

# Greendell 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

|                                          |                                                                         |
|------------------------------------------|-------------------------------------------------------------------------|
| <b>School Name</b>                       | Greendell School                                                        |
| <b>Street</b>                            | 4120 Middlefield Road                                                   |
| <b>City, State, Zip</b>                  | Palo Alto, CA 94303                                                     |
| <b>Phone Number</b>                      | (650) 856-0833                                                          |
| <b>Principal</b>                         | Nikole Manou                                                            |
| <b>Email Address</b>                     | nmanou@pausd.org                                                        |
| <b>School Website</b>                    | <a href="https://greendell.pausd.org/">https://greendell.pausd.org/</a> |
| <b>Grade Span</b>                        | P-K                                                                     |
| <b>County-District-School (CDS) Code</b> | 43-69641-6048300                                                        |

## 2025-26 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> |

## 2025-26 School Description and Mission Statement

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

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

PreSchool Boost is a pre-kindergarten program for students who have not had a quality preschool experience. PreSchool Boost is an inclusive classroom with general education students and students with disabilities.

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

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

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

About this School

| 2024-25 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 26                 |
| Total Enrollment                          | 26                 |

| 2024-25 Student Enrollment by Student Group |                             |
|---------------------------------------------|-----------------------------|
| Student Group                               | Percent of Total Enrollment |
| Female                                      | 42.3                        |
| Male                                        | 57.7                        |
| Asian                                       | 34.6                        |
| Filipino                                    | 3.8                         |
| Hispanic or Latino                          | 15.4                        |
| Two or More Races                           | 11.5                        |
| White                                       | 34.6                        |
| English Learners                            | 26.9                        |
| Socioeconomically Disadvantaged             | 7.7                         |
| Students with Disabilities                  | 11.5                        |

A. Conditions of Learning

State Priority: Basic

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

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

## 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> | 10.9          | 80.5           | 622.4           | 90.49            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 3.1             | 0.46             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.4           | 2.93           | 16.8            | 2.45             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.3           | 2.57           | 3.5             | 0.52             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 1.9           | 14             | 41.7            | 6.08             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 13.6          | 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 |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 2.6           | 39.94          | 597             | 90.55            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 3.5             | 0.54             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 35              | 5.31             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 1               | 0.17             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 4             | 60.06          | 22.5            | 3.42             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 6.6           | 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 |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 1.4           | 100            | 605.1           | 92.4             | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 3.1             | 0.49             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 28.9            | 4.42             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 4.7             | 0.72             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0             | 0              | 12.9            | 1.98             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>                                                                        | 1.4           | 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 |
|--------------------------------------------------------------|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 0       |
| <b>Misassignments</b>                                        | 0.40    | 0       | 0       |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.40    | 0       | 0       |

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

| Indicator                                                     | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.10    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 0.20    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.30    | 0       | 0       |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(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 /<br>Indicate if from Most Recent Adoption / Year of Adoption                                                                                                    | Percent Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Reading/Language Arts</b> | Reading: Benchmark Ready to Advance, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives | 0                                                |
| <b>Mathematics</b>           | Bridges Mathematics - 2017                                                                                                                                                                                           | 0                                                |
| <b>Science</b>               | Twig Science California, Twig Education, 2021.                                                                                                                                                                       | 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 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.

The Greendell campus was constructed in 1956. In 1959 a new Multipurpose building was added to the campus. The site was closed as a school for several years, and housed special programs over the years including Young Fives and Adult School. In 2022 seven portables were added in the parking lot to provide temporary housing for the Hoover construction project. The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2027. There are no current plans for new construction at this campus.

## School Facility Conditions and Planned Improvements

As of October 2025, Greendell 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 Greendell 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

5/22/2025

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------|-----------|-----------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Interior:</b><br>Interior Surfaces                |           |           | X         | <p>13 (HOOVER): 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE R 15. DOOR CLOSERS ARE MISSING. (WILLIAMS NOTICE IS NOT POSTED).</p> <p>CUSTODIAL: 4. HOLE IN CEILING. 11. PAINT IS PEELING ON DOOR.</p> <p>GIRLS RESTROOM: 4. LINOLEUM FLOORING IS TORN. CEILING TILES RESTROOM. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 14. TRIP HAZARD AT ENTRY.</p> <p>MPR: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P12 (HOOVER): 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>P14 (HOOVER): 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED).</p> <p>P2 (HOOVER): 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P3 (HOOVER): 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P4 (HOOVER): 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P5 (HOOVER): 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P6 (HOOVER): 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE IS NOT POSTED)</p> |

