

El Carmelo Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| School Contact Information | |
|-----------------------------------|---|
| School Name | El Carmelo Elementary School |
| Street | 3024 Bryant Street |
| City, State, Zip | Palo Alto, CA 94306 |
| Phone Number | (650) 856-0960 |
| Principal | Danaé Reynolds |
| E-mail Address | dreynolds@pausd.org |
| Web Site | http://elcarmelo.pausd.org/ |
| CDS Code | 43-69641-6048235 |

| District Contact Information | |
|-------------------------------------|-----------------------------------|
| District Name | Palo Alto Unified School District |
| Phone Number | (650) 329-3700 |
| Superintendent | Dr. Don Austin |
| E-mail Address | daustin@pausd.org |
| Web Site | www.pausd.org |

School Description and Mission Statement (School Year 2018-19)

El Carmelo Elementary School, is an inclusive community which embodies a diverse group of students with varied experiences and backgrounds. Currently the school serves over 300 students kindergarten through fifth grade. The school serves families from a wide range of socio-economic backgrounds and from many difference countries of origin. The school neighborhood encompasses a social, economic, cultural, linguistic and ethnic diversity, which is valued by the school community.

El Carmelo staff members implement a balanced educational program that encourages children to grow as individuals and enables them to assume responsibility for their role individually and within a group. The children, teachers, support staff, parents, and the community all contribute to our mission of educating each child according to their gifts, needs and challenges.

Mission Statement:

El Carmelo students will develop self-respect, value learning, and cultivate an understanding of others through a school experience which fosters high expectations for academic, social, and emotional development in a global community.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 56 |
| Grade 1 | 42 |
| Grade 2 | 68 |
| Grade 3 | 69 |
| Grade 4 | 74 |
| Grade 5 | 68 |
| Total Enrollment | 377 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 0.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 37.9 |
| Filipino | 1.3 |
| Hispanic or Latino | 14.6 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 32.6 |
| Socioeconomically Disadvantaged | 17.2 |
| English Learners | 28.1 |
| Students with Disabilities | 8.0 |
| Foster Youth | 0.0 |

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 |
|---|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 21 | 23 | 19 | 753 |
| Without Full Credential | 0 | 0 | 0 | 6 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 6 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| 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 2018-19)

Year and month in which data were collected: November 2018

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 25TH day of September, 2018.

| 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 - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018 | 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 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 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 El Carmelo Elementary School main campus was originally constructed in 1955. The buildings on campus have been renovated and added to over the years with a multipurpose room added in 1957. The latest modernization occurring in 2001 as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades included computer workstations and increased electrical capacity within the classrooms. Energy upgrades included new heating systems and lighting in the classrooms. The 2001 modernization included a new classroom building, a new library building, and three new relocatable classrooms. The campus now has a new library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. The Multipurpose room is forty-nine years old, and is slated for reconstruction in the future. The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District’s Capital Improvement Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. Modernization on campus in 2001 included a new playground equipment structure and the resurfacing of hardcourt and play surfaces. The buildings were also re-roofed and painted in 2001 as part of the renovation. As of Dec. 2018 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 El Carmelo Elementary School campus is safe, well maintained and clean, with multiple 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: December 2018 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Addison ES: Rm 21 Portable Skirt need repair Duveneck ES: Gutter by Custodial room paint is chipping |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018 | | |
|--|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Gunn HS: Boys restroom village has torn linoleum |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Nixon ES: Serval downspouts need repairs Palo Alto HS: Gutters need repair |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 2018 | |
|---|------|
| Overall Rating | Good |

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 | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 74.0 | 77.0 | 81.0 | 82.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 83.0 | 84.0 | 81.0 | 83.0 | 37.0 | 38.0 |

