Ohlone Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2025-26 School Contact Information

School Name	Ohlone Elementary School
Street	950 Amarillo Avenue
City, State, Zip	Palo Alto, CA 94303-3701
Phone Number	650.856.1726
Principal	Elsa Chen
Email Address	echen@pausd.org
School Website	https://ohlone.pausd.org/
Grade Span	K-5
County-District-School (CDS) Code	43 69641 6048243

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

Ohlone Elementary School offers a unique approach to education and is a choice school, rather than a neighborhood school. Students are admitted to Ohlone via an equal access lottery. Most families attend an orientation prior to making a commitment to Ohlone's guiding principles and practices.

Ohlone's CORE VALUES form the basis of its educational and community structure:

Trusting and Respecting Each Individual
Developmental Approach
Growth and Assessment
Meaningful, Relevant Curriculum
Multi-dimensional Learning
Cooperation and Collaboration
Student-Teacher-Parent Partnership

The Goals of an Ohlone Education guide the daily work of staff and faculty in the areas of:
Self-Awareness
Independent Thinking
Time Management
Democratic Values
Acceptance and Compassion
Citizenship and Community
Lifelong Learning
Physical Awareness
Risk Taking/Creativity

Ohlone students experience a developmental and multi-dimensional approach to teaching and learning. Students engage in authentic ways with the curriculum and learn through relevant real-world experiences and projects. Students are encouraged to think independently, aspire to a growth mindset, and to take responsibility for their learning. Students see themselves as life-

2025-26 School Description and Mission Statement

long learners who are comfortable with making mistakes.

Social-emotional learning is at the heart of instruction at Ohlone. Kindness, respect, compassion, resiliency, and environmental and global citizenship are among many of our goals. We value mutual respect, trust, and honesty. In our multiage setting, students learn to work with their peers across a developmental continuum that provides opportunities for differentiation in meeting students' individual and developmental needs. Each student is appreciated as an individual with a unique set of gifts. Ohlone represents an inclusive community that welcomes and supports all learners.

In addition, the campus is home to a farm that is our outdoor classroom. Every student visits the farm once a week for hands-on learning on the farm and help care of the vegetable garden and the animals.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	76
Grade 2	77
Grade 3	83
Grade 4	75
Grade 5	76
Total Enrollment	464

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
Asian	48.3
Black or African American	1.1
Filipino	0.4
Hispanic or Latino	10.1
Two or More Races	14
White	26.1
English Learners	16.6
Socioeconomically Disadvantaged	8.4
Students with Disabilities	10.3

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)	25.4	92.88	622.4	90.49	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	2.56	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	1.2	4.57	41.7	6.08	15831.9	5.67
Total Teaching Positions	27.3	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)	25.2	91.99	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)	2.2	8.01	35	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.17	11746.9	4.23
Unknown/Incomplete/NA	0	0	22.5	3.42	14303.8	5.15
Total Teaching Positions	27.4	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)	25.5	95.06	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)	1.3	4.94	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.9	1.98	13705.8	4.91
Total Teaching Positions	26.9	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	1	0
Misassignments	0.70	1.1	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	2.2	1.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	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)	7.2	4	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

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

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Benchmark Advanced/ Adelante, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives - Grade 2	0
Mathematics	Bridges Mathematics - 2017	0
Science	Twig Science California, Twig Education, 2021.	0
History-Social Science	Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018	0

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

School Facility Conditions and Planned Improvements

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that will 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.

School Facility Conditions and Planned Improvements

The Ohlone Elementary School main campus was originally constructed in 1949. The buildings on campus have been renovated and added to over the years with additional rooms, multi-purpose and office added in 1962. In 2004 a campus modernization included conversion of the library to classrooms, conversion and construction of a new library space within an existing building and construction of a new wing with six classrooms.. In 2011, a new two-story classroom wing with 12 new classrooms was built in the rear of the campus.

