

# Escondido 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Escondido Elementary School
<b>Street</b>	890 Escondido Road
<b>City, State, Zip</b>	Stanford, CA 94305
<b>Phone Number</b>	(650) 856-1337
<b>Principal</b>	Chuck Merritt
<b>E-mail Address</b>	cmerritt@pausd.org
<b>Web Site</b>	<a href="http://escondido.pausd.org/">http://escondido.pausd.org/</a>
<b>CDS Code</b>	43-69641-6048250

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

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

Escondido Elementary School is the second largest of twelve elementary schools in the Palo Alto Unified School District, and the host of one of the district's choice programs, the Spanish Two-Way Dual Immersion program.

The school has over 540 students in grades kindergarten through fifth grade, with an average daily attendance of over 95%. As a hybrid school, half neighborhood English program and half district-wide Spanish Immersion program, Escondido students are residents of both the Palo Alto & East Palo Alto communities. Escondido's specific attendance area for the neighborhood English program includes Stanford University's graduate student family housing in Escondido Village, and the College Terrace and Evergreen Park neighborhoods and parts of East Palo Alto for students participating in the Voluntary Transfer Program (VTP). Students participating in Spanish Immersion come to Escondido from all the neighborhoods in Palo Alto, from East Palo Alto, and parts of Los Altos Hills.

Escondido children represent 32 countries and speak more than 14 different languages. Compared to other schools in the district, Escondido has one of the highest percentages of students who speak a language other than English. The school population includes 240 children in the Spanish Immersion Program, which is integrated into Escondido School.

#### **Mission Statement:**

Escondido celebrates global awareness and integrates multicultural education in the classroom. Our staff helps children develop an awareness of and an appreciation for various cultures and holidays through classroom activities, assemblies, guest speakers, music and art.

Our school encourages each child to reach his/her greatest potential through a nurturing student-centered environment. We believe it is our responsibility to:

- Provide a curriculum for all children that is rich, challenging and developmentally appropriate,
- Develop lifelong learners with self-confidence, motivation, social skills and a belief in themselves as valuable contributors to a global society,
- Assist children in becoming independent logical thinkers and creative problem solvers, and
- Create a school environment emphasizing safety, cooperation, respect, and appreciation of cultural diversity.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	100
<b>Grade 1</b>	80
<b>Grade 2</b>	101
<b>Grade 3</b>	84
<b>Grade 4</b>	83
<b>Grade 5</b>	87
<b>Total Enrollment</b>	535

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.7
Asian	15.3
Filipino	0.4
Hispanic or Latino	29.3
Native Hawaiian or Pacific Islander	0
White	41.5
Two or More Races	9.2
Socioeconomically Disadvantaged	19.6
English Learners	27.1
Students with Disabilities	4.7
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	34	32	30	751
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	1	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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	Bridges Mathematics - 2017	Yes	0
<b>Science</b>	Full Option Science System (FOSS), Delta Education, Inc. – 2008	Yes	0
<b>History-Social Science</b>	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 Escondido Elementary School main campus was originally constructed in 1960. The buildings on campus have been renovated and added to over the years with additional rooms added in 1961 and 1967. The latest modernization occurring in 2001 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 2001 modernization included conversion of two classrooms housing the library to classrooms, conversion and construction of a new library space within an existing building and construction of a new classroom wing. A modular classroom was added to accommodate growth in the summers of 2007 and 2008. The campus now has a new 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 forty-seven years old, and is slated for reconstruction in the future. 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. Modernization on campus in 2001 included a new playground equipment structure and the resurfacing of hard court and play surfaces. The buildings were also re-roofed and painted in 2001 as part of the renovation. During 2009 the back playground area was replaced. 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 Escondido Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 19 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> 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	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	71	65	83	81	48	48
<b>Mathematics (grades 3-8 and 11)</b>	77	63	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
<b>All Students</b>	252	249	98.81	64.66
<b>Male</b>	138	136	98.55	58.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	114	113	99.12	72.57
Black or African American	11	11	100	18.18
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100	77.78
Filipino	--	--	--	--
Hispanic or Latino	64	63	98.44	47.62
White	105	104	99.05	74.04
Two or More Races	31	30	96.77	70
Socioeconomically Disadvantaged	48	47	97.92	19.15
English Learners	57	55	96.49	43.64
Students with Disabilities	18	17	94.44	23.53

