

Lucille M. Nixon Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Lucille M. Nixon Elementary School
Street	1711 Stanford Ave.
City, State, Zip	Stanford, CA 94305-1061
Phone Number	650.856.1622
Principal	Mary Pat O'Connell
E-mail Address	moconnell@pausd.org
Web Site	http://nixon.pausd.org/
CDS Code	43696410000000

District Contact Information	
District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Glenn 'Max' McGee
E-mail Address	mmcgee@pausd.org
Web Site	www.pausd.org

School Description and Mission Statement (School Year 2016-17)

Lucille Nixon School, located within the Stanford University community, is one of 12 elementary schools in the Palo Alto Unified School District. Nixon's unique physical environment features a pod architecture with central library and computer lab, a variety of instructional spaces, and spacious multi-level grounds.

Nixon serves the students from the communities of the Stanford campus and the foothills area west of Foothill Expressway, as well as transfer students from Palo Alto and East Palo Alto. The diversity of our school community has enriched the lives of all our children.

Mission Statement:

It is our mission at Lucille M. Nixon School that every child will leave Nixon with a love of learning, having met or exceeded all district benchmarks, knowing that it is effort, perseverance and resiliency that will lead to success throughout life.

Vision Statement:

At Lucille M. Nixon Elementary, our highest priority is the academic preparation of each of our students. To this end, teachers will continuously refine their practice. Teachers will pursue opportunities to learn and collaborate about strategies to enable all learners across the spectrum, from struggling to highly capable, to grow and succeed. We will extend our understanding of the implications for teaching from neuro-educational research and we will continue to investigate ways to use technology, and to teach technology skills to enhance learning in our classrooms.

Our Nixon community is internationally and socio-economically diverse which provides experience for our students with peers of many ethnicities and perspectives. Our school strives to build interconnectedness across ethnic, socio-economic, language and geographic lines. In the coming years, we seek to develop more strategies to link ourselves together in a mutually supportive community. Our school's success in educating children depends upon a strong partnership with parents. We expect to continue to cultivate a highly involved parent community, and to explore and develop ties to the broader community, including Stanford University.

As a school community of parents, teachers and staff, we are committed to the social and emotional development of our students. We will offer our students opportunities to provide service to our greater community and encourage the development of "green" attitudes and healthy lifestyles. Teachers will foster students' creativity, curiosity, inquisitiveness and independent thinking in the classroom. The Nixon community seeks ways to enhance the 'developmental assets' in each student through our Lifeskills program, to promote socially and emotionally well-rounded and confident individuals. We will teach strategies and support students to learn to resolve conflicts using problem-solving skills.

We are a community of learners and, as such, we will continue to identify areas of needed growth and to develop strategies to address those needs.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	64
Grade 1	66
Grade 2	76
Grade 3	82
Grade 4	96
Grade 5	89
Total Enrollment	473

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0
Asian	33
Filipino	0.8
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0.4
White	41.4
Two or More Races	11.2
Socioeconomically Disadvantaged	9.1
English Learners	23.9
Students with Disabilities	7.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	32	26	774
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.1	0.9
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.1	0.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 27, 2016

The Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 27TH day of September, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Teaching Reading, Heinemann – 2015 Units of Study for Teaching Writing, Heinemann – 2014 PAUSD transitioned to common core literacy materials with a comprehensive approach to aligning writing and reading curriculum to Common Core State Standards (CCSS). With AB1246 teachers provided insights into curricular materials that were aligned to CCSS. The district followed the legislative opening to transition to instructional materials from Columbia University Teacher’s College Reading and Writing Project (TCRWP), Lucy Calkin’s Reading and Writing Units of Study. The TCRWP developed units of study in response to CCSS, and piloted them for 18 months to ensure alignment, and all curricular materials including lessons, rubrics and student checklists are aligned to CCSS. PAUSD provided materials and instructional resources for each student (leveled classroom readers and student writing materials) to give students appropriate reading and writing learning opportunities.	No	0
Mathematics	California Everyday Mathematics, Wright Group/McGraw Hill - 2009	Yes	0
Science	Full Option Science System (FOSS), Delta Education, Inc. – 2008	Yes	0
History-Social Science	Kdg: History Social Science for California, Pearson - 2007 Grades 1 – 4: Reflections for California, Harcourt School Publishers – 2007 Grade 5 - TCI Social Studies Alive 2010	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

