

Ohlone 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	Ohlone Elementary School
Street	950 Amarillo Avenue
City, State, Zip	Palo Alto, CA 94303-3701
Phone Number	650.856.1726
Principal	Dawn Yoshinaga
E-mail Address	dyoshinaga@pausd.org
Web Site	http://ohlone.pausd.org/
CDS Code	43696410000000

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)

The Foundation of the Ohlone Alternative

Trusting and Respecting Each Individual: Mutual respect, honesty, and personal responsibility are key elements

Developmental Approach: Each student's curriculum acknowledges the uniqueness and developmental level of that individual.

Growth and Assessment: An ongoing process of observation and feedback is utilized, designed to recognize individual growth and change.

Meaningful, Relevant Curriculum: Ohlone provides a "training ground for real life" so that each student becomes a self-directed, thinking, lifetime learner.

Multi-dimensional Learning: Optimal learning focuses on the whole child: Social, emotional and academic development are of equal importance.

Cooperation and Collaboration: Students of multiple ages work together on projects designed to help them share strengths, accept support & communicate ideas.

Student-Teacher-Parent Partnership: Students, teachers, and parents are partners who work together to support the students and school programs.

Ohlone's core values distinguish it from other neighborhood schools and form the basis of its educational and community structure. The Core Values Committee (CVC) provides Ohlone families and the larger community with a deeper understanding of and commitment to the Ohlone approach to education.

School Profile:

Ohlone School is one of twelve elementary schools in the Palo Alto Unified School District. As an officially designated district alternative school rather than a neighborhood school, Ohlone serves families from throughout Palo Alto, Stanford, and Los Altos Hills, as well as families from East Palo Alto who participate in the Voluntary Transfer Program. Attendance rates are high; non-excused absences average less than 1%. Children are admitted to Ohlone via an equal access drawing (lottery) which takes place the March prior to August entrance. Once siblings, and children participating in the Voluntary Transfer Program have been accommodated, all available Kindergarten spaces are filled from the equal access drawing. Parents are required to attend an orientation session prior to making a commitment to Ohlone's guiding principles and practices.

Out of 607 students, 50% of the children represent racial or ethnic minorities (50% White-Not Hispanic, 23% Asian-American, 9% Latino-American, 1% African-American, and 17% other). Collectively, in addition to English, Ohlone families speak more than 28 different languages at home.

School Goals:

Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.

Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.

Goal 1c: Foster social-emotional-physical health and resilience in every student as measured by improved student behaviors.

Goal 1d: Provide diverse avenues for student success that honor the unique talents and abilities of each student.

Practices:

Learning: Teachers encourage students to make responsible decisions regarding what to study, what resources to use, and how to evaluate their learning. Teachers are guides and facilitators. Students are encouraged to initiate and follow through on projects. We emphasize hands-on learning. Lessons commonly integrate multiple subjects. Homework is an extension of classroom curriculum, not a separate, add-on activity.

Environment: Classes feature multiple grades. The atmosphere is relaxed and informal. Classrooms offer the freedom to move around, talk, and share. Teachers design activities that promote cooperation and collaboration. A safe, non-judgmental environment provides opportunities for students to take risks and express themselves. We encourage participation of older and peer student tutors, parents and community members in classrooms.

Assessment and Growth: Teachers help students set appropriate goals. Students progress at their own level and rate. Parent-teacher conferences and written evaluations replace grades and report cards. Students receive support to develop positive social interactions and productive relationships. Students serve as role models for one another. Students and staff participate in making decisions and rules that directly concern them.

Instructional Staff:

The certificated staff consists of 28 classroom teachers; 4 specialists (Resource Specialist, Speech/ Language Specialist, Reading Specialist, English Language Development Specialist); and a Librarian. The Ohlone counseling staff consists of a school psychologist and one counseling intern. In addition to the certificated staff, Ohlone has support of a classified administrative assistant position, 2 custodians, 21 classroom aides (many of whom are Ohlone parents), and a science instructional assistant position. Two part-time math specialists assist both struggling and advanced children in mathematics.

