

Jane Lathrop Stanford (JLS) 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	Jane Lathrop Stanford (JLS) Middle School
Street	480 E Meadow Dr, Palo Alto, CA 94306
City, State, Zip	Palo Alto, CA 94306
Phone Number	(650) 856-5188
Principal	Christopher Grierson
Email Address	cgrierson@pausd.org
School Website	https://jls.pausd.org/
Grade Span	6-8
County-District-School (CDS) Code	43-69641-6060081

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

JLS Middle School is defined by its diverse student body drawing from Palo Alto, Stanford, and East Palo Alto, and its commitment to a holistic educational experience. The school emphasizes a supportive community that values the social, emotional, and physical well-being of all students.

School Identity and Programs:

The core identity and structure of JLS include:

Schedule & Programs: A modified block period schedule and core programs like the Exploratory Wheel for 6th graders and the Connections Program, an opt-in project-based learning model.

Enrichment: Over 30 diverse electives (e.g., marine biology, video production) and 30+ clubs/extracurricular activities.

Guiding Principles: The PRIDE motto (Panthers Respect, Include and Depend on Each other).

Vision & Mission: Goals focus on intellectual rigor, innovation, and including all students in the pursuit of excellence.

Key Improvement Goals and Measurement

The school's active improvement plan centers on several measurable goals:

Early Literacy Goal:

Focus: Improving reading skills through interventions like the Literacy TOSA and FLEX period reading groups.

Measurement: Success is tracked by the percentage of students who exit interventions at grade level.

Equity and Excellence Goal:

Focus: Addressing concerning declines in CAASPP scores for historically underrepresented (HUR) student groups and fostering a sense of belonging through programs like MALs (Multicultural Affairs Liaisons) and supportive student clubs.

Measurement: Success is tracked using CAASPP data, course grades, attendance, behavior, and the Panorama SEL Survey.

Mental Health and Wellness Goal:

Focus: Utilizing a tiered support system and implementing programs like Wellness Wednesdays and Wayfinder lessons.

Measurement: Gains in students' feelings of membership and belonging are tracked using the Panorama Survey.

2025-26 School Description and Mission Statement

Healthy Attendance Goal:

Focus: Reducing truancy (which was successfully cut from 8.2% to 6.0%) and addressing tardies/work avoidance.

Measurement: Success is tracked using truancy rates, the ePASS system for time missed, and consistent use of weekly PACTT meetings for intervention.

Innovation Goal:

Focus: Establishing a systematic four-phase process (Evaluate, Create, Implement, Sustain) to manage all school-wide changes and aligning meeting schedules for better district-wide collaboration.

In summary, JLS is committed to a cycle of continual adaptation and strategic measurement to achieve its vision of academic rigor and student well-being.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	339
Grade 7	339
Grade 8	324
Total Enrollment	1,002

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	54.3
Black or African American	0.9
Filipino	0.9
Hispanic or Latino	9.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	9.9
White	23.7
English Learners	9.7
Homeless	0.8
Socioeconomically Disadvantaged	10.9
Students with Disabilities	8.6

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)	62.9	91.9	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)	1.3	1.94	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.48	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	3.8	5.66	41.7	6.08	15831.9	5.67
Total Teaching Positions	68.5	100	687.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.2	91.16	597	90.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	3.73	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	3.2	5.1	22.5	3.42	14303.8	5.15
Total Teaching Positions	63.8	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)	64.1	93.85	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)	2.8	4.19	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	1.3	1.95	12.9	1.98	13705.8	4.91
Total Teaching Positions	68.3	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	0.80	0	0
Misassignments	0.50	2.3	2.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	2.3	2.8

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	0.30	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.30	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.7	2.8	4.9
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); 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 Jane Lathrop Stanford Middle School campus was originally constructed in 1953. Two music classrooms, the Art/Industrial Arts wing and the gym were added in 1955. Two more classroom wings, counselor offices, a staff room and two exercise rooms were added in 1965 to the campus. From 2001 to 2004, the entire campus was renovated to be brought up to Code and modernize the classrooms, Library and Administrative offices. In 2014, a new two-story classroom wing was added to the campus to bring the campus to its current capacity. In 2017, eleven (11) Electric Vehicle charging stations were installed in the parking lot.