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. A Custodial Supervisor who 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 Nixon Elementary School main campus was originally constructed in 1970. The buildings on campus have been renovated and added to over the years. The latest modernization occurring in 2004 as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades included computer workstations and increased electrical capacity within the classrooms. Energy upgrades included new heating systems and lighting in the classrooms. The campus now has a refurbished library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. Modernization on campus in 2005 included a new playground equipment structure and the resurfacing of hard court and play surfaces.. The buildings were also re-roofed and painted in 2004 as part of the renovation. In 2007 a 960 square foot modular was added to accommodate growth. In the summer of 2011 a 1440 square foot modular was added to accommodate growth. The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District’s Capital Improvement Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. As of Jan. 2017 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 Nixon Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 20 hours daily.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Jan-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Jan-17				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	86	84	82	83	44	48
Mathematics	85	86	83	84	34	36

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	87	77	88.5	77.9
	4	98	93	94.9	83.9
	5	96	87	90.6	89.7
Male	3	49	43	87.8	74.4
	4	49	45	91.8	73.3
	5	51	44	86.3	86.4
Female	3	38	34	89.5	82.3
	4	49	48	98.0	93.8
	5	45	43	95.6	93.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	24	20	83.3	75.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	31	29	93.5	82.8
	5	40	35	87.5	91.4
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	12	11	91.7	54.5
	4	12	12	100.0	58.3
	5	13	11	84.6	63.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	37	35	94.6	88.6
	4	40	39	97.5	89.7
	5	32	32	100.0	93.8
Two or More Races	3	11	9	81.8	88.9
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	12	11	91.7	63.6
	5	11	8	72.7	50.0
English Learners	3	23	19	82.6	79.0
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	11	9	81.8	44.4
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	87	82	94.3	86.6
	4	98	94	95.9	84.0
	5	96	88	91.7	87.5
Male	3	49	45	91.8	84.4
	4	49	46	93.9	80.4
	5	51	45	88.2	84.4
Female	3	38	37	97.4	89.2
	4	49	48	98.0	87.5
	5	45	43	95.6	90.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	24	23	95.8	87.0
	4	31	30	96.8	93.3
	5	40	36	90.0	94.4
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	12	11	91.7	81.8
	4	12	12	100.0	66.7
	5	13	11	84.6	36.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	37	36	97.3	86.1
	4	40	39	97.5	87.2
	5	32	32	100.0	93.8
Two or More Races	3	11	10	90.9	100.0
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	12	12	100.0	50.0
	5	11	8	72.7	25.0
English Learners	3	23	21	91.3	90.5
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	11	9	81.8	33.3
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	94	86	92	91	89	88	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	95	87	91.6	92.0
Male	51	44	86.3	93.2
Female	44	43	97.7	90.7
Asian	40	35	87.5	94.3
Hispanic or Latino	12	11	91.7	72.7
White	32	32	100.0	93.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	3.4	29.9	58.6

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

The breadth and depth of involvement and support that the community provides Nixon is evident by the many ways in which parents participate in the school. Parents show the high value they place on education by working in classrooms, assisting in the library, helping with field trips and performing tasks at home. Parents are an integral part of planning, organizing, and participating in many schoolwide events.

The Site Council meets monthly. They review student achievement data, develop a plan for school improvement, allocate resources under their supervision to support the Single Plan for Student Achievement and the School Safety Plan. Their meetings are open to the public and the agendas and minutes are published.

The English Learners Advisory Committee meets twice per year. Our instructional program for English Learners is shared with parents and their input is sought regarding the best ways to support their children. Their meetings are open.

The PTA supports children and families in our school community. The PTA assumes a leadership role in organizing schoolwide community building events such as the Welcome Back Coffee, the Fall Family Picnic, the book fair, the skating party, Family Math and Science Nights, and International Night in the spring. PTA raises funds to support the acquisition of library materials, classroom instructional materials, technology for students, funds for teachers' classroom expenditures and educational school assemblies. PTA sponsors projects such as the third grade bicycle safety program, student council, parent education programs, and classroom and library volunteer support. The PTA also organizes and monitors an extensive after-school enrichment program.

Partners in Education (PiE) is a districtwide foundation with parent volunteers who serve as school based organizers. PiE raises funds to support additional staff at each school. In 2015-16, PiE funded classroom aides, our computer lab teacher, Spectra Art teachers, and counseling services at Nixon.

The leadership of all these organizations is noted in the NixonNames directory and phone numbers can be obtained by contacting Becky Brewer, the school secretary, at (650) 856-1622.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	0.5	0.6	0.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year a Safety Plan is developed by the Site Council, reviewed by the staff and students and is available to all parents. It has four areas of concentration with annual goals in one or more of these areas.

Personal Experiences of Students and Staff: to develop expertise throughout the school community in responding to emergency situations regarding physical injury and safety. Twenty-three staff members renewed or were trained in CPR and use of ACD device.

The School's Physical Environment: to practice and adhere to emergency procedures for disaster drills and lockdown situations.

The School Social Environment: to continue to develop leadership and civic skills through Student Council, class meetings, a schoolwide life skills program, community outreach, and conflict resolution.

