

# Terman Middle 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>	Terman Middle School
<b>Street</b>	655 Arastradero Rd.
<b>City, State, Zip</b>	Palo Alto, CA 94306
<b>Phone Number</b>	650.856.9810
<b>Principal</b>	Melissa Howell
<b>E-mail Address</b>	mhowell@pausd.org
<b>Web Site</b>	www.terman.pausd.org
<b>CDS Code</b>	436964106118707

<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)

Terman Middle School is the home to approximately 720 sixth, seventh, and eighth grade students from Palo Alto, Stanford, and Los Altos Hills. Our elementary feeder schools are Barron Park, Juana Briones, and Lucille Nixon, as well as students from Hoover, and Ohlone Elementary Schools. Most of our students will go on to Gunn High School.

Our Mission Statement:

Terman Middle School is an inclusive community of students, families, and educators engaged in achieving high academic and social standards with respect for diversity in a positive school climate. In order to achieve our Mission Statement we will: hire and retain a highly qualified staff committed to the middle school vision; have rigorous content and performance standards that are clear and measurable; design, implement, and maintain a clear communication system; commit to, collaborate on, and follow through with all actions supporting the Mission Statement and school's vision; establish and implement clear social standards; foster a sense of personal responsibility in each community member, develop and implement proactive interventions informed by data and research; plan and apply coherent staff development that supports our mission; solicit and respond to input from our diverse population; and, develop a sense of community through on-going meaningful activities.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	225
<b>Grade 7</b>	243
<b>Grade 8</b>	247
<b>Total Enrollment</b>	715

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.5
<b>American Indian or Alaska Native</b>	0.1
<b>Asian</b>	37.1
<b>Filipino</b>	1.5
<b>Hispanic or Latino</b>	14
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	36.5
<b>Two or More Races</b>	9.2
<b>Socioeconomically Disadvantaged</b>	11.5
<b>English Learners</b>	6.3
<b>Students with Disabilities</b>	9.1
<b>Foster Youth</b>	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	51	46	45	751
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	1	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 *	1	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	Selected novels from the California Department of Education Recommended Literature List <a href="https://www.cde.ca.gov/ci/cr/rl/">https://www.cde.ca.gov/ci/cr/rl/</a>  The Language of Literature (Grades 6–8) McDougal Littell: A Houghton Mifflin Company		0
Mathematics	Course 1, Course 2 Accelerated, Course 3, Algebra 1 - Big Ideas Math Geometry by Edwin E. Moise and Floyd L. Downs - Addison-Wesley Publishing Company		0
Science	Focus on [Earth, Life, Physical] Science, CA edition - Pearson Prentice Hall		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Discovering our Past: Ancient Civilizations - Glencoe/McGraw-Hill Discovering our Past - Medieval and Early Modern Times - Glencoe/McGraw-Hill Discovering Our Past- The American Journey - Glencoe/McGraw-Hill		0
<b>Foreign Language</b>	Descubre 2 Descubre 1 Bien Dit 1		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 visit 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 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 Terman Middle School campus was originally constructed in 1957. The site remained either a junior high school or a middle school until its closure in 1978 due to declining enrollment. In November 1981 the District and the City entered into a 19-year lease for the Terman site. Although the lease called for the District to transfer the property to the City in 2000, The City and the District agreed not to execute the grant deed in anticipation of the District reoccupying the site. In 2001 the school district started the process of re-opening Terman Middle School with occupancy on the Terman site occurring in 2003. The modernization program renovated all the classrooms. Classroom renovations included new finishes, casework, lighting, telecommunications and data systems. Future renovations bringing the school to the standards set in the Building for Excellence Program are planned when funding is realized in the passage of a future bond. Each building has been re-roofed and painted during the 2003 modernization. Athletic Facilities improvements was limited to new lockers. Improvements to the Gymnasium, shower facilities, replacement of heating and ventilating, pool and outside athletic facilities are scheduled for future improvements. In the fall of 2011 construction started on a new 8,000 square foot library and new location for the main office. This project will also include a new drama building and 2 new classrooms. Both of these projects were completed. The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. As of 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 Terman Middle School campus is safe, well maintained and clean, with a custodial staff assigned for 30 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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: Dec-17</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<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			
<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)**