In 2024 an expansion and modernization of the Administrative office was completed. A new Library was built in the old Administration building and completed in 2025. A new Gamewell fire alarm system and new electrical service was installed in 2025. New air conditioning systems will be installed in 2026.

As of October 2025, JLS 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 Jane Lathrop Stanford Middle School campus is safe, well maintained and clean, with multiple custodial staff assigned for 44 hours daily.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

5/23/2025

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		1120: 4 CEILING TILE IS LOOSE 5 UNSECURED ITEMS ARE STORED TOO HIGH 2110: 4 CEILING TILES ARE LOOSE 2140: 4 CEILING TILES ARE LOOSE 5 UNSECURED ITEMS ARE STORED TOO HIGH 2150: 4 CEILING TILES ARE LOOSE 230: 4 CEILING TILE IS DAMAGED 9 FAUCET IS OUT OF ORDER 15 DOOR DOES NOT SHUT PROPERLY 232: 4 FLOOR TILES ARE BROKEN 5 UNSECURED ITEMS ARE STORED TOO HIGH 240: 4 FLOOR TILE IS BROKEN AT ENTRY CEILING TILES ARE LOOSE 5 UNSECURED ITEMS ARE STORED TOO HIGH (WILLIAMS NOTICE IS NOT POSTED) 260: 4 CEILING TILE IS LOOSE 10 EVACUATION MAP IS NOT POSTED 300: 4 CEILING TILE IS LOOSE WOODEN TRIM IS LOOSE ON COUNTERTOP 10 EVACUATION MAP IS NOT POSTED 11 PAINT IS PEELING ON INTERIOR WALL (WILLIAMS NOTICE IS NOT POSTED) 330: 4 CEILING TILES ARE LOOSE 12 CRACK IN INTERIOR WALL 340: 4 CEILING TILES HAVE WATER STAINS 10 PLUG IN AIR FRESHENERS EVACUATION MAP IS NOT POSTED 350: 4 CEILING TILE IS LOOSE 40: 4 CEILING TILE HAS A WATER STAIN 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED) 400: 4 CEILING TILES ARE LOOSE 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 EVACUATION MAP IS NOT POSTED 50: 4 CEILING TILES ARE LOOSE 5 UNSECURED ITEMS ARE STORED TOO HIGH 500: 4 CEILING TILES HAVE WATER STAINS 5 UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM 9 DRINKING FOUNTAIN STICKS ON 510: 4 CEILING TILE HAS A WATER STAIN 10 EVACUATION MAP IS NOT POSTED 600: 4 CEILING TILES HAVE WATER STAINS 7 ELECTRICAL COVERS ARE MISSING IN CEILING 610: 4 CEILING TILES HAVE WATER STAINS 7 ELECTRICAL COVERS ARE MISSING IN CEILING LIGHT DIFFUSER HAS A WATER STAIN