Ohlone maintains the district pupil-teacher ratio of 24:1 in grades 4-5. The adult-child ratio is lowered considerably by the regular participation of parents and community volunteers who work side by side with classroom teachers and paraprofessionals.

Class size, K-5, averages 22 students. All classrooms at Ohlone provide multi-age, multi-graded environments; children usually remain with their teachers for two years.

The Ohlone Kids Club, operated by Palo Alto Community Child Care, provides an on-site program for Ohlone families who seek after-school care for their children. OKC currently serves children from more than 85 families, and is open from kindergarten dismissal until 6:00 p.m. on school days and from 7:30 a.m. until 6:00 p.m. on most school holidays. OKC is located in two portable buildings.

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

Grade Level	Number of Students
Kindergarten	99
Grade 1	97
Grade 2	94
Grade 3	93
Grade 4	95
Grade 5	98
Total Enrollment	576

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	31.8
Filipino	0.3
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.5
White	41.3
Two or More Races	16.8
Socioeconomically Disadvantaged	2.3
English Learners	14.2
Students with Disabilities	6.8
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	37	35	34	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 will visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. 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 Ohlone Elementary School main campus was originally constructed in 1949. The buildings on campus have been renovated and added to over the years with additional rooms, multi-purpose and office added in 1962. 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 2004 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. Two 1440 square foot modular classrooms were added to accommodate growth in the summers of 2008, and one 960 square foot building was added in 2008. The campus now has a renovated 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-five years old, and is slated for reconstruction in the future. The District staff has been 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 2004 included a new playground equipment structure and the resurfacing of hardcourt and play surfaces. The buildings were also re-roofed and painted in 2004 as part of the renovation. During the summer of 2008 two 1440 relocatable classrooms were added to accommodate growth. During the summer of 2010 work started on a new 2 story 8 classroom building. Work was completed in the fall of 2011. During the summer of 2011 (5) modular classroom buildings were removed from the campus reclaiming this area as green space. 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 Ohlone 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)

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			

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	
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: 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)	81	78	83	81	48	48
Mathematics (grades 3-8 and 11)	84	81	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	282	281	99.65	77.58
Male	146	145	99.32	70.34
Female	136	136	100	85.29
Black or African American	--	--	--	--
Asian	82	82	100	84.15
Hispanic or Latino	22	22	100	63.64
White	132	131	99.24	76.34
Two or More Races	44	44	100	75
Socioeconomically Disadvantaged	--	--	--	--
English Learners	57	57	100	66.67
Students with Disabilities	28	28	100	50

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	281	280	99.64	81.43
Male	146	145	99.32	81.38
Female	135	135	100	81.48
Black or African American	--	--	--	--
Asian	82	82	100	85.37
Hispanic or Latino	22	22	100	54.55
White	132	131	99.24	80.92
Two or More Races	43	43	100	90.7
Socioeconomically Disadvantaged	--	--	--	--
English Learners	57	57	100	71.93
Students with Disabilities	28	28	100	64.29

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)	90	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	13.3	35.7	44.9

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)

Parents play an integral part in the Ohlone learning community: by volunteering in the classroom or on campus, coordinating activities or special events, working as PTA officers or committee chairs, serving on the Ohlone School Site Council, or by participating as members of districtwide advisory committees, Core Values Committee, Farm Council, PiE, or the PTA Council.

Parents volunteer an average of 25,000 hours per year at school assisting children in the classroom or on the playground, making appearances as guest speakers, driving on field trips, arranging classroom celebrations, and taking part in school-wide work days on the Farm. Parents help maintain Ohlone traditions such as the Harvest Festival, Family Bingo Night, Auction, Family Orchestra Night, the Ohlone Book Fair, and Spring Picnic, and create new events, e.g. Science, Math, and Literary Nights, that contribute to and strengthen our growing sense of community. Room parents coordinate activities and events for every classroom.