<b>Year and month of the most recent FIT report: Dec-17</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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)	83	84	83	81	48	48
Mathematics (grades 3-8 and 11)	80	79	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	715	701	98.04	83.59
Male	399	390	97.74	79.23
Female	316	311	98.42	89.07
Black or African American	11	11	100	63.64
American Indian or Alaska Native	--	--	--	--
Asian	262	256	97.71	92.19
Filipino	--	--	--	--
Hispanic or Latino	105	103	98.1	46.6
White	259	253	97.68	88.54
Two or More Races	67	67	100	91.04
Socioeconomically Disadvantaged	82	82	100	37.8
English Learners	157	151	96.18	54.97
Students with Disabilities	68	65	95.59	23.08

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	715	708	99.02	79.24
Male	399	395	99	76.71
Female	316	313	99.05	82.43
Black or African American	11	11	100	36.36
American Indian or Alaska Native	--	--	--	--
Asian	262	259	98.85	91.89
Filipino	--	--	--	--
Hispanic or Latino	105	105	100	39.05
White	259	255	98.46	83.14
Two or More Races	67	67	100	88.06
Socioeconomically Disadvantaged	82	82	100	30.49
English Learners	157	157	100	52.23
Students with Disabilities	68	65	95.59	23.08

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
7	11.4	24.1	59.5

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)

We are fortunate to have families and a community, which provide immense support to our school. The PTA serves as a major communication channel with families, distributing a monthly newsletter, called Tiger Talk, and distributing a weekly PTA eNews to keep parents informed of school activities and opportunities for participation. The PTA holds monthly meetings, both general and executive board, as well as sponsors regular parent education events. Our parents provide countless hours of direct support to our school. Parent volunteers assist staff in the classrooms and library, transport and chaperone field trips, plan and chaperone student social events, and share their expertise on a wide range of subjects and skills from cultural traditions to technology, and inclusion measures. This year the PTA has partnered with us with an intentional focus on fostering an even more safe and welcoming school climate. Parents attend regularly scheduled Principal's Coffees, participate in Parent Visitation Days, and attend Grade Level Parent Network meetings. Our School Site Council consists of parents, students and staff, all selected by their peers, and is an important forum for input toward decision-making for our school. We welcome parent involvement and value parent input and support.

### 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	0.8	0.4	1.0	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)

Terman Middle School reviews and updates its school safety and security plans annually. Our comprehensive safety plan includes components that Student and Staff safety, Physical Environment, Social Environment, and Cultural Environment. In addition, Disaster/Emergency Action Plans provide protocols for responding to natural and man-made disasters. Preparedness efforts are coordinated with local agencies.

Providing a physically and emotionally safe school is a high priority for Terman Middle School. Collaborative efforts between the district, school sites, and the community emphasize continuous improvement processes and effective communication and utilization of resources. Involving health technicians, the district nurse, Human Services Teams, bond facility reservation funds, PTA, School Site Council, Student Council, Leadership Class, Instructional Supervisors, district Steering Committees, school site Team Leaders, staff, and students, that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

Anti-Bullying/Harassment and negative climate prevention education at Terman Middle School includes programs such as conflict resolution, Social Kindness, Project Cornerstone/Developmental Assets lessons, wellness lessons on physical education and nutrition, positive, instructive, and progressive discipline structures and practices. Specific bullying and harassment prevention (including Ed Code and Civil Rights protected status) graffiti, and alcohol, drug, and tobacco use prevention education lessons are given. A comprehensive health education program at Terman Middle School combines multiple aspects of health education.

## 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 (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	6	17		22	6	18		22	7	17	
Mathematics	22	8	15		21	12	13		21	11	13	
Science	27		18		26	2	18		26	2	16	1
Social Science	25	3	16		26	2	17		26	3	16	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**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	3.00	341
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.81	N/A
Psychologist	1.00	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.40	N/A
Resource Specialist	3.80	N/A
Other	3.20	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	\$14,328.25	\$2,301.00	\$12,027.25	\$134,866.86
District	N/A	N/A	\$8,293	\$101,408
Percent Difference: School Site and District	N/A	N/A	21.7	-1.9
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	115.2	24.5

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.