The School's Culture: to develop in student a sense of responsibility for treating themselves and each other in a respectful way: to celebrate the diversity of our community.

The focus of our plan in 2015-16 was to improve parent awareness of our school emergency procedures. To meet this goal, we designed and produced refrigerator magnets and wallet sized cards with the most essential information for an emergency situation. The magnet and card further direct the parent to the place on the Nixon website which contains detailed information about emergency procedures.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		22		3		21	0	3	0
1	21		4		22		3		22	0	3	0
2	23		4		23		4		19.5	3	1	0
3	89		4		67		4		20.5	1	3	0
4	23		3		22		4		24.3	0	4	0
5	34		3		68		3		21.8	0	4	0

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.60	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.60	N/A
Resource Specialist	1.00	N/A
Other	2.80	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,266.91	\$1,854.00	\$9,412.91	\$102,375.93
District	N/A	N/A	\$8,293	\$95,811
Percent Difference: School Site and District	N/A	N/A	-5.6	-3.7
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	66.9	22.3

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

Types of Services Funded (Fiscal Year 2015-16)

Each year each school develops a Single Plan for Student Achievement (SPSA). This plan is available at the school site. The SPSA is developed by the School Site Council and is presented to the Board of Education for approval during a fall Board Work Session. This plan provides the budget detail on the uses of the site's categorical funds. The SPSA also describes the overall categorical funding received by the District in dollar amounts and the types of services funded. Most categorical programs are centrally funded and not within an individual school's budget. The notable exceptions are the state-funded School and Library Improvement Block Grant, which is allocated to each school on a per pupil basis, and the federally-funded Title I Assistance Program, which is provided for identified students in PAUSD's elementary schools with the highest concentrations of low income families.

The District also publishes an annual Budget Book, typically running over 400 pages, which details all District expenditures, General and Categorical, by school and by department. The 2016-17 Budget was adopted by the Board of Education on June 21, 2016. The Budget Book is available through Business Services at the District Office and on the PAUSD Website (<https://www.pausd.org/sites/default/files/pdf-faqs/attachments/2016-17%20Budget%20Book.pdf>).

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,563	\$44,958
Mid-Range Teacher Salary	\$91,635	\$70,581
Highest Teacher Salary	\$116,234	\$91,469
Average Principal Salary (Elementary)	\$147,122	\$113,994
Average Principal Salary (Middle)	\$154,034	\$120,075
Average Principal Salary (High)	\$170,698	\$130,249
Superintendent Salary	\$295,000	\$218,315
Percent of Budget for Teacher Salaries	40%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional Learning in the Palo Alto Unified School District is guided by our vision:

Vision for Professional Learning for PAUSD

Professional Learning is a comprehensive, sustained and intensive approach to improving teachers', principals' and support staffs' effectiveness in raising student achievement. In order to provide all students the highest-quality learning environment in every Palo Alto school, all certificated and classified staff must be continuously engaged in Professional Learning.

PAUSD's Professional Learning will:

- be focused on student learning goals and outcomes based on evidence (data)
- strengthen content knowledge and instructional strategies to meet the needs of all students
- be collaborative and foster a sense of collective responsibility focused on improved student performance, PK-12
- be ongoing, embedded in our daily work, with an emphasis on inquiry and reflection to improve practice
- be regularly evaluated to ensure experiences are high-quality, research-based, and effective in meeting intended goals
- be in alignment with site and district goals

Each year teacher and special education aides attend three dedicated professional learning days. The content for these sessions is informed by our focus goals which include high quality teaching and learning; equity and access; and wellness and safety. These goals represent priorities in our strategic plan, WASC and SPSA plans. Additional workshops on these topics, multimedia and technology are offered throughout the year, at the District and school sites. Reading specialists, special education teachers, school psychologists, speech therapists, EL teachers, and other non-classroom personnel are included and also receive additional training in their areas of expertise. Our district employees instructional coaches that work with individual teachers, teams and entire departments or staffs to support continuous growth and implementation of new strategies or curriculum. New teachers to PAUSD, including those who qualify for the BTSA Induction Program, attend workshops focused on curriculum, instruction, assessment, and special workshops on specific students' needs. In addition, BTSA participants receive formative assessment and one-to-one coaching. Teachers in need of additional support can access our Peer Assistance and Review program for targeted coaching support. Our non-instructional support staff also have opportunities to attend workshops related to district goals that pertain to their roles.

Professional learning is delivered in a variety of ways. We hold after school workshops, conduct blended workshops that combine online and in-person time, offer instructional coaching and in-depth summer institutes. In addition to coaching support, we ensure our administrators develop expertise in our focus areas so they are able to provide leadership and support at their sites.