

Frank S. Greene Jr. Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Frank S. Greene Jr. Middle School
Street	750 N. California Avenue
City, State, Zip	Palo Alto, CA 94303
Phone Number	(650) 494-8120
Principal	Sebastian Benavidez
Email Address	sbenavidez@pausd.org
School Website	https://greene.pausd.org/
Grade Span	6-8
County-District-School (CDS) Code	43-69641-6060065

2025-26 District Contact Information

District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Don Austin
Email Address	daustin@pausd.org
District Website	www.pausd.org

2025-26 School Description and Mission Statement

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

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

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

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

Vision Statement:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	222
Grade 7	261
Grade 8	249
Total Enrollment	732

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	56.1
Asian	31.8
Black or African American	1.5
Filipino	1
Hispanic or Latino	23.4
Native Hawaiian or Pacific Islander	2.2
Two or More Races	11.9
White	28.3
English Learners	5.7
Socioeconomically Disadvantaged	17.5
Students with Disabilities	11.7

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.1	89.74	622.4	90.49	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	1.87	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.24	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	5	8.14	41.7	6.08	15831.9	5.67
Total Teaching Positions	61.4	100	687.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.4	85.92	597	90.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0.6	1.28	3.5	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	6.48	35	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.17	11746.9	4.23
Unknown/Incomplete/NA	3.4	6.31	22.5	3.42	14303.8	5.15
Total Teaching Positions	54	100	659.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.2	87.38	605.1	92.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.1	0.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.8	7.29	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	1.89	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	1.8	3.42	12.9	1.98	13705.8	4.91
Total Teaching Positions	52.9	100	654.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.10	3.5	3.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	3.5	3.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.10	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.3	6.4	10.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Description of the school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2025-26 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on this 14th day of October 2025

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 6 Core Lit books: D'Aulaires' Book of Greek Myths (2021) and The Hero Next Door (2021); Grade 7 Core Lit Books: The Outsiders (2021) and Flying Lessons & Other Stories (2021); Grade 8 Core Lit books: They Called Us Enemy, by George Takei, Justin Eisenger, and Steven Scott (2019) as well as other selected novels from the California Department of Education Recommended Literature List https://www.cde.ca.gov/ci/cr/rl/ . For 6th and 7th grade PAUSD board approved supplemental literature lists, visit http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=C2KTHE77709A . Two books adopted by the PAUSD board, The Hero Next Door (2019) and Flying Lessons & Other Stories (2017), are not on the state's recommended literature list. Rationale for adopting these two core books was developed during PAUSD's middle school literature adoption process. The PAUSD board adopted these materials on May 11, 2021. Both books were published in partnership with We Need Diverse Books, a non-profit whose mission is to put "more books featuring diverse characters into the hands of all children." These anthologies offer students a wide range of lived experiences and perspectives, and the topics and themes in the two books build nicely on each other. Furthermore, the addition of an anthology in both grades also allows for increased vertical alignment of skills, as seventh grade teachers can easily build on the reading standards introduced in sixth grade, while keeping the genre (short texts) consistent. The Hero Next Door and Flying Lessons were requested to be added to the SBE's Recommended Literature List.	0
Mathematics	Course 1, Course 2 Accelerated, Course 3, Algebra 1 - Big Ideas Math Geometry - Jurgensen, Brown and Jurgensen) (2017)	0

Science	Amplify Science [California] Earth and Space Science, 2018 Amplify Science [Lawrence Hall of Science, The Regents of the University of California]; Amplify Science [California] Life Science, 2018 Amplify Science ; Amplify Science [California] Physical Sciences, 2018 -Amplify Science	0
History-Social Science	History Alive! The Ancient World (Teachers' Curriculum Institute); History Alive! The Medieval World and Beyond (Teachers' Curriculum Institute); History Alive! The United States Through Industrialism (Teachers' Curriculum Institute) (2018)	0
Foreign Language	Reporteros 1, KWL (2024); Reporters Francophones 1, KWL (2024); Hai, Ima! (Japanese); Ni Hao 1 & 2; Integrated Chinese 1, Cheng & Tsui (2023)	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. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

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

In 2023 the HVAC units in Bldg's A, B and F, and a new electrical service for the campus was replaced. The pool was replaced in 2024. The fire alarm system on campus was also replaced with a new Gamewell system in 2024. The old E and H classroom wings were demolished during summer 2024. A project to replace two classroom wings with a new wing with eight classrooms and a new library and food service facility started construction in 2025. The old library will be converted into classrooms and special education space. A future project will provide air conditioning to the remaining wings on campus after the main project is completed.