The upper grade play structure was replaced in 2025, and the kinder play structure will be replaced in 2026..The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2026. Another future project will replace the existing heating systems with new air conditioning units for the existing classrooms will also be completed in 2026.

As of October 2025, 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 Ohlone Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 20 hours daily.

Year and month of the most recent FIT report	5/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		CUSTODIAL: 4 WATER DAMAGE TO WALL FLEX ROOM: 4 CEILING TILES HAVE WATER STAINS 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED JUPITER: 4 CEILING TILES ARE LOOSE LIBRARY: 4 CEILING TILE HAS A WATER STAIN MAIN OFFICE: 4 FORMICA IS CHIPPING ON BENCH NEPTUNE: 4 FLOOR TILES ARE BROKEN 7 EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD 11 PAINT IS PEELING ON RAMP RAILING 14 RAMP IS RUSTED ROOM 10: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 11: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP ROOM 12: 4 CEILING TILES HAVE WATER STAINS WATER DAMAGE TO BACK SPLASH ROOM 13: 4 CEILING TILES ARE LOOSE FORMICA TRIM IS CHIPPING ON COUNTERTOP 10 EVACUATION MAP IS NOT POSTED 15 HOLE IN STORAGE ROOM DOOR ROOM 14: 4 CEILING TILES ARE LOOSE FORMICA TRIM IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM

School Facility Conditions and Planned Improvements

				ROOM 2: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM ROOM 6: 4 FORMICA IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH ROOM 7: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 10 FIRE EXTINGUISHER IS OBSCURED EVACUATION MAP IS NOT POSTED 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 8: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP CEILING TILES ARE LOOSE 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED) ROOM 9: 4 CEILING TILES ARE LOOSE EVACUATION MAP IS NOT POSTED 11 IMPROPERLY STORED CLEANING SUPPLIES (WILLIAMS NOTICE IS NOT POSTED) TEACHERS LOUNGE: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 10 EVACUATION MAP IS NOT POSTED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: HEALTH OFFICE: 5 UNSECURED ITEMS ARE STORED TOO HIGH ROOM 10: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 14: 4 CEILING TILES ARE LOOSE FORMICA TRIM IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM ROOM 15: 5 UNSECURED ITEMS ARE STORED TOO HIGH ROOM 16: 5 UNSECURED ITEMS ARE STORED TOO HIGH 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 17: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORD IS BEING PERMANENTLY USED 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 2: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH IN STORAGE ROOM ROOM 20: 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED ROOM 3: 5 UNSECURED ITEMS ARE STORED TOO HIGH ROOM 4: 5 UNSECURED ITEMS ARE STORED TOO HIGH ROOM 6: 4 FORMICA IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH SPEECH: 5 UNSECURED ITEMS ARE STORED TOO HIGH WEB ROOM: 5 UNSECURED ITEMS ARE STORED TOO HIGH

School Facility Conditions and Planned Improvements

				WORKROOM: 5 UNSECURED ITEMS ARE STORED TOO HIGH
Electrical	X			NEPTUNE: 4 FLOOR TILES ARE BROKEN 7 EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD 11 PAINT IS PEELING ON RAMP RAILING 14 RAMP IS RUSTED ROOM 17: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORD IS BEING PERMANENTLY USED 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 22: 7 EXTENSION CORDS ARE DAISY CHAIN 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED ROOM 30: 7 EXTENSION CORD IS BEING PERMANENTLY USED EXTENSION CORD AND SURGE PROTECTERS ARE DAISY CHAINED 10 EVACUATION MAP IS NOT POSTED
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	ALL GENDER RESTROOM: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE IS NOT POSTED) ALL GENDER RESTROOM: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 15 DOOR CLOSER COVER IS MISSING (MENSTRUAL NOTICE IS NOT POSTED) GIRLS RESTROOM: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE GIRLS RESTROOM: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE (MENSTRUAL NOTICE IS NOT POSTED) GIRLS RESTROOM: 8 MENSTRUAL PRODUCTSVARE NOT READILY AVAILABLE 12 CRACK IN INTERIOR WALL
Safety: Fire Safety, Hazardous Materials		X		23 RESOURCE ROOM: 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED BOYS RESTROOM: 11 PAINT IS PEELING ON HAND DRYER 15 DOOR CLOSER COVER IS MISSING COMMUNICATIONS ROOM: 10 FIRE EXTINGUISHER IS NOT MOUNTED AND TAG IS OUTDATED 9/11/2026 FLEX ROOM: 4 CEILING TILES HAVE WATER STAINS 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED KILN: 10 FIRE EXTINGUISHER IS NOT MOUNTED MDF: 10 FIRE EXTINGUISHER IS NOT MOUNTED NEPTUNE: 4 FLOOR TILES ARE BROKEN 7 EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD 11 PAINT IS PEELING ON RAMP RAILING 14 RAMP IS RUSTED ROOM 10: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 5 UNSECURED ITEMS ARE STORED TOO HIGH 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 13: 4 CEILING TILES ARE LOOSE FORMICA TRIM IS CHIPPING ON COUNTERTOP 10