School Facility Conditions and Planned Improvements

			<p>620: 4 CEILING TILES HAVE WATER STAINS 7 ELECTRICAL COVERS ARE MISSING IN CEILING LIGHT DIFFUSER IS BROKEN</p> <p>630: 4 CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ELECTRICAL COVERS ARE MISSING IN CEILING 15 DOOR DOES NOT OPEN/CLOSE PROPERLY</p> <p>640: 4 CEILING TILES ARE BROKEN CEILING TILE HAS A WATER STAIN ELECTRICAL COVERS ARE MISSING IN CEILING</p> <p>650: 4 CEILING TILES HAVE WATER STAINS CEILING TILES ARE BROKEN 5 UNSECURED ITEMS ARE STORED TOO HIGH ITEMS ARE CLUTTERED 7 ELECTRICAL COVERS ARE MISSING IN CEILING LIGHT DIFFUSER HAS A WATER STAIN 15 DOOR CLOSER COVER IS MISSING</p> <p>900 / GYM: 4 CEILING TILES ARE LOOSE CEILING TILES HAVE WATER STAINS CEILING TILES ARE BROKEN 15 DOOR CLOSER COVER IS MISSING</p> <p>906 ALL GENDER LOCKER ROOM: 4 FLOOR TILES ARE BROKEN</p> <p>940: 4 CEILING HAS A WATER STAIN 7 SURGE PROTECTERS ARE DAISY CHAINED</p> <p>ALL GENDER RESTROOM: 4 FLOOR TILES ARE BROKEN 9 FAUCET LEAKS AT HANDLE</p> <p>BOYS RESTROOM: 4 SECTION OF STALL PARTITION IS MISSING AT BASE</p> <p>CAFÉ LOUNGE: 4 CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 EVACUATION MAP IS NOT POSTED</p> <p>MPR: 4 CEILING TILES ARE MISSING</p> <p>P - 70: 4 CEILING TILES ARE LOOSE 14 RAMP IS RUSTED</p> <p>PRINCIPAL: 4 CEILING TILE IS MISSING</p> <p>STAFF LOUNGE: 4 CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 EVACUATION MAP IS NOT POSTED</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>:</p> <p>210: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED IN STORAGE ROOM 9 DRINKING FOUNTAIN HAS A LOW FLOW 10 EVACUATION MAP IS NOT POSTED</p> <p>630: 4 CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ELECTRICAL COVERS ARE MISSING IN CEILING 15 DOOR DOES NOT OPEN/CLOSE PROPERLY</p> <p>650: 4 CEILING TILES HAVE WATER STAINS CEILING TILES ARE BROKEN 5 UNSECURED ITEMS ARE STORED TOO HIGH ITEMS ARE CLUTTERED 7 ELECTRICAL COVERS ARE MISSING IN CEILING LIGHT DIFFUSER HAS A WATER STAIN 15 DOOR CLOSER COVER IS MISSING</p> <p>920: 7 ETHERNET COVER IS MISSING 10 EVACUATION MAP IS NOT POSTED 11 PAINT IS</p>

School Facility Conditions and Planned Improvements

			<p>PEELING ON INTERIOR WALL 15 DOOR CLOSER COVER IS MISSING PREP ROOM: 5 UNSECURED ITEMS ARE STORED TOO HIGH STORAGE: 5 UNSECURED ITEMS ARE STORED TOO HIGH</p>
<p>Electrical</p>		<p>X</p>	<p>113: 7 ONE LIGHT PANEL IS OUT 10 EVACUATION MAP IS NOT POSTED FIRE EXTINGUISHER IS MISSING EMERGENCY EXIT LIGHT IS NOT FUNCTIONING 1130: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ONE LIGHT PANEL IS OUT 115: 7 THREE LIGHT PANELS ARE OUT ELECTRICAL COVER IS MISSING IN CEILING 10 EVACUATION MAP IS NOT POSTED FIRE EXTINGUISHER IS MISSING 130: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 OUTLET COVER IS BROKEN 10 ACCESS TO WHEELCHAIR LIFT IS BLOCKED WHEELCHAIR LIFT IS BEING USED AS STORAGE PLUG IN AIR FRESHENER 140: 7 ETHERNET COVER IS MISSING (WILLIAMS NOTICE IS NOT POSTED) 160: 7 FLOOR OUTLET COVERS ARE MISSING 200: 5 UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM 7 EXTENSION CORD IS BEING PERMANENTLY USED (WILLIAMS NOTICE IS NOT POSTED) 210: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED IN STORAGE ROOM 9 DRINKING FOUNTAIN HAS A LOW FLOW 10 EVACUATION MAP IS NOT POSTED 220: 7 SURGE PROTECTERS ARE DAISY CHAINED (WILLIAMS NOTICE IS NOT POSTED) 250: 7 CORDS ARE CREATING TRIP HAZARDS 320: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORD IS BEING PERMANENTLY USED 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED) 333: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED 530: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORD IS BEING PERMANENTLY USED 10 ACCESS TO FIRE EXTINGUISHER IS BLOCKED EVACUATION MAP IS NOT POSTED OUTLET IS TAPED OVER 540: 7 EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD 600: 4 CEILING TILES HAVE WATER STAINS 7 ELECTRICAL COVERS ARE MISSING IN CEILING 610: 4 CEILING TILES HAVE WATER STAINS 7 ELECTRICAL COVERS ARE MISSING IN CEILING LIGHT DIFFUSER HAS A WATER STAIN</p>