## School Facility Conditions and Planned Improvements

|                                                                     |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     |   |   | <p>P7 (HOOVER): 4. CEILING TILE HAS A HOLE. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P9 (HOOVER): 4. CEILING TILE HAS A HOLE. (WILLIAMS NOTICE IS POSTED).</p> <p>PSF LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS BROKEN.</p> <p>Room 1: 4. CEILING TILE IS LOOSE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE. 7. LIGHT DIFFUSR END CAP IS LOOSE.</p> <p>Room 5: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 7: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. WALL HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WINDOW FRAME. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X |   | <p>:</p> <p>13 (HOOVER): 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE R 15. DOOR CLOSERS ARE MISSING. (WILLIAMS NOTICE IS NOT POSTED).</p> <p>Room 1: 4. CEILING TILE IS LOOSE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Electrical</b>                                                   |   | X | <p>12 (HOOVER): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>13 (HOOVER): 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE R 15. DOOR CLOSERS ARE MISSING. (WILLIAMS NOTICE IS NOT POSTED).</p> <p>ALL GENDER RESTROOM: 7. SWITCHPLATE IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>BOYS RESTROOM: 7. ELECTRICAL BOX IS MISSING EXPOSING WIRES.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## School Facility Conditions and Planned Improvements

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|                                                            |   |   | <p>P11 (HOOVER): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P12 (HOOVER): 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>P16 (HOOVER): . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P17 (HOOVER): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P19 (HOOVER): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P4 (HOOVER): 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>PSF LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS BROKEN.</p> <p>Room 1: 4. CEILING TILE IS LOOSE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE. 7. LIGHT DIFFUSOR END CAP IS LOOSE.</p> <p>Room 6A: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD.</p> |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains | X |   | <p>ALL GENDER RESTROOM: 6. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>ALL GENDER RESTROOM: 7. SWITCHPLATE IS BROKEN. 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. LINOLEUM FLOORING IS TORN. CEILING TILES RESTROOM. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 14. TRIP HAZARD AT ENTRY.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials         |   | X | <p>12 (HOOVER): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 11. IMPROPERLY STORED CLEANING SUPPLIES. PAINT IS PEELING</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## School Facility Conditions and Planned Improvements

|                                                                           |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------|---|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                           |   |  | <p>ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>CUSTODIAL: 4. HOLE IN CEILING. 11. PAINT IS PEELING ON DOOR.</p> <p>MECHANICAL: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>P13 (HOOVER): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P14 (HOOVER): 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED).</p> <p>P17 (HOOVER): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>P8 (HOOVER): 11. IMPROPERLY STORED CLEANING SUPPLIES</p> <p>Room 1: 4. CEILING TILE IS LOOSE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 7: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. WALL HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WINDOW FRAME. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>Room 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE IS NOT POSTED)</p> |
| <b>Structural:</b><br>Structural Damage, Roofs                            | X |  | <p>ALL GENDER RESTROOM: 12. CRACK IN INTERIOR WALL.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>External:</b><br>Playground/School Grounds, Windows/Doors/Gates/Fences | X |  | <p>13 (HOOVER): 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCHPLATE IS BROKEN IN STORAGE R 15. DOOR CLOSERS ARE MISSING. (WILLIAMS NOTICE IS NOT POSTED).</p> <p>GIRLS RESTROOM: 4. LINOLEUM FLOORING IS TORN. CEILING TILES RESTROOM. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 14. TRIP HAZARD AT ENTRY.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| 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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|--------------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) |                   |                   |                     |                     | 47               | 48               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    |                   |                   |                     |                     | 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  |                               |                            |                             |                                 |                                         |
| Female                                        |                               |                            |                             |                                 |                                         |
| Male                                          |                               |                            |                             |                                 |                                         |
| American Indian or Alaska Native              |                               |                            |                             |                                 |                                         |
| Asian                                         |                               |                            |                             |                                 |                                         |
| Black or African American                     |                               |                            |                             |                                 |                                         |
| Filipino                                      |                               |                            |                             |                                 |                                         |
| Hispanic or Latino                            |                               |                            |                             |                                 |                                         |
| Native Hawaiian or Pacific Islander           |                               |                            |                             |                                 |                                         |
| Two or More Races                             |                               |                            |                             |                                 |                                         |
| White                                         |                               |                            |                             |                                 |                                         |
| English Learners                              |                               |                            |                             |                                 |                                         |
| Foster Youth                                  |                               |                            |                             |                                 |                                         |
| Homeless                                      |                               |                            |                             |                                 |                                         |
| Military                                      |                               |                            |                             |                                 |                                         |
| Socioeconomically Disadvantaged               |                               |                            |                             |                                 |                                         |
| Students Receiving Migrant Education Services |                               |                            |                             |                                 |                                         |
| Students with Disabilities                    |                               |                            |                             |                                 |                                         |

