38.46

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	82.61	69.01	71.76	72.15	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100.00	0.00	69.01
Female	34	34	100.00	0.00	76.47
Male	37	37	100.00	0.00	62.16
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	83.78
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	75.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	36.36

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 5	100.0%	98.6%	100.0%	98.6%	98.6%

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.

2025-26 Opportunities for Parental Involvement

Duveneck Elementary School greatly benefits from its partnership with parents and the community. The PTA, School Site Council, and staff members work together to support and enrich the school life of students. Duveneck families donate thousands of hours of their time to support various programs and events at the school. Many parents have provided enrichment activities by sharing aspects of their culture or professional expertise such as parents setting up a display for Dia de Los Muertos, posters for Jewish Heritage month, and multiple in-school and evening events for Black History Month. Under the leadership of our amazing PTA co-presidents, Duveneck parents and staff have orchestrated a number of positive, inclusive, community-building activities such as the International Potluck, Book Fair, Science Fair, Harvest Carnival, Just Parties, and Spring Fling/Talent Show. Families are also invited to events on campus such as Unity Day and Earth Day picnics, as well as classroom celebrations for writing units and around holidays. As part of our social-emotional goal, parents are trained in Project Cornerstone to improve school climate and reduce bullying. Parents read books to classes and lead accompanying lessons. Parents also oversee our community service initiatives including our food drive and toy drive.

The Duveneck Elementary School Site Council is an elected group of parents and staff, which develops and oversees the implementation of a comprehensive school plan. The Council responds to the needs of students, staff, and teachers. Parents also serve as representatives to various school, district, and community committees and task forces.

For more information about parental involvement, contact the school Principal, Brittany Gardner at (650) 322-5946. She can put you in contact with our PTA and School Site Council leadership.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	403	395	38	9.6
Female	192	190	21	11.1
Male	211	205	17	8.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	181	176	8	4.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	78	77	13	16.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	49	3	6.1
White	79	77	8	10.4
English Learners	65	62	7	11.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	62	62	13	21.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	55	9	16.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.8	0.78	1.74	1.09	1.57	1.48	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.74	0.00
Female	0.00	0.00
Male	3.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.55	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.80	0.00
English Learners	4.62	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.91	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety plan was last reviewed in January 2025 Please note, our current School Site Council will be reviewing and revising these goals and the included strategies again this year, and will finalize new plans regarding school safety no later than March 1, 2026.

Goal 1: Assure a Safe Physical Environment: Prepare students and staff for crisis emergencies.

Strategy 1.1 Hold monthly safety drills, including fire, disaster(earthquake) and lockdown drills to be prepared in the event of an emergency.

Strategy 1.2 Hold trainings for staff, communicate with families, prepare students, evaluate performance.

Strategy 1.3 Update substitute binders with emergency plans Red Emergency Backpacks

Goal 2: Improving campus security

Strategy 2.1 Requesting more external cameras

Strategy 2.2 Adding stanchions to front

Strategy 2.3 Requesting a gate be put in at the front of school

Strategy 2.4 Enforcing tighter policies for visitors on campus

Goal 3: Assure a Safe Physical Environment: Improve drop off/ pickup procedures and ensure supervision.

Strategy 3.1 Communication with families around safe drop-off, pick-up.

Strategy 3.2 Require students to be supervised on campus at all times before 4:00pm and enforce with calls home.

Strategy 3.3 Bus club for students who ride the bus and have no supervision between 2:10-2:35

Strategy 3.4 Ask district for "no idling" signs.

Strategy 3.5 Improve signage for no drop-offs in the red zones

Strategy 3.6 Fall and Spring Walk and Roll Weeks, Bicycle Safety programs, including 3rd Grade Bike Rodeo Event, 5th grade bike safety assembly

Goal 4: Reducing non-accidental student injuries during recess and lunch

Strategy 4.1 Monthly Safety assemblies,

Strategy 4.2 reteaching PE rules,

Strategy 4.3 Engaging students with caring adults through Project Cornerstone, principal classroom visits and book readings

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.

2022-23 Elementary 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 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	1	2	
1	22		2	
2	21	1	2	
3	21		3	
4	24		2	
5	23		3	
6	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	0	0
1	18	3	0	0
2	23	0	2	0
3	23	0	3	0
4	23	0	3	0
5	24	0	2	0
6	0	0	0	0
Other	0			

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	24	0	2	0
K	20	2	0	0
1	22	0	2	0
2	21	0	3	0
3	23	0	2	0
4	22	0	3	0
5	23	0	3	0

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	17,578.06	3,212.38	14,365.68	141,130.60
District	N/A	N/A	15,699.45	\$137,128
Percent Difference - School Site and District	N/A	N/A	-8.9	2.9
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	25.2	34.1

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$79,548	\$62,145
Mid-Range Teacher Salary	\$126,630	\$97,088
Highest Teacher Salary	\$160,509	\$120,436
Average Principal Salary (Elementary)	\$198,810	\$151,343
Average Principal Salary (Middle)	\$215,810	\$159,514
Average Principal Salary (High)	\$229,184	\$177,261
Superintendent Salary	\$393,184	\$294,805
Percent of Budget for Teacher Salaries	32.79%	29.95%
Percent of Budget for Administrative Salaries	5.02%	5.4%

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12