School Facility Conditions and Planned Improvements

			<p>620: 4 CEILING TILES HAVE WATER STAINS 7 ELECTRICAL COVERS ARE MISSING IN CEILING LIGHT DIFFUSER IS BROKEN</p> <p>630: 4 CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ELECTRICAL COVERS ARE MISSING IN CEILING 15 DOOR DOES NOT OPEN/CLOSE PROPERLY</p> <p>640: 4 CEILING TILES ARE BROKEN CEILING TILE HAS A WATER STAIN ELECTRICAL COVERS ARE MISSING IN CEILING</p> <p>650: 4 CEILING TILES HAVE WATER STAINS CEILING TILES ARE BROKEN 5 UNSECURED ITEMS ARE STORED TOO HIGH ITEMS ARE CLUTTERED 7 ELECTRICAL COVERS ARE MISSING IN CEILING LIGHT DIFFUSER HAS A WATER STAIN 15 DOOR CLOSER COVER IS MISSING</p> <p>660: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 LIGHT DIFFUSERS ARE MISSING ELECTRICAL COVERS ARE MISSING IN CEILING</p> <p>720: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 CORDS ARE CREATING A TRIP HAZARD</p> <p>730: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORDS AND SURGE PROTECTERS ARE DAISY CHAINED-CREATING A TRIP HAZARD (WILLIAMS NOTICE IS NOT POSTED)</p> <p>750/760: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 LIGHT DIFFUSER IS MISSING</p> <p>90: 7 ACCESS TO ELECTRICAL PANELS ARE BLOCKED 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>920: 7 ETHERNET COVER IS MISSING 10 EVACUATION MAP IS NOT POSTED 11 PAINT IS PEELING ON INTERIOR WALL 15 DOOR CLOSER COVER IS MISSING</p> <p>940: 4 CEILING HAS A WATER STAIN 7 SURGE PROTECTERS ARE DAISY CHAINED</p> <p>ALL GENDER RESTROOM: 7 HAND DRYER HAS NO POWER 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 11 PAINT IS PEELING ON INTERIOR WALL (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>BOYS RESTROOM: 7 ONE LIGHT PANEL IS OUT/BAD 11 PAINT IS PEELING ON INTERIOR WALL</p> <p>CONFERENCE ROOM C: 7 OUTLET COVER IS BROKEN</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>210: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED IN STORAGE ROOM 9 DRINKING FOUNTAIN HAS A LOW FLOW 10 EVACUATION MAP IS NOT POSTED</p> <p>230: 4 CEILING TILE IS DAMAGED 9 FAUCET IS OUT OF ORDER 15 DOOR DOES NOT SHUT PROPERLY</p> <p>500: 4 CEILING TILES HAVE WATER STAINS 5 UNSECURED ITEMS ARE STORED TOO HIGH IN</p>