Parent-Partnership: Parents involve themselves in school/classroom activities. We use the talents of parents and community members to support and enrich school programs. Parents participate in decision-making and policy formation. Teachers, staff, administrators, and parents accept and support the Ohlone philosophy.

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)

Ohlone 2017 School Safety Plan Approved bOhlone 2017 School Safety Plan Approved by Site Council May 8, 2017

Goal 1: Increase Traffic Safety

Through increased attention to and communication about Ohlone traffic and parking patterns (including drivers, pedestrians, and cyclists), identify risky areas and behaviors and then make concrete alterations to increase safety for all.

Tactic 1a (completed): with input from City Safe Routes to School and PTA Traffic Safety team, improve curb markings and signage in main parking lot to clarify drop-off procedures and reduce unsafe parking.

Tactic 1b (completed): on a trial basis, close gate to staff parking/fire lane area to reduce student drop-off and pick-up in this prohibited area.

Tactic 1c (completed and ongoing): offer temporary dashboard parking passes to non-staff needing access to fire lane parking.

Tactic 1d (completed and ongoing): work iteratively to identify safest procedures for pick-up shuttles. Current plan allots front section of drop-off/pick-up curb to shuttles only and also allows shuttle parking in staff parking near MP Room.

Tactic 1e (in trial phase): assign Ohlone staff after-school parking lot supervisory duty and assess effectiveness to determine plan for next year.

Tactic 1f (summer 2017): with input from Palo Alto Fire Department, City Safe Routes to School, and PTA Traffic Safety team: add striping, signage, and crosswalks to fire lane/staff parking to clarify safe parking spots, provide clear emergency access to fire hydrant and campus buildings, safely direct pedestrian traffic, and designate certain spots for shuttles (after 2pm).

Tactic 1g (for August 2017): prepare succinct, clear parking information for staff, including traveling PAUSD staff, to include information about available parking at Palo Alto Buddhist Temple.

Tactic 1h: (for August 2017): with PTA Traffic Safety Team, prepare succinct, clear parking, drop-off/pick-up, and commuting (by car, bike, or foot) instructions for parents & students.

Goal 2: Emergency Preparedness

Through training and practice, increase effectiveness (and facility of staff with) emergency procedures.

Tactic 2a: train staff (including aides) in basic emergency drills and run several fire and earthquake drills during school year.

Tactic 2b: train staff in more in-depth evacuation (natural disaster) procedures, review and re-assign specific roles, and run at least one complete drill during the school year.

Tactic 2c: train staff in Code Red lockdown procedures and do two drills (in conjunction with PAUSD risk management team and PAPD) during school year.

Tactic 2d: connect with PAPD resource officers at beginning of school year.

Goal 3: Physical Campus Safety

Review and make improvements in safety of physical campus, especially in light of recent weekend vandalism.

Tactic 3a: continue to encourage District to install locks and lights in back corner of campus, especially on and around Building G and terrace.

Tactic 3b (completed): install permanent combination lock on back gate (to Friends Meeting House parking lot) and lock all campus perimeter gates at 8:30am each school day.

Tactic 3c (completed): review agreements with and cooperation with Palo Alto Buddhist Temple and Friends Meeting House.

Tactic 4: consider installing video cameras (or dummies) at vulnerable spots on campus, should vandalism and break-ins continue.

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		9		22		9		105	1	8	2
3	46		9	2	41	1	8	3	21	3	6	
4	24		4		24		4		23		1	
5	21	3	11		51	4	11	1	21	4	10	
Other	259	1		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	0.80	N/A
Resource Specialist	1.00	N/A
Other	3.30	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	\$10,892.21	\$1,801.57	\$9,090.64	\$132,211.62
District	N/A	N/A	\$8,293	\$101,408
Percent Difference: School Site and District	N/A	N/A	-12.3	-2.3
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	55.1	24.0

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.