As of October 2025, Greene has none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for

School Facility Conditions and Planned Improvements

review. The Greene Middle School campus is safe, well maintained and clean, with multiple custodial staff assigned for 46.5 hours daily.

Year and month of the most recent FIT report

5/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		<p>A-2: 4 WALL TILES ARE DAMAGED. 7 ONE LIGHT DIFFUSER IS MISSING. 11 PAINT IS PEELING ON DOOR AND DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>A-3: 4 CEILING TILE IS MISSING. 11 PAINT IS PEELING ON DOOR AND DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>A-HALL: 4 CEILING TILE IS DAMAGED. CEILING TILES HAVE WATER STAINS. 7 CORING IS DAMAGED.</p> <p>B-4: 4 HOLE AT BASE OF WALL. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.</p> <p>BOYS LOCKER ROOM: 4 CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. FLOOR IS LIFTING IN ENTRYWAY. 12 WATER DAMAGE TO COVERED WALKWAY. 15 FENCING IS BROKEN/LOOSE.</p> <p>C-2: 4 CEILING TILE HAS A WATER STAIN. 7 ELECTRICAL COVERS ARE MISSING.</p> <p>C-3: 4 CEILING TILE IS BROKEN. 7 EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE NOT POSTED)</p> <p>C-8: 4 CEILING TILES ARE BROKEN. 7 EXTERIOR LIGHT FIXTURE IS MISSING. 10 FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>CLASSROOM: 4 CEILING TILES HAVE WATER STAINS. CARPET IS LIFTING. 5 BLACK GROWTH ON INTERIOR WALL. 10 EVACUATION MAP IS NOT POSTED. 11 PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</p> <p>CUSTODIAN: 4 WATER DAMAGE TO WALL.</p> <p>F-2: 4 CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7 LIGHT DIFFUSER HAS A WATER STAIN. 15 THRESHOLD IS LOOSE.</p> <p>F-3: 4 CEILING TILE HAS A WATER STAIN. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11 IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED)</p> <p>F-5: 4 CEILING TILE HAS A WATER STAIN. (WILLIAMS NOT POSTED)</p> <p>F-6: 4 CEILING TILE HAS A WATER STAIN. (WILLIAMS NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

F-7: 4 CEILING TILES HAVE WATER STAINS. 10 EVACUATION MAP IS NOT POSTED.
 F-8: 4 CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. (WILLIAMS NOTICE NOT POSTED)
 F-9: 10 EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
 F-HALLWAY: 4 FLOORING IS DAMAGED (NEAR F-4). 11 PAINT IS PEELING ON INTERIOR WALL.
 G-5: 4 CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 10 EVACUATION MAP IS NOT POSTED.
 G-6: 10 FIRE EXTINGUISHER IS MOUNTED/HUNG BY HOSE. EVACUATION MAP IS OBSCURED. 11 CHEMICALS ARE UNIDENTIFIED. 12 CRACK IN FENCING. (WILLIAMS NOTICE NOT POSTED)
 GIRLS REST ROOM: 4 OLD MENSTRUAL PRODUCT DISPENSER COVER IS MISSING/BROKEN.
 GIRLS REST ROOM: 4 STALL PARTITION IS BROKEN AND LOOSE. CEILING TILES HAVE WATER STAINS. 15 DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)
 GYM: 4 RUBBER MOULDING IS MISSING (NEAR BOYS LR). 15 DOOR CLOSER COVER IS MISSING.
 HEALTH OFFICE: 4 CEILING TILES HAVE WATER STAINS. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 EXTENSION CORD IS BEING PERMANENTLY USED. SECTION OF ELECTRICAL CONDUIT IS MISSING.
 L-19/PRACTICE: 4 CEILING TILES HAVE WATER STAINS. 5 UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE NOT POSTED)
 L-2: PLATE IS BROKEN IN RR. 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN ONE RR. 10 EVACUATION MAP IS OBSCURED. 11 PAINT IS PEELING ON INTERIOR WALL AND VERTICAL MOULDING.
 L-HALLWAY: 4 CEILING TILE HAS A HOLE. 11 PAINT IS PEELING ON INTERIOR WALL.
 LIBRARY OFFICE: 4 CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN. 7 OUTLET COVER IS BROKEN. 10 ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11 PESTICIDES ARE PRESENT.
 LIBRARY: 4 CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO WALL/FLOOR. 5 STORAGE ROOM. 7 EXTENSION CORD BEING PERMANENTLY USED CREATING A TRIP HAZARD. 10 ACCESS TO FIRE EXTINGUISHER IS BLOCKED. (WILLIAMS NOTICE NOT POSTED)
 PORTABLE P2: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS LOOSE. 11 PAINT IS PEELING ON EAVES AND RAMP RAILING.
 PORTABLE P5: 4 CEILING TILE IS MISSING. 10 FIRE EXTINGUISHER IS MOUNTED/HUNG BY HOSE. 11 PAINT IS PEELING ON EAVES.
 PORTABLE P6: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5 UNSECURED ITEMS ARE