School Facility Conditions and Planned Improvements

			<p>STORAGE ROOM 9 DRINKING FOUNTAIN STICKS ON</p> <p>ALL GENDER RESTROOM: 4 FLOOR TILES ARE BROKEN 9 FAUCET LEAKS AT HANDLE</p> <p>ALL GENDER RESTROOM: 7 HAND DRYER HAS NO POWER 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 11 PAINT IS PEELING ON INTERIOR WALL (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>ALL GENDER RESTROOM: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>ALL GENDER RESTROOM: 8 MENSTRUAL PRODUCTSVAR NOT READILY AVAILABLE (MENSTRUAL NOTICE IS NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>1110: 10 EVACUATION MAP IS NOT POSTED</p> <p>113: 7 ONE LIGHT PANEL IS OUT 10 EVACUATION MAP IS NOT POSTED FIRE EXTINGUISHER IS MISSING EMERGENCY EXIT LIGHT IS NOT FUNCTIONING</p> <p>115: 7 THREE LIGHT PANELS ARE OUT ELECTRICAL COVER IS MISSING IN CEILING 10 EVACUATION MAP IS NOT POSTED FIRE EXTINGUISHER IS MISSING</p> <p>130: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 OUTLET COVER IS BROKEN 10 ACCESS TO WHEELCHAIR LIFT IS BLOCKED WHEELCHAIR LIFT IS BEING USED AS STORAGE PLUG IN AIR FRESHENER</p> <p>150: 5 U SECURED ITEMS ARE STORED TOO HIGH 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>210: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ACCESS TO ELECTRICAL PANEL IS BLOCKED IN STORAGE ROOM 9 DRINKING FOUNTAIN HAS A LOW FLOW 10 EVACUATION MAP IS NOT POSTED</p> <p>260: 4 CEILING TILE IS LOOSE 10 EVACUATION MAP IS NOT POSTED</p> <p>300: 4 CEILING TILE IS LOOSE WOODEN TRIM IS LOOSE ON COUNTERTOP 10 EVACUATION MAP IS NOT POSTED 11 PAINT IS PEELING ON INTERIOR WALL (WILLIAMS NOTICE IS NOT POSTED)</p> <p>320: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORD IS BEING PERMANENTLY USED 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>340: 4 CEILING TILES HAVE WATER STAINS 10 PLUG IN AIR FRESHENERS EVACUATION MAP IS NOT POSTED</p> <p>40: 4 CEILING TILE HAS A WATER STAIN 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>400: 4 CEILING TILES ARE LOOSE 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 EVACUATION MAP IS NOT POSTED</p>

School Facility Conditions and Planned Improvements

			<p>440: 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>510: 4 CEILING TILE HAS A WATER STAIN 10 EVACUATION MAP IS NOT POSTED</p> <p>530: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORD IS BEING PERMANENTLY USED 10 ACCESS TO FIRE EXTINGUISHER IS BLOCKED EVACUATION MAP IS NOT POSTED OUTLET IS TAPED OVER</p> <p>560: 10 EVACUATION MAP IS NOT POSTED 15 DOOR CLOSER COVER IS MISSING (WILLIAMS NOTICE IS NOT POSTED)</p> <p>70: 5 UNSECURED ITEMS ARE STORED TOO HIGH</p> <p>11 IMPROPERLY STORED CLEANING SUPPLIES</p> <p>72: 10 FIRE EXTINGUISHER IS NOT MOUNTED</p> <p>80: 11 IMPROPERLY STORED CLEANING SUPPLIES 15 DOOR CLOSER COVER IS MISSING</p> <p>90: 7 ACCESS TO ELECTRICAL PANELS ARE BLOCKED 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>910: 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED)</p> <p>920: 7 ETHERNET COVER IS MISSING 10 EVACUATION MAP IS NOT POSTED 11 PAINT IS PEELING ON INTERIOR WALL 15 DOOR CLOSER COVER IS MISSING</p> <p>ALL GENDER RESTROOM: 11 IMPROPERLY STORED CLEANING SUPPLIES</p> <p>ALL GENDER RESTROOM: 7 HAND DRYER HAS NO POWER 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 11 PAINT IS PEELING ON INTERIOR WALL (MENSTRUAL NOTICE IS NOT POSTED)</p> <p>BOYS RESTROOM: 7 ONE LIGHT PANEL IS OUT/BAD 11 PAINT IS PEELING ON INTERIOR WALL</p> <p>CAFÉ LOUNGE: 4 CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 EVACUATION MAP IS NOT POSTED</p> <p>GIRLS RESTROOM: 11 PAINT IS PEELING ON DOOR</p> <p>PAINT ROOM: 11 PAINT IS PEELING ON INTERIOR WALL</p> <p>STAFF LOUNGE: 4 CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 EVACUATION MAP IS NOT POSTED</p> <p>STAGE: 11 PAINT IS PEELING ON INTERIOR WALL</p> <p>WELLNESS: 10 EVACUATION MAP IS NOT POSTED FIRE EXTINGUISHER IS MISSING</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>330: 4 CEILING TILES ARE LOOSE 12 CRACK IN INTERIOR WALL</p> <p>STORAGE: 12 DOORFRAME IS DAMAGED</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	X		<p>230: 4 CEILING TILE IS DAMAGED 9 FAUCET IS OUT OF ORDER 15 DOOR DOES NOT SHUT PROPERLY</p>

