

Duveneck Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Duveneck Elementary School
Street	705 Alester Avenue
City, State, Zip	Palo Alto, CA 94303
Phone Number	650.322.5946
Principal	Christopher Grierson
E-mail Address	cgrierson@pausd.org
Web Site	http://duveneck.pausd.org/
CDS Code	43-69641-6048292

District Contact Information	
District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Karen Hendricks
E-mail Address	khendricks@pausd.org
Web Site	www.pausd.org

School Description and Mission Statement (School Year 2017-18)

Duveneck, one of twelve elementary schools in Palo Alto, is a strongly supported neighborhood school serving families who value education. The students, teachers, and staff of Duveneck School embrace the following core values. These guide the actions of our working and learning community.

Knowledge: Learning is the cornerstone of education. In pursuit of knowledge, we value and cultivate creativity, challenge, and joy. This pursuit lays the foundation for our students to acquire fundamental skills, excel academically, and develop a life-long love of learning.

Responsibility: All members of our community demonstrate individual and shared responsibility for their actions and make student learning the top priority.

Respect: We show respect by treating each other with care, appreciation, kindness, and honesty. We demonstrate self-respect by acting with integrity. We acknowledge and appreciate "Upstanders" who make Duveneck an inclusive environment.

Communication & Participation: We value open, rational, and compassionate dialogue. We seek expression and integration of diverse points of view.

Teamwork: We are committed to achieve our goals through cooperation, collaboration, and collective problem-solving.

Security: We preserve and protect a safe and inclusive environment so that every member of our community feels the physical and emotional security necessary for optimal learning and growth.

The staff and parents of Duveneck School are committed to providing a balanced learning experience for all of our students. That balance includes a focus on:

- Academic growth through instruction in the core concepts, knowledge and skills of the curricula
- Intellectual growth by developing students' abilities to listen, think, apply, and communicate
- Social and personal growth by fostering productive personal attributes and interpersonal skills

To reach these aims, we constantly work towards a climate of openness and inclusion; we strive to make Duveneck Elementary School an inviting place to be and an inspiring place to learn and grow.

Our Mission: At Duveneck, we work together as an inclusive community to inspire a passion for learning. We commit to the academic success of each student and to the emotional well-being of all students, families, and staff.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	52
Grade 1	57
Grade 2	78
Grade 3	69
Grade 4	95
Grade 5	91
Total Enrollment	442

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	33.5
Filipino	0.2
Hispanic or Latino	9.5
Native Hawaiian or Pacific Islander	0.9
White	39.4
Two or More Races	15.6
Socioeconomically Disadvantaged	6.8
English Learners	16.3
Students with Disabilities	5.7
Foster Youth	0

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	26	25	751
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 26, 2017

Description of school's program towards meeting William's Settlement Requirements

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 26TH day of September, 2017.

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	Bridges Mathematics - 2017	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 – 5: Reflections for California, Harcourt School Publishers – 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. 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 Duveneck Elementary School main campus was originally constructed in 1950. The buildings on campus have been renovated and added to over the years with a multipurpose room added in 1955 and a library resource center added in 1969. The latest modernization occurring in 2003 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 modernization included building a new classroom building and one new relocatable classroom. The campus now has a modernized 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. The Multipurpose room is fifty-six years old, and is slated for reconstruction in the future. The District staff has been working with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan details proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. Modernization on campus in 2004 included the resurfacing of hard court and play surfaces. The buildings were also re-roofed and painted in 2003 as part of the renovation. One 1440 square foot modular was added in the summer of 2007 to accommodate growth. Planning is currently underway to a new 2 story classroom building and a single story 3 room classroom. Construction started as scheduled in fall of 2012 and was completed As of Dec. 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 Duveneck Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 18 hours daily.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Dec-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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Dec-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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: Dec-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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	86	82	83	81	48	48
Mathematics (grades 3-8 and 11)	86	84	84	81	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	247	96.48	81.71
Male	140	135	96.43	74.81

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	116	112	96.55	90.09
Black or African American	--	--	--	--
Asian	82	75	91.46	86.67
Filipino	--	--	--	--
Hispanic or Latino	25	25	100	40
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	100	98.04	87.88
Two or More Races	41	41	100	87.8
Socioeconomically Disadvantaged	16	16	100	31.25
English Learners	53	50	94.34	70
Students with Disabilities	21	21	100	33.33