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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  |                               |                            |                             |                                 |                                         |
| Female                                        |                               |                            |                             |                                 |                                         |
| Male                                          |                               |                            |                             |                                 |                                         |
| American Indian or Alaska Native              |                               |                            |                             |                                 |                                         |
| Asian                                         |                               |                            |                             |                                 |                                         |
| Black or African American                     |                               |                            |                             |                                 |                                         |
| Filipino                                      |                               |                            |                             |                                 |                                         |
| Hispanic or Latino                            |                               |                            |                             |                                 |                                         |
| Native Hawaiian or Pacific Islander           |                               |                            |                             |                                 |                                         |
| Two or More Races                             |                               |                            |                             |                                 |                                         |
| White                                         |                               |                            |                             |                                 |                                         |
| English Learners                              |                               |                            |                             |                                 |                                         |
| Foster Youth                                  |                               |                            |                             |                                 |                                         |
| Homeless                                      |                               |                            |                             |                                 |                                         |
| Military                                      |                               |                            |                             |                                 |                                         |
| Socioeconomically Disadvantaged               |                               |                            |                             |                                 |                                         |
| Students Receiving Migrant Education Services |                               |                            |                             |                                 |                                         |
| Students with Disabilities                    |                               |                            |                             |                                 |                                         |

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) |                   |                   | 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                                                                                                                                  |                  |               |                |                    |                         |
| Female                                                                                                                                        |                  |               |                |                    |                         |
| Male                                                                                                                                          |                  |               |                |                    |                         |
| American Indian or Alaska Native                                                                                                              |                  |               |                |                    |                         |
| Asian                                                                                                                                         |                  |               |                |                    |                         |
| Black or African American                                                                                                                     |                  |               |                |                    |                         |
| Filipino                                                                                                                                      |                  |               |                |                    |                         |
| Hispanic or Latino                                                                                                                            |                  |               |                |                    |                         |
| Native Hawaiian or Pacific Islander                                                                                                           |                  |               |                |                    |                         |
| Two or More Races                                                                                                                             |                  |               |                |                    |                         |
| White                                                                                                                                         |                  |               |                |                    |                         |
| English Learners                                                                                                                              |                  |               |                |                    |                         |
| Foster Youth                                                                                                                                  |                  |               |                |                    |                         |
| Homeless                                                                                                                                      |                  |               |                |                    |                         |
| Military                                                                                                                                      |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged                                                                                                               |                  |               |                |                    |                         |
| Students Receiving Migrant Education Services                                                                                                 |                  |               |                |                    |                         |
| Students with Disabilities                                                                                                                    |                  |               |                |                    |                         |

| 2024-25 Career Technical Education Programs |
|---------------------------------------------|
|                                             |

| 2024-25 Career Technical Education (CTE) Participation                                                                  |                           |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Measure                                                                                                                 | CTE Program Participation |
| Number of Pupils Participating in CTE                                                                                   |                           |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                            |                           |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure                                             | Percent |
|-------------------------------------------------------------------|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission          |         |
| Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|

## 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

Parental involvement is part of the fabric at Greendell School. Family engagement is an important component of our programs at Greendell. Families are involved in the classroom through reading with small groups, leading centers, and outdoor activities, planning classroom and community events, and helping from home. Families facilitate their children's learning and play and all children are supported by the caring adult community at Greendell. Families have opportunities to participate in school-based activities. PreSchool Family parents hold an annual Fun Day where all families participate in organizing developmentally appropriate games and activities for preschool-age children. The event is open to all and is a wonderful community builder and so much fun for families.

Families play an integral role in providing their children with the support they need to actively participate in school. Greendell School's collaboration with families is furthered through the school newsletter, frequent check-ins with families, and responsive, open communication between home and school.