School Facility Conditions and Planned Improvements

			<p>STORED TOO HIGH. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10 EVACUATION MAP IS NOT POSTED (INGRES/EGREES IS PARTIALLY BLOCKED. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>PORTABLE P7: 4 CEILING TILE IS TORN. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED 11 PAINT IS PEELING ON RAMP RAILING. 14 RAMP DECK IS RUSTED. 15 WINDOW SCREENS ARE MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>STAFF LOUNGE: 4 FORMICA TRIM IS CHIPPING. 7 ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10 FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP NOT POSTED.</p> <p>STAGE: 4 CEILING TILE T-BAR IS BENT. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10 ACCESS TO WHEELCHAIR LIFT IS BLOCKED. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11 PAINT IS PEELING ON STAIRWELL RAILING.</p> <p>STORAGE: 4 FLOOR TILES ARE DAMAGED. 5 BLACK GROWTH ON INTERIOR WALL.</p> <p>STUDENT ACTIVITIES/STORAGE: 4 HOLE IN CEILING.</p> <p>UNISEX REST ROOM: 4 CEILING TILE IS WRONG SIZE. 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>:</p> <p>A.P./J-3: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>BOOK STORAGE: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ONE LIGHT PANEL IS OUT. 10 INGRESS/EGRESS IS BLOCKED.</p> <p>CLASSROOM: 4 CEILING TILES HAVE WATER STAINS. CARPET IS LIFTING. 5 BLACK GROWTH ON INTERIOR WALL. 10 EVACUATION MAP IS NOT POSTED. 11 PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</p> <p>F-3: 4 CEILING TILE HAS A WATER STAIN. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11 IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED)</p> <p>G-5: 4 CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 10 EVACUATION MAP IS NOT POSTED.</p> <p>G-6: 10 FIRE EXTINGUISHER IS MOUNTED/HUNG BY HOSE. EVACUATION MAP IS OBSCURED. 11 CHEMICALS ARE UNIDENTIFIED. 12 CRACK IN FENCING. (WILLIAMS NOTICE NOT POSTED)</p> <p>G-7: 5 UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE NOT POSTED)</p> <p>HEALTH OFFICE: 4 CEILING TILES HAVE WATER STAINS. 5 UNSECURED ITEMS ARE STORED TOO</p>