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	257	254	98.83	84.25
Male	141	139	98.58	85.61
Female	116	115	99.14	82.61
Black or African American	--	--	--	--
Asian	82	80	97.56	92.5
Filipino	--	--	--	--
Hispanic or Latino	26	26	100	42.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	102	101	99.02	86.14
Two or More Races	41	41	100	95.12
Socioeconomically Disadvantaged	17	17	100	29.41
English Learners	54	53	98.15	69.81
Students with Disabilities	22	22	100	36.36

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	93	91	89	88	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.6	23.6	66.3

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 State priority: Parental Involvement (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 2017-18)

Duveneck School greatly benefits from its partnership with the parents and community. The PTA, School Site Council and staff members work together to support and enrich the school life of the students. In addition, parents donate thousands of volunteer hours in classrooms and for special events. We encourage parents to become involved at school in whatever way is best for them: they assist in classrooms, the library, our makers space, and around the school leading a wide variety of activities. Many parents provide enrichment activities through sharing aspects of their culture or professional expertise; some work with students in our gardens or provide noon activities. Under the leadership of our amazing PTA co-presidents, Duveneck parents and staff have orchestrated a number of positive, inclusive community-building activities such as our International Pot Luck, Book Fair, Science Fair, and Harvest Carnival.

The Duveneck School Site Council is an elected group of parents and staff, which develops and oversees the implementation of a comprehensive school plan. The Council responds to the needs of students, staff, and teachers. This year, our Site Council's blog will be used to increase the amount of community awareness. We will also designed a recent Community Survey (November 2017) that collected 150 responses from our families. Our Site Council will use this anonymous input to guide the improvement of our school's programs. For more information, please visit: <http://duvenecksitecouncil.blogspot.com>

Parents also serve as representatives to various school, district and community committees and task forces.

For more information about parental involvement, contact the school secretary, Elaine Saussotte, (650) 322-5946. She can put you in contact with our PTA leadership.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	0.6	0.5	0.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Goal 1: Ensure a positive school culture in which students are able to successfully solve problems with their peers.

This includes structured instructional time, as well as unstructured time spent on the playground, as measured by Fall and Spring Student Connectedness Surveys, Dragon Pride Cards and Duveneck Behavioral Reports. Conflict Resolution Training and Responsive Classroom Approaches for our staff (this includes Noon Duty Supervisors) started in Fall 2015 and has continued since.

A new effort in this area is our school's integration of elements from a Positive Behavior Instructional Support (PBIS) Model. During our 2016-17 School Year, we have utilized our channel of Student Council as well as Staff Meetings to broadcast practice means of independent problem solving and inclusive communication strategies. Some examples include our "Peace Paths" and our work with Social Strategies of "Turning Towards", "Bending", "Polite Points", and "Shop Talk". In our recent Community Survey (November 2017), 97% of parents [who took the survey] reported their student feels safe and welcome at school. 97% reported their child feels safe and respected in the classroom, 95% reported their child feels safe and respected on the playgrounds.

Goal 2: To be prepared for an earthquake, a fire, or other disaster.

The Duveneck Staff was trained in Code Red protocols in Winter 2015, Spring 2016, Spring 2017. The school staff and students completed a Code Red Practice Drill in partnership with the Palo Alto Police Department in March 2016 and March 2017. This will happen again in March 2018. Every month our school completes either a Disaster or Fire Drill to help students and staff know exactly what to do in the event of a real emergency.

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21		6		18	6			122	3		1
1	22		3		18	4			19	3		
2	23		4		22		3		19	4		
3	75		4	2	64		4	1	23		3	
4	24		8		23		8		65		5	1
5	48	5	3	1	63	3	6	1	20	4	5	
Other					5	1			3	1		

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 2016-17)

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	1.00	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.60	N/A
Resource Specialist	2.00	N/A
Other	0.20	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,182.12	\$1,626.15	\$9,555.97	\$125,143.93
District	N/A	N/A	\$8,293	\$101,408
Percent Difference: School Site and District	N/A	N/A	-20.6	-12.3
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	40.4	11.4

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

Types of Services Funded (Fiscal Year 2016-17)

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 exception is 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/BudgetBook2016-17.pdf>.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,441	\$48,522
Mid-Range Teacher Salary	\$96,217	\$75,065
Highest Teacher Salary	\$122,046	\$94,688
Average Principal Salary (Elementary)	\$155,249	\$119,876
Average Principal Salary (Middle)	\$172,861	\$126,749
Average Principal Salary (High)	\$181,469	\$135,830
Superintendent Salary	\$300,900	\$232,390
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	6%	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 our Induction Program, attend workshops focused on curriculum, instruction, assessment, and meeting the needs of all students. In addition, Induction participants receive one-to-one coaching in support of their long-term goals and immediate needs. 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.