Inquiries about opportunities for parental involvement can be addressed to Principal Judy Argumedo at: [jargumedo@pausd.org](mailto:jargumedo@pausd.org) - (650) 856-0833.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate    |                   |                   |                   | 2.3                 | 3                   | 1.3                 | 8.2              | 8.9              | 8                |
| Graduation Rate |                   |                   |                   | 97.1                | 95.8                | 97.7                | 86.2             | 86.4             | 87.5             |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of<br>Students in Cohort | Number of<br>Cohort Graduates | Cohort<br>Graduation Rate |
|-----------------------------------------------|---------------------------------|-------------------------------|---------------------------|
| All Students                                  | 0.0                             | 0.0                           | 0.0                       |
| Female                                        | 0.0                             | 0.0                           | 0.0                       |
| Male                                          | 0.0                             | 0.0                           | 0.0                       |
| Non-Binary                                    | 0.0                             | 0.0                           | 0.0                       |
| American Indian or Alaska Native              | 0.0                             | 0.0                           | 0.0                       |
| Asian                                         | 0.0                             | 0.0                           | 0.0                       |
| Black or African American                     | 0.0                             | 0.0                           | 0.0                       |
| Filipino                                      | 0.0                             | 0.0                           | 0.0                       |
| Hispanic or Latino                            | 0.0                             | 0.0                           | 0.0                       |
| Native Hawaiian or Pacific Islander           | 0.0                             | 0.0                           | 0.0                       |
| Two or More Races                             | 0.0                             | 0.0                           | 0.0                       |
| White                                         | 0.0                             | 0.0                           | 0.0                       |
| English Learners                              | 0.0                             | 0.0                           | 0.0                       |
| Foster Youth                                  | 0.0                             | 0.0                           | 0.0                       |
| Homeless                                      | 0.0                             | 0.0                           | 0.0                       |
| Socioeconomically Disadvantaged               | 0.0                             | 0.0                           | 0.0                       |
| Students Receiving Migrant Education Services | 0.0                             | 0.0                           | 0.0                       |
| Students with Disabilities                    | 0.0                             | 0.0                           | 0.0                       |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 26                    | 26                                      | 4                         | 15.4                     |
| Female                                        | 11                    | 11                                      | 3                         | 27.3                     |
| Male                                          | 15                    | 15                                      | 1                         | 6.7                      |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | --                    | --                                      | --                        | --                       |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White                                         | --                    | --                                      | --                        | --                       |
| English Learners                              | --                    | --                                      | --                        | --                       |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | --                    | --                                      | --                        | --                       |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | --                    | --                                      | --                        | --                       |

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              | 0              | 0              | 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                                  | 0.00             | 0.00            |
| Female                                        | 0.00             | 0.00            |
| Male                                          | 0.00             | 0.00            |
| Non-Binary                                    | 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            |

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 Greendell School Safety Plan was last updated on March 3, 2024, and will be reviewed, discussed, and updated during School Staff Site Meetings in the 2025-26 school year. The revised Safety Plan will be completed by March 2026. Until that time, we will follow the safety plan that is currently in place and approved, which is described below. Greendell School focuses on emergency preparedness through training and practice with the goal that everyone is fully prepared for an emergency. Each year, Greendell staff receives emergency team training which includes training on the roles and responsibilities in the event of an emergency. This school year, we had a combined emergency team training with the Hoover's Elementary staff, which is temporarily sharing the campus for the school year.

Greendell holds an annual lockdown training with support from the PAUSD Risk Manager and conducts an annual school-wide lockdown drill in March/April. In addition to a lockdown drill, emergency preparedness drills such as fire drills and earthquake drills are conducted monthly throughout the school year. Emergency routes are reviewed with staff and posted in each room, fire extinguishers are routinely inspected by the fire department, and emergency backpacks in each room are inspected and replenished with missing supplies at the start of each school year.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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           | 17                 | 2                                    |                                       |                                     |

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           | 15                 | 1                                    |                                       |                                     |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 13                 | 2                                    |                                       |                                     |

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 |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

2023-24 Secondary 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 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 |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

2024-25 Secondary 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 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 |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 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)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist                                                  | 0.6                              |
| Social Worker                                                 |                                  |
| Nurse                                                         |                                  |
| Speech/Language/Hearing Specialist                            | 2                                |
| 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                                   | 55,518.88                    | 6,182.47                            | 49,336.41                             | 141,273.13             |
| District                                      | N/A                          | N/A                                 | 15,699.45                             | \$137,128              |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 103.4                                 | 3.0                    |
| State                                         | N/A                          | N/A                                 | \$11,146                              | \$100,065              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 126.3                                 | 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 used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds

## Fiscal Year 2024-25 Types of Services Funded

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

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|                                   |  |
|-----------------------------------|--|
| Percent of Students in AP Courses |  |
|-----------------------------------|--|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject                                                                                         | Number of AP Courses Offered |
|-------------------------------------------------------------------------------------------------|------------------------------|
| Computer Science                                                                                | 0                            |
| English                                                                                         | 0                            |
| Fine and Performing Arts                                                                        | 0                            |
| Foreign Language                                                                                | 0                            |
| Mathematics                                                                                     | 0                            |
| Science                                                                                         | 0                            |
| Social Science                                                                                  | 0                            |
| Total AP Courses Offered<br>Where there are student course enrollments of at least one student. | 0                            |

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      |