School Facility Conditions and Planned Improvements

			<p>HIGH. 7 EXTENSION CORD IS BEING PERMANENTLY USED. SECTION OF ELECTRICAL CONDUIT IS MISSING.</p> <p>IT: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ELECTRICAL COVER N/S MISSING IN CEILING.</p> <p>L-19/PRACTICE: 4 CEILING TILES HAVE WATER STAINS. 5 UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE NOT POSTED)</p> <p>L-23/BAND ROOM: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 EXTENSION CORD AND SURGE PROTECTORS ARE BEING COMBINED CREATING A TRIP HAZARD. (WILLIAMS NOTICE NOT POSTED)</p> <p>PORTABLE P6: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10 EVACUATION MAP IS NOT POSTED (INGRES/EGREES IS PARTIALLY BLOCKED. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>STORAGE: 4 FLOOR TILES ARE DAMAGED. 5 BLACK GROWTH ON INTERIOR WALL.</p> <p>WORKROOM: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 10 FIRE EXTINGUISHER IS NOT MOUNTED.</p>
<p>Electrical</p>		<p>X</p>	<p>A.P./J-3: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>A-1: 7 ONE LIGHT PANEL IS OUT. 10 EVACUATION MAPS NOT POSTED. 11 PAINT IS PEELING ON DOOR AND DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>A-2: 4 WALL TILES ARE DAMAGED. 7 ONE LIGHT DIFFUSER IS MISSING. 11 PAINT IS PEELING ON DOOR AND DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>A-6/OFFICE: 7 EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10 EVACUATION MAP IS NOT POSTED.</p> <p>BOOK STORAGE: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ONE LIGHT PANEL IS OUT. 10 INGRESS/EGRESS IS BLOCKED.</p> <p>C-2: 4 CEILING TILE HAS A WATER STAIN. 7 ELECTRICAL COVERS ARE MISSING.</p> <p>C-3: 4 CEILING TILE IS BROKEN. 7 EXTENSION CORD IS BEING PERMANENTLY USED. (WILLIAMS NOTICE NOT POSTED)</p> <p>C-8: 4 CEILING TILES ARE BROKEN. 7 EXTERIOR LIGHT FIXTURE IS MISSING. 10 FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>C-9: 7 EXTERIOR ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES. EXTENSION CORD IS BEING PERMANENTLY USED (FOR A SPACE HEATER). 9 FAUCET LEAKS AT HANDLE. (WILLIAMS NOTICE NOT POSTED)</p> <p>ELECTRICAL: .7 ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p>

School Facility Conditions and Planned Improvements

F-10: 4 CEILING TILE HAS A HOLE. 7 EXTERIOR ELECTRICAL BOX IS LOOSE ON COVERED WALKWAY. (WILLIAMS NOTICE NOT POSTED)

F-2: 4 CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7 LIGHT DIFFUSER HAS A WATER STAIN. 15 THRESHOLD IS LOOSE.

F-3: 4 CEILING TILE HAS A WATER STAIN. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11 IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED)

G-6: 10 FIRE EXTINGUISHER IS MOUNTED/HUNG BY HOSE. EVACUATION MAP IS OBSCURED. 11 CHEMICALS ARE UNIDENTIFIED. 12 CRACK IN FENCING. (WILLIAMS NOTICE NOT POSTED)

HEALTH OFFICE: 4 CEILING TILES HAVE WATER STAINS. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 EXTENSION CORD IS BEING PERMANENTLY USED. SECTION OF ELECTRICAL CONDUIT IS MISSING.

IT: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ELECTRICAL COVER N/S MISSING IN CEILING.

L-2: PLATE IS BROKEN IN RR. 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN ONE RR. 10 EVACUATION MAP IS OBSCURED. 11 PAINT IS PEELING ON INTERIOR WALL AND VERTICAL MOULDING.

L-23/BAND ROOM: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 EXTENSION CORD AND SURGE PROTECTORS ARE BEING COMBINED CREATING A TRIP HAZARD. (WILLIAMS NOTICE NOT POSTED)

LIBRARY OFFICE: 4 CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN. 7 OUTLET COVER IS BROKEN. 10 ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11 PESTICIDES ARE PRESENT.

LIBRARY: 4 CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO WALL/FLOOR. 5 STORAGE ROOM. 7 EXTENSION CORD BEING PERMANENTLY USED CREATING A TRIP HAZARD. 10 ACCESS TO FIRE EXTINGUISHER IS BLOCKED. (WILLIAMS NOTICE NOT POSTED)

M-2: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11 PAINT NIS PEELING ON EXTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)

N-6: 7 EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11 PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)

N-7: 7 EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11 PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)

PORTABLE P6: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ACCESS TO ELECTRICAL

