

Palo Verde 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	Palo Verde Elementary School
Street	3450 Louis Road
City, State, Zip	Palo Alto, CA 94303-4403
Phone Number	650.856.1672
Principal	Hillary Miller
E-mail Address	himiller@pausd.org
Web Site	http://palo-verde.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)

Palo Verde Elementary School has approximately 400 students, kindergarten through fifth grade. The school neighborhood is bounded by Highway 101 on the east, Middlefield Road on the west, Oregon Expressway on the north, and Charleston Road on the south. Approximately 3% of our students come from other areas in Palo Alto and 5% from outside the district, including voluntary transfers from Ravenswood School District.

The ethnic composition of the school is 1% African-American, 40% Asian, 37% Caucasian, 8% Hispanic, and 14% report as multiple races. The area encompasses a social, economic, cultural, linguistic, and ethnic diversity that is valued by the school community. Twenty-four different languages are spoken in students' homes. (The most common foreign languages are Mandarin, Spanish, Korean and Hebrew.) Thirteen percent of the students are classified as Limited-English proficient.

The majority of Palo Verde parents are engaged in professional, technical or managerial employment, and less than half are engaged in trades and services. Although the majority of families are homeowners, a sizable number of students live in rental properties, including apartments.

Palo Verde has a positive and supportive learning environment with clear and consistent standards for behavior. Through the cooperative learning environment, the school helps students develop leadership responsibilities, problem solving, and teamwork skills necessary to be successful and productive members of the larger community.

Class size for kindergarten is 19, first, second and third grades averages 23 students per room. Fourth and fifth grades average 24 students per classroom. Average daily attendance exceeds 95%.

Mission Statement: We believe that mastering academic skills, engaging in cooperative problem-solving, enjoying and participating in the arts, applying human relations skills, and increasing physical skills, strength, and endurance in a safe, supportive environment are vital to the full development of each child. Palo Verde staff, parents, and students work together to develop minds, build skills, enrich experiences, increase strength, solve problems, expand horizons, and encourage caring and responsible relationships.

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

Grade Level	Number of Students
Kindergarten	47
Grade 1	64
Grade 2	65
Grade 3	69
Grade 4	69
Grade 5	75
Total Enrollment	389

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	39.6
Filipino	0.3
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0.5
White	37.5
Two or More Races	13.6
Socioeconomically Disadvantaged	5.1
English Learners	12.1
Students with Disabilities	7.7
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	22	21	22	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
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 Palo Verde Elementary School main campus was originally constructed in 1953. The buildings on campus have been renovated and added to over the years with a multi-purpose room added in 1955. 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 construction of a new library and classroom. 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 fifty-one years old, and is slated for reconstruction in the future. Modernization on campus in 2004 included a new playground equipment structure and the resurfacing of hard court and play surfaces. The buildings were also re-roofed and painted in 2004 as part of the renovation. 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. 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 Palo Verde Elementary School campus is safe, well maintained and clean, with a custodial staff assigned for 16 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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	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	
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)	82	80	83	81	48	48
Mathematics (grades 3-8 and 11)	87	85	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	216	208	96.3	79.81
Male	111	106	95.5	76.42
Female	105	102	97.14	83.33
Black or African American	--	--	--	--
Asian	95	90	94.74	83.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	11	11	100	36.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	76	96.2	85.53
Two or More Races	29	29	100	75.86
Socioeconomically Disadvantaged	11	9	81.82	33.33
English Learners	48	41	85.42	68.29
Students with Disabilities	13	13	100	30.77

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	216	213	98.61	84.51
Male	111	109	98.2	86.24
Female	105	104	99.05	82.69
Black or African American	--	--	--	--
Asian	95	93	97.89	93.55
Hispanic or Latino	11	11	100	27.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	78	98.73	87.18
Two or More Races	29	29	100	75.86
Socioeconomically Disadvantaged	11	10	90.91	40
English Learners	48	47	97.92	78.72
Students with Disabilities	13	13	100	46.15