School Facility Conditions and Planned Improvements

			<p>550: 15 DOOR CLOSER COVER IS MISSING DOOR DOES NOT SHUT PROPERLY</p> <p>560: 10 EVACUATION MAP IS NOT POSTED 15 DOOR CLOSER COVER IS MISSING (WILLIAMS NOTICE IS NOT POSTED)</p> <p>630: 4 CEILING TILE HAS A WATER STAIN 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 ELECTRICAL COVERS ARE MISSING IN CEILING</p> <p>15 DOOR DOES NOT OPEN/CLOSE PROPERLY</p> <p>650: 4 CEILING TILES HAVE WATER STAINS CEILING TILES ARE BROKEN 5 UNSECURED ITEMS ARE STORED TOO HIGH ITEMS ARE CLUTTERED 7 ELECTRICAL COVERS ARE MISSING IN CEILING LIGHT DIFFUSER HAS A WATER STAIN 15 DOOR CLOSER COVER IS MISSING</p> <p>80: 11 IMPROPERLY STORED CLEANING SUPPLIES 15 DOOR CLOSER COVER IS MISSING</p> <p>900 / GYM: 4 CEILING TILES ARE LOOSE CEILING TILES HAVE WATER STAINS CEILING TILES ARE BROKEN 15 DOOR CLOSER COVER IS MISSING</p> <p>920: 7 ETHERNET COVER IS MISSING 10 EVACUATION MAP IS NOT POSTED 11 PAINT IS PEELING ON INTERIOR WALL 15 DOOR CLOSER COVER IS MISSING</p> <p>BOYS LOCKER OFFICE: 15 DOOR CLOSER COVER IS MISSING</p> <p>P - 70: 4 CEILING TILES ARE LOOSE 14 RAMP IS RUSTED</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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	82	86	80	82	47	48
Mathematics (grades 3-8 and 11)	81	82	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	1010	978	96.83	3.17	86.18
Female	484	465	96.07	3.93	88.39
Male	526	513	97.53	2.47	84.18
American Indian or Alaska Native	0	0	0	0	0
Asian	553	541	97.83	2.17	91.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	94	94.00	6.00	51.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	98	96	97.96	2.04	91.67
White	234	222	94.87	5.13	87.39
English Learners	77	64	83.12	16.88	26.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	118	95.16	4.84	58.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	74	90.24	9.76	40.54

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	1010	989	97.92	2.08	82.41
Female	484	471	97.31	2.69	81.10
Male	526	518	98.48	1.52	83.59
American Indian or Alaska Native	0	0	0	0	0
Asian	553	548	99.10	0.90	93.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	100	96	96.00	4.00	39.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	98	96	97.96	2.04	77.08
White	234	224	95.73	4.27	79.46
English Learners	77	75	97.40	2.60	46.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	121	97.58	2.42	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	75	91.46	8.54	28.00