School Facility Conditions and Planned Improvements

			<p>PANEL IS BLOCKED. 10 EVACUATION MAP IS NOT POSTED (INGRES/EGREES IS PARTIALLY BLOCKED. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>PORTABLE P7: 4 CEILING TILE IS TORN. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED 11 PAINT IS PEELING ON RAMP RAILING. 14 RAMP DECK IS RUSTED. 15 WINDOW SCREENS ARE MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>PORTABLE P8: 7 SURGE PROTECTORS ARE DAISY CHAINED. 10 INGRES/EGRESS IS PARTIALLY BLOCKED. ACCESS TO FIRE PULL IS BLOCKED. (WILLIAMS NOTICE NOT POSTED)</p> <p>STAFF LOUNGE: 4 FORMICA TRIM IS CHIPPING. 7 ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10 FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP NOT POSTED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>C-9: 7 EXTERIOR ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES. EXTENSION CORD IS BEING PERMANENTLY USED (FOR A SPACE HEATER). 9 FAUCET LEAKS AT HANDLE. (WILLIAMS NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9 ONE FAUCET HAS A LOW FLOW. 12 CRACK IN CEILING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>L-2: PLATE IS BROKEN IN RR. 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN ONE RR. 10 EVACUATION MAP IS OBSCURED. 11 PAINT IS PEELING ON INTERIOR WALL AND VERTICAL MOULDING.</p> <p>OFFICE: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>UNISEX REST ROOM: 4 CEILING TILE IS WRONG SIZE. 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>A-1: 7 ONE LIGHT PANEL IS OUT. 10 EVACUATION MAPS NOT POSTED. 11 PAINT IS PEELING ON DOOR AND DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>A-2: 4 WALL TILES ARE DAMAGED. 7 ONE LIGHT DIFFUSER IS MISSING. 11 PAINT IS PEELING ON DOOR AND DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>A-3: 4 CEILING TILE IS MISSING. 11 PAINT IS PEELING ON DOOR AND DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>BOOK STORAGE: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ONE LIGHT PANEL IS OUT. 10 INGRESS/EGRESS IS BLOCKED.</p>

School Facility Conditions and Planned Improvements

BOYS REST ROOM: 11 PAINT IS PEELING ON INTERIOR WALL.

C-1: 10 FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

C-8: 4 CEILING TILES ARE BROKEN. 7 EXTERIOR LIGHT FIXTURE IS MISSING. 10 FIRE EXTINGUISHER IS NOT MOUNTED.

CLASSROOM: 4 CEILING TILES HAVE WATER STAINS. CARPET IS LIFTING. 5 BLACK GROWTH ON INTERIOR WALL. 10 EVACUATION MAP IS NOT POSTED. 11 PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)

F-3: 4 CEILING TILE HAS A WATER STAIN. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 11 IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED)

F-4: 11 PAINT IS PEELING ON CABINETS.

F-7: 4 CEILING TILES HAVE WATER STAINS. 10 EVACUATION MAP IS NOT POSTED.

F-9: 10 EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

F-HALLWAY: 4 FLOORING IS DAMAGED (NEAR F-4). 11 PAINT IS PEELING ON INTERIOR WALL.

G-5: 4 CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 10 EVACUATION MAP IS NOT POSTED.

G-6: 10 FIRE EXTINGUISHER IS MOUNTED/HUNG BY HOSE. EVACUATION MAP IS OBSCURED. 11 CHEMICALS ARE UNIDENTIFIED. 12 CRACK IN FENCING. (WILLIAMS NOTICE NOT POSTED)

L-2: PLATE IS BROKEN IN RR. 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN ONE RR. 10 EVACUATION MAP IS OBSCURED. 11 PAINT IS PEELING ON INTERIOR WALL AND VERTICAL MOULDING.

L-HALLWAY: 4 CEILING TILE HAS A HOLE. 11 PAINT IS PEELING ON INTERIOR WALL.

LIBRARY OFFICE: 4 CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN. 7 OUTLET COVER IS BROKEN. 10 ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11 PESTICIDES ARE PRESENT.