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	253	252	99.6	62.7
Male	138	137	99.28	64.96
Female	115	115	100	60
Black or African American	11	11	100	27.27
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100	80.56
Filipino	--	--	--	--
Hispanic or Latino	64	64	100	40.63
White	105	105	100	72.38
Two or More Races	32	31	96.88	70.97
Socioeconomically Disadvantaged	48	48	100	16.67
English Learners	57	57	100	43.86
Students with Disabilities	18	17	94.44	17.65

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)	85	90	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	16.1	17.2	49.4

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)

At Escondido, we feel parents are their children’s first and most important teachers. Many assist in classrooms, the library, on field trips, and around the school. Parents volunteer more than 23,000 hours of their time per year. The majority of parents belong to our PTA (Parent Teacher Association). Parents provide enrichment activities through sharing aspects of their culture or professional expertise; some work with students in our gardens or provide noon activities. Parents plan and staff a host of school activities such as our Book Fair, Talent Show, Last Day Fair, Staff Appreciation Week, Noon Art, International Fair, Green Team, Fall Family Fun

Festival, Science Fair, Meet the Principal Coffee and Track and Field Day. The PTA edits and distributes our school eNews and initiates and raises funds to support a wide variety of school enhancement and enrichment programs (e.g., noon sports activities, parent education and supplemental classroom materials). The PTA also provides funding for 100% of non-overnight field trips, so no individual family needs to pay for those co-educational experiences. Parents can also help underwrite costs of school programs and additional staff via donations to PTA and Partners in Education (PiE). In addition, each year the school supports one charitable organization impacting children or animals through the Penny Power program. Five parents are members of our School Site Council, an elected group that helps develop the school plan, yearly goals, and budget. Others represent Escondido at district level committees such as the District English Learner Advisory Committee and PTA Council.

### 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
<b>Suspensions</b>	0.3	0.2	0.2	0.6	0.5	0.8	3.8	3.7	3.6
<b>Expulsions</b>	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)

Escondido School rules are based on respect for ourselves and others, personal safety, and responsible behavior. Specific guidelines are provided to students and their parents during the first week of school and a compact is signed by the parent, student, teacher, and principal. Our playground is supervised by teachers at recess and before and after school, and a minimum of six noon supervisors at lunch. The school has an anti-bullying policy. In order to implement this policy, Escondido is engaged in the recently updated Second Step program (Committee for Children) to foster social/emotional development and effective problem-solving skills. We also continue to participate in Project Cornerstone activities such as the Expect Respect student training and leadership club.

Students contribute in many ways to our school. Students staff a Green Team to promote recycling. Fifth grade students also serve as co-captains in the Noon Sports Program for students in grades 3-5. Students at various grade levels participate in pedestrian, bicycle, and personal safety program presented by the Palo Alto Fire and Police Departments. All grades participate in a buddy program that pairs older students with younger students to create a connected and supportive community.

Emergency preparedness is a priority. We have a disaster plan which includes: storing equipment and supplies, holding regular earthquake, fire and lockdown drills, and discussing with students what they should do in an emergency. Staff members update their First Aid and CPR training periodically, most recently on October 6, 2017. Each classroom is equipped with a portable emergency preparedness kit. The school also houses a CERT emergency shed with several days supplies for a major disaster.

As prescribed by State law, a Safe School Plan is reviewed annually. The plan is derived from needs that surface during annual surveys to parents, staff, and students and by observations of the principal. Goals, objectives, and activities contained in the plan address the school's physical and social environment, as well as its culture. The Safety Plan was last reviewed fully in Spring of 2017 and is due to be revised by March of 2018. The Safety Plans addresses a) the integrity of the physical plant and safety needs related to buildings and grounds, b) emergency preparedness goals for the site, and c) goals for the social/emotional development of students.

## 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	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	4		20	1	8		103	3	2	1
1	21	1	4		22	1	3		20	2	2	
2	22		4		21	2	2		20	4	2	
3	74		4	1	21	2	2		21	2	2	
4	24		8		23		8		86	2	2	1
5	67	2	7	1	22	2	7		19	4	5	
Other					253		1	2	9	2		

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	0.8	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.80	N/A
Resource Specialist	1.00	N/A
Other	4.10	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	\$11,563.95	\$1,442.83	\$10,121.12	\$134,658.48
District	N/A	N/A	\$8,293	\$101,408
Percent Difference: School Site and District	N/A	N/A	-12.9	-4.1
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	53.9	21.7

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)

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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.