School Facility Conditions and Planned Improvements

				EVACUATION MAP IS NOT POSTED 15 HOLE IN STORAGE ROOM DOOR ROOM 16: 5 UNSECURED ITEMS ARE STORED TOO HIGH 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 17: 5 UNSECURED ITEMS ARE STORED TOO HIGH 7 EXTENSION CORD IS BEING PERMANENTLY USED 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 18: 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 19: 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED ROOM 20: 5 UNSECURED ITEMS ARE STORED TOO HIGH 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED ROOM 21: 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED ROOM 22: 7 EXTENSION CORDS ARE DAISY CHAIN 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED ROOM 24: 10 FIRE EXTINGUISHER IS MISSING EVACUATION MAP IS NOT POSTED ROOM 26: ROOM 27: 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 30: 7 EXTENSION CORD IS BEING PERMANENTLY USED EXTENSION CORD AND SURGE PROTECTERS ARE DAISY CHAINED 10 EVACUATION MAP IS NOT POSTED ROOM 7: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 10 FIRE EXTINGUISHER IS OBSCURED EVACUATION MAP IS NOT POSTED 11 IMPROPERLY STORED CLEANING SUPPLIES ROOM 8: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP CEILING TILES ARE LOOSE 10 EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED) ROOM 9: 4 CEILING TILES ARE LOOSE EVACUATION MAP IS NOT POSTED 11 IMPROPERLY STORED CLEANING SUPPLIES (WILLIAMS NOTICE IS NOT POSTED) STAIR 2: 11 PAINT IS PEELING ON INTERIOR WALL TEACHERS LOUNGE: 4 FORMICA TRIM IS CHIPPING ON COUNTERTOP 10 EVACUATION MAP IS NOT POSTED
Structural: Structural Damage, Roofs	X			GIRLS RESTROOM: 8 MENSTRUAL PRODUCTSVARE NOT READILY AVAILABLE 12 CRACK IN INTERIOR WALL
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ALL GENDER RESTROOM: 8 MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE 15 DOOR CLOSER COVER IS MISSING (MENSTRUAL NOTICE IS NOT POSTED)

School Facility Conditions and Planned Improvements

				BOYS RESTROOM: 11 PAINT IS PEELING ON HAND DRYER 15 DOOR CLOSER COVER IS MISSING NEPTUNE: 4 FLOOR TILES ARE BROKEN 7 EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD 11 PAINT IS PEELING ON RAMP RAILING 14 RAMP IS RUSTED ROOM 13: 4 CEILING TILES ARE LOOSE FORMICA TRIM IS CHIPPING ON COUNTERTOP 10 EVACUATION MAP IS NOT POSTED 15 HOLE IN STORAGE ROOM DOOR