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)	78.57	74.92	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	335	328	97.91	2.09	74.70
Female	150	146	97.33	2.67	73.97
Male	185	182	98.38	1.62	75.27
American Indian or Alaska Native	0	0	0	0	0
Asian	170	168	98.82	1.18	83.93
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	32.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	82.76
White	93	88	94.62	5.38	72.73
English Learners	24	24	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	32.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	27.78

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	98.2%	98.2%	97.9%	98.2%	98.2%

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

JLS is fortunate to have families and a community that provide immense support to schools. The PTA serves as a major communication link to families, producing and distributing the weekly JLS eNews "Panther Tracks," as well as offering monthly Parent Network "Principal Coffee" meetings, monthly virtual Community Chats (Zoom Meetings), and parent education events. During the 2025-26 school year, the JLS PTA has provided an increasing number of opportunities for family engagement, both in person and online. For additional information, please visit the JLS PTA website: <https://jlswp.paloaltopta.org/>

JLS families provide thousands of hours of direct support in the form of: driving, assisting staff, helping with lunch supervision, planning and chaperoning student social events, and sharing expertise on a wide range of subjects, from cultural traditions to technology. In addition to a high number of volunteer hours, JLS families give strong financial support through the PTA direct appeal.

The School Site Council, consisting of parents, students and staff (all peer-selected), is a central forum and decision-making group. Site Council Agendas and minutes are viewable on the JLS website: <https://jls.pausd.org/connecting/site-council>

In addition to the JLS PTA and JLS Site Council, there is also a lottery-based program known as Connections, which encompasses about one-third of the student population. JLS is fortunate to have several parents serve on the Connections Board, which supports additional programs and events.

For more information about ways to get involved at JLS, please contact our school's Secretary, Jen Wiener, at 650-856-5188.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1032	1022	54	5.3
Female	492	488	25	5.1
Male	540	534	29	5.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	567	559	14	2.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	102	101	11	10.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	99	99	7	7.1
White	239	238	19	8.0
English Learners	112	107	10	9.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	130	129	16	12.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	90	7	7.8

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
2.49	2.63	1.94	1.09	1.57	1.48	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.94	0.00
Female	0.41	0.00
Male	3.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.41	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.01	0.00
White	1.67	0.00
English Learners	4.46	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.30	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 Comprehensive School Safety Plan (CSSP) is updated yearly through our School Site Council. It includes evacuation drills and procedures in the event of fire, stranger-on-campus lockdown, or earthquake. The classroom student roster lists are updated monthly. The plan details a command center set-up for any emergency event that occurs. Evacuation supplies and food have been inventoried and are part of the plan.

The JLS Comprehensive School Safety Plan was last updated on March 1, 2025 and will be reviewed, discussed, and updated during School Site Council 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 (insert description of key elements of the plan). The key elements of the current School Safety Plan include:

1. Improve overall safety and security of campus, with special attention to construction zones.
2. Improve the community's civility, responsibility, accountability, resilience and Mental Health (this includes one's own health, and relationships/interactions with peers and staff).
3. Improve the JLS school climate. Expand community's (student, staff, parent) awareness of MTSS framework and ways to access student supports (eg. EL, 504, IEP) and cultivate a school wide acceptance of diversity.

The School Site Council updated the JLS 2024-25 Safety Plan in February 2025. Our Site Council will be reviewing our site plan and our collective safety goals in future meetings.

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	20	18	17	0
Mathematics	22	16	16	0
Science	24	10	20	0
Social Science	22	14	17	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	20	21	16	
Mathematics	19	30	7	
Science	23	10	21	
Social Science	22	16	16	

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	20	15	
Mathematics	20	19	15	
Science	23	12	18	
Social Science	21	16	16	

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	341.67

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)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
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	19,752.68	2,557.59	17,195.09	141,921.25
District	N/A	N/A	15,699.45	\$137,128
Percent Difference - School Site and District	N/A	N/A	9.1	3.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	42.7	34.6

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