LIBRARY: 4 CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO WALL/FLOOR. 5 STORAGE ROOM. 7 EXTENSION CORD BEING PERMANENTLY USED CREATING A TRIP HAZARD. 10 ACCESS TO FIRE EXTINGUISHER IS BLOCKED. (WILLIAMS NOTICE NOT POSTED)

N-6: 7 EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11 PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)

N-7: 7 EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11 PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			<p>PORTABLE P2: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS LOOSE. 11 PAINT IS PEELING ON EAVES AND RAMP RAILING.</p> <p>PORTABLE P5: 4 CEILING TILE IS MISSING. 10 FIRE EXTINGUISHER IS MOUNTED/HUNG BY HOSE. 11 PAINT IS PEELING ON EAVES.</p> <p>PORTABLE P6: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5 UNSECURED ITEMS ARE STORED TOO HIGH. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10 EVACUATION MAP IS NOT POSTED (INGRES/EGRES IS PARTIALLY BLOCKED. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>PORTABLE P7: 4 CEILING TILE IS TORN. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED 11 PAINT IS PEELING ON RAMP RAILING. 14 RAMP DECK IS RUSTED. 15 WINDOW SCREENS ARE MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>PORTABLE P8: 7 SURGE PROTECTORS ARE DAISY CHAINED. 10 INGRES/EGRESS IS PARTIALLY BLOCKED. ACCESS TO FIRE PULL IS BLOCKED. (WILLIAMS NOTICE NOT POSTED)</p> <p>STAFF LOUNGE: 4 FORMICA TRIM IS CHIPPING. 7 ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10 FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP NOT POSTED.</p> <p>STAGE: 4 CEILING TILE T-BAR IS BENT. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10 ACCESS TO WHEELCHAIR LIFT IS BLOCKED. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11 PAINT IS PEELING ON STAIRWELL RAILING.</p> <p>WORKROOM: 5 UNSECURED ITEMS ARE STORED TOO HIGH. 10 FIRE EXTINGUISHER IS NOT MOUNTED.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>B-1: 7 ELECTRICAL COVER IS MISSING. CORD IS CREATING A TRIP HAZARD. 12 CRACK IN INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</p> <p>BOYS LOCKER ROOM: 4 CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. FLOOR IS LIFTING IN ENTRYWAY. 12 WATER DAMAGE TO COVERED WALKWAY. 15 FENCING IS BROKEN/LOOSE.</p> <p>F-11/STORAGE: 12 CRACKS IN EXTERIOR WALL.</p> <p>G-6: 10 FIRE EXTINGUISHER IS MOUNTED/HUNG BY HOSE. EVACUATION MAP IS OBSCURED. 11 CHEMICALS ARE UNIDENTIFIED. 12 CRACK IN FENCING. (WILLIAMS NOTICE NOT POSTED)</p> <p>M-1: 12 HOLE IN EXTERIOR WALL. 13 SECTION OF GUTTER DOWNSPOUT IS MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>WORKROOM: 12 CRACK IN INTERIOR WALL.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>BOYS LOCKER ROOM: 4 CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. FLOOR IS LIFTING IN ENTRYWAY. 12 WATER DAMAGE TO</p>

School Facility Conditions and Planned Improvements

			<p>COVERED WALKWAY. 15 FENCING IS BROKEN/LOOSE. F-2: 4 CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7 LIGHT DIFFUSER HAS A WATER STAIN. 15 THRESHOLD IS LOOSE. GIRLS LOCKER ROOM: GIRLS REST ROOM: 4 STALL PARTITION IS BROKEN AND LOOSE. CEILING TILES HAVE WATER STAINS. 15 DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) GYM: 4 RUBBER MOULDING IS MISSING (NEAR BOYS LR). 15 DOOR CLOSER COVER IS MISSING. PORTABLE P7: 4 CEILING TILE IS TORN. 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED 11 PAINT IS PEELING ON RAMP RAILING. 14 RAMP DECK IS RUSTED. 15 WINDOW SCREENS ARE MISSING. (WILLIAMS NOTICE NOT POSTED)</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	79	78	80	82	47	48
Mathematics (grades 3-8 and 11)	73	74	78	79	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	739	725	98.11	1.89	78.28
Female	319	313	98.12	1.88	82.96
Male	420	412	98.10	1.90	74.76
American Indian or Alaska Native	0	0	0	0	0
Asian	239	236	98.74	1.26	92.77
Black or African American	12	12	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	172	171	99.42	0.58	49.12
Native Hawaiian or Pacific Islander	16	16	100.00	0.00	37.50
Two or More Races	87	85	97.70	2.30	87.06