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)	84	85	80	82	47	48
Mathematics (grades 3-8 and 11)	84	91	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	232	228	98.28	1.72	85.09
Female	103	101	98.06	1.94	84.16
Male	129	127	98.45	1.55	85.83
American Indian or Alaska Native	0	0	0	0	0
Asian	112	112	100.00	0.00	85.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	15	83.33	16.67	46.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	37	97.37	2.63	91.89

White	61	61	100.00	0.00	88.52
English Learners	17	16	94.12	5.88	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	19	90.48	9.52	57.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	68.00

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	232	229	98.71	1.29	91.27
Female	103	101	98.06	1.94	90.10
Male	129	128	99.22	0.78	92.19
American Indian or Alaska Native	0	0	0	0	0
Asian	112	112	100.00	0.00	94.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	16	88.89	11.11	62.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	37	97.37	2.63	91.89
White	61	61	100.00	0.00	91.80
English Learners	17	16	94.12	5.88	68.75
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	21	20	95.24	4.76	65.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	68.00

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)	73.24	81.08	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	76	74	97.37	2.63	81.08
Female	42	41	97.62	2.38	78.05
Male	34	33	97.06	2.94	84.85
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	85.71
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	18	18	100.00	0.00	83.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

Parents play an integral part in the Ohlone learning community. Parents volunteer in classrooms and on campus, coordinate activities and special events, and work as officers and chairs for committees, such as School Site Council, Core Values Committee, Farm Council, PTA, and PiE. We count on parents to take care of our farm two times per day and through monthly farm work days and other volunteer opportunities, including accompanying classes out for farm science. Parents support and maintain Ohlone traditions, such as, Farmers' Market, Harvest Festival, Pancake Breakfast, Core Values Committee Nights, Back-to-School Picnic, Spring Fling Picnic, and STEM Fair. In addition to helping in their children's classrooms, parents help on campus as lunch supervisors. They also organize and lead noontime activities. The talents of parents and community members support and enrich school programs.

For information on opportunities about parent involvement at Ohlone, please contact Margaret Rickling at: margaret.rickling@gmail.com. Information is also available on the Ohlone PTA website: https://www.ohlone.paloaltopta.org/. Finally, you can also call the school at 650-856-1726.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	466	35	7.5
Female	224	222	15	6.8
Male	245	244	20	8.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	226	226	11	4.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	9	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	65	5	7.7
White	124	121	10	8.3
English Learners	78	77	9	11.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	44	44	7	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	56	7	12.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	1.3	0.43	1.09	1.57	1.48	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0.00
Female	0.00	0.00
Male	0.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.44	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.79	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

Ohlone's School Safety Plan was last updated in March 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.

GOAL 1
Teachers and students will have strong, trusting relationships.

Steps:
[Staff]
Greet every student by name at the start of each day.
Calibrate morning meeting, closing circle, and class meeting practices with objectives and goals.
[Students]
Use to Talk it Out and common language for conflict resolution.
Maintaining high behavior expectations.

GOAL 2
Maintain safety during morning drop off and afternoon pick up.

Steps:
Clear and continuous communication of procedures and systems to support safety at drop off/pick up, including family newsletters and student-facing assemblies.
Clear and updated signage.

GOAL 3:
Support student safety during recess and lunch.

Steps:
[Staff]
Ongoing training for all supervision staff and volunteers targeted at strategies for safety on the new structure.
[Students]
Explicit discussions on safety expectations during recess and lunch with student-created visuals to be displayed.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	0	0	0	0
Other	22	2	19	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0			
1	0			
2	0			
3	0			
4	0			
5	0			
6	0	0	0	0
Other	21	7	14	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	22	1	14	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15,569.05	2,140.30	13,428.75	132,671.38
District	N/A	N/A	15,699.45	$137,128
Percent Difference - School Site and District	N/A	N/A	-15.6	-3.3
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	18.6	28.0

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 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

Fiscal Year 2024-25 Types of Services Funded

PAUSD Board annually and are available on each school site's webpage (https://www.pausd.org/schools) under the “About Us/School Reports" section.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

Professional Development

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

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