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)	92	88	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	5.3	21.3	69.3

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)

At Palo Verde, we feel that parents are their children’s first and most important teachers. Parents volunteer thousands of hours per year at the school. We encourage parents to become involved at school in whatever way is best for them: assisting in classrooms, the playground, the library, the garden, fundraising, and providing assistance to teachers. Many provide enrichment activities through sharing aspects of their culture or professional expertise. Parents plan and carry out a host of school activities, such as the Science Fair, Book Fairs, Noon Art, Harvest Fair, Project Cornerstone ABC Readers, International Fair, and many other functions.

Many parents belong to the Parent Teacher Association (PTA), which coordinates volunteer activities benefiting school children under the guidelines of the National, State, and Local PTA. The PTA also produces and distributes our school newsletter, the VOICE. Parents also serve on various district and community committees. Four parents are members of our school Site Council, an elected group that helps develop the school plan and yearly goals.

Palo Verde students benefit from a school-wide learning environment characterized by safe conditions; positive, enjoyable relationships; and engaging, productive activities. This environment reflects faculty/staff and parent-participation dynamics which are exceptionally caring and collaborative, with a focus on learning and growth for all children.

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)

Palo Verde School rules are based on respect for others and ourselves, personal safety, and responsible behavior. Specific guidelines are provided to students during the first week of school and in the Palo Verde Handbook. Students and their parents read and sign the School and Playground Expectation for Behavior contract at the start of the year. The principal, Hillary Miller, spoke to third, fourth, and fifth grade classes at the beginning of the school year about behavior expectations and safety. Teachers supervise during recess and at least four noon adults supervise the 1st - 5th grade yard during lunch. Two adults supervise the kindergarten yard at lunch, with two fourth and/or fifth grade volunteers also supporting kindergartners. Our ABC Project Cornerstone parents recruit parent volunteers to help with yard duty and offer extension activities at lunchtime: such as Noon Art, Board Games, Walking Club, and Dance days, etc.

The school has four entrances. For safety, two of those entrances are locked overnight on weeknights, but all are open by 7:00 each school day and on the weekends. Fifteen minutes after the start of the day three of the four entrances are locked, ensuring all visitors enter campus at the office. All visitors on campus must first sign in at the office, and then wear a visitor badge while on campus and sign out before they leave.

Students use the restrooms and run errands in twos at all times. Red lines are drawn to help the students remember the areas in which they should not enter during the school days; such as behind buildings and the front of the school.

The PTA Traffic Safety Officer provides additional safety information to parents and students regarding Safe Routes to School. The PTA also organizes biking and walking pools to school for families. Third grade children participate in a bicycle safety program, a joint program of the City and PAUSD and staffed with PTA volunteers, to teach key skills to keep kids safe on the road. The lesson on bike practice ("Bike Rodeo") is presented annually by bicycle professionals, Palo Alto Fire Department and PA Police Department.

<https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=47400&SectionId=867420>

Emergency preparedness is a priority at Palo Verde and we have a comprehensive disaster plan, emergency equipment and supplies stored on campus. We provide ongoing staff training for First Aid and CPR. We also have regular earthquake and fire drills, and a lockdown protocol in place for emergency preparedness.

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	20	6			22		6		109	3		1
1	22		3		22		3		21	1	2	
2	23		3		34		3	1	22		3	
3	93		3	2	68		3	3	67		3	1
4	23		5		24		6		27		4	1
5	32	5	3	1	32	5	3	1	21	2	5	
Other	25		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)	0.80	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.60	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist	1.00	N/A
Other	1.20	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	\$10,482.80	\$948.09	\$9,534.71	\$141,157.32
District	N/A	N/A	\$8,293	\$101,408
Percent Difference: School Site and District	N/A	N/A	-4.5	1.7
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	68.8	29.1

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.