White	206	198	96.12	3.88	87.31
English Learners	35	35	100.00	0.00	8.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	135	133	98.52	1.48	48.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	81	97.59	2.41	14.81

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	739	719	97.29	2.71	73.85
Female	319	309	96.87	3.13	74.11
Male	420	410	97.62	2.38	73.66
American Indian or Alaska Native	0	0	0	0	0
Asian	239	234	97.91	2.09	94.02
Black or African American	12	12	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	172	170	98.84	1.16	35.88
Native Hawaiian or Pacific Islander	16	16	100.00	0.00	31.25
Two or More Races	87	85	97.70	2.30	83.53
White	206	195	94.66	5.34	84.62
English Learners	35	35	100.00	0.00	8.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	135	131	97.04	2.96	41.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	80	96.39	3.61	16.25

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	69.14	75.21	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	252	240	95.24	4.76	74.58
Female	118	113	95.76	4.24	74.34
Male	134	127	94.78	5.22	74.80
American Indian or Alaska Native	0	0	0	0	0
Asian	91	87	95.60	4.40	88.51
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11	1.89	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	30	93.75	6.25	70.00
White	72	67	93.06	6.94	82.09
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	37.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.2%	98.1%	97.7%	98.5%	100.0%

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

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

The following opportunities are available to our parents:

1. Parent Teacher Association (PTA Contact: Julia Murphy-Chutorian, PTA President; website: <https://greenemspta.org/>)
2. Site Council
3. Classroom Volunteers
4. Library/Homework Center Volunteers
5. Lunch Supervisors
6. Textbook Adoption Committees
7. Student Activities/Field Trip Volunteers
8. Grade Level Parent Network Meetings
9. Parent Education/Outreach Events

For more information on how parents can get involved with Greene MS, please feel free to contact Principal Courtney Carlomagno, ccarlomagno@pausd.org.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	757	751	49	6.5
Female	334	329	30	9.1
Male	423	422	19	4.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	244	241	8	3.3
Black or African American	13	12	3	25.0
Filipino	--	--	--	--
Hispanic or Latino	176	176	18	10.2
Native Hawaiian or Pacific Islander	16	16	3	18.8
Two or More Races	90	89	1	1.1
White	211	210	14	6.7
English Learners	47	45	4	8.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	137	137	17	12.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	97	13	13.4

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.28	3.19	2.51	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	2.51	0.00
Female	1.80	0.00
Male	3.07	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.46	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.11	0.00
White	0.95	0.00
English Learners	2.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.12	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

Greene Middle School is concerned about the safety of all students and realizes the benefits of safety. The CSSP is reviewed and approved annually by the principal and the School Site Council. Greene teachers and staff train regularly for disaster and emergency drills.

The key elements of Greene Middle School's CSSP address emergency/disaster procedures, discipline, vaping and the social-emotional health of students, as well as related Palo Alto Unified School District policies, and applicable Education Codes. Greene's CSSP was last updated on March 2025 and will be reviewed, discussed, and updated during School Site Council and Educational Council Meetings in the 2025-2026 school year. The revised CSSP will be completed by March 2026. Until that time, staff will follow the safety plan that is currently in place and approved. Greene's CSSP is available for review at 750 N. California Avenue, Palo Alto, CA. Parents may contact Principal Courtney Carlomagno for additional information.

Greene's CSSP is available on the following website: <https://greene.pausd.org/about-us/school-reports>

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

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	19	15	13	
Mathematics	18	18	9	
Science	26	4	16	2
Social Science	27	2	16	2

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	19	12	16	
Mathematics	18	19	10	
Science	25	5	16	
Social Science	27	2	17	

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	380

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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	0.1

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	20,934.49	3,336.69	17,597.80	138,354.83
District	N/A	N/A	15,699.45	\$137,128
Percent Difference - School Site and District	N/A	N/A	11.4	0.9
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	44.9	32.1

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 are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Improvement Plan (SIP). The SIP is a plan of action to improve student academic performance by coordinating all educational services and resources. With input from the staff and community, the SSC is the decision-making body responsible for establishing SIP goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SIP. The SIP includes a budget for proposed expenditures to support the SIP goals. SIPs are presented to the PAUSD Board annually and are available on each school site's webpage (<https://www.pausd.org/schools>) under the "About Us/School Reports" section.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10