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 209 | 199 | 95.22 | 76.88 |
| Male | 110 | 107 | 97.27 | 68.22 |
| Female | 99 | 92 | 92.93 | 86.96 |
| Asian | 75 | 72 | 96.00 | 83.33 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 27 | 100.00 | 48.15 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 73 | 67 | 91.78 | 77.61 |
| Two or More Races | 31 | 30 | 96.77 | 86.67 |
| Socioeconomically Disadvantaged | 32 | 31 | 96.88 | 38.71 |
| English Learners | 65 | 56 | 86.15 | 53.57 |
| Students with Disabilities | 20 | 20 | 100.00 | 50.00 |

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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 209 | 208 | 99.52 | 84.13 |
| Male | 110 | 110 | 100 | 79.09 |
| Female | 99 | 98 | 98.99 | 89.8 |
| Asian | 75 | 75 | 100 | 96 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 27 | 100 | 59.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 73 | 72 | 98.63 | 77.78 |
| Two or More Races | 31 | 31 | 100 | 93.55 |
| Socioeconomically Disadvantaged | 32 | 31 | 96.88 | 48.39 |
| English Learners | 65 | 64 | 98.46 | 70.31 |
| Students with Disabilities | 20 | 20 | 100 | 55 |

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 | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 12.1 | 9.1 | 72.7 |

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents and community volunteers are valued partners in the educational mission at El Carmelo. All are highly encouraged to become involved in their child’s education. Parents and community volunteers spend many hours supporting classroom instruction and school-wide activities. They volunteer in classrooms, provide student and sometimes teacher support, chaperone on field trips, provide and oversee noontime activities, plan and participate on school-wide workdays (site improvement), support teacher-directed enrichment activities, plan and teach the bicycle safety program, and many other activities.

Both the PTA and the School Site Council involve parents in a team effort and create an often-referred-to “strong sense of community.” The PTA raises funds that help augment classroom materials, support student activities (including the cost of all field trips), and help fund teacher innovation and creativity. Annual PTA sponsored programs include the Welcome Back Dinner, Pancake Breakfast, Spring Family Fun Day, Staff Appreciation Luncheon, Family Engineering, school-wide Assemblies, Book Fairs, parent education nights and other activities. Parents elected to the School Site Council participate in and contribute to the development and approval of the annual School Plan for Student Achievement, annual School Safety Plan, the yearly site goals and the School Improvement Program budget.

For information on opportunities for parent involvement at El Carmelo, please contact the office staff, Jennifer Fernandez and Ginny Nagao, at (650)856-0960.

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.0 | 0.5 | 0.0 | 0.5 | 0.8 | 1.0 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

The School Safety Plan is reviewed yearly by the School Safety Committee, which is comprised of members of the School Site Council. The focus for constructing the 2018-19 School Safety Plan was in five areas: (1) Emergency Procedures: To review, train and practice and for the school safety plan procedures for shelter-in-place, evacuation and student release of students during an emergency; (2) Buildings and Grounds: To maintain continual evaluation of the safety of the schools' building and grounds; (3) Traffic and Pedestrian Safety: To review the pedestrian/car traffic around the school in order to develop a safer travel climate around El Carmelo, especially during morning drop-off and afternoon pick-up times; (4) Leadership and Life Skills Development: To continue to develop leadership and cooperative learning skills among all El Carmelo students; (5) School Culture: To promote a school culture of respect and enhance students' emotional resiliency and problem solving skills with the larger aim of assuring that our school is a safe, positive and welcoming place to learn for the community.

The school rules at El Carmelo are simple. They are:

Be safe – don't do anything to hurt yourself or others.

Be responsible – control your actions.

Be respectful of people, the environment, and the property of others.

These rules form the basis for standards of behavior in both classrooms and on the playground. Teachers, often with the involvement of students, develop and manage rules specific to their classroom that will work best for their instructional programs. Teachers supervise the playground morning recess periods. Paid Campus Supervisors monitor the playground during the lunch period. An extensive bicycle safety program is part of the school safety program. This program is made possible by the joint efforts of the school and the PTA.

Key elements of El Carmelo's School Safety Plan address emergency/disaster procedures, discipline-related Palo Alto Unified School District policies, and applicable education codes. Such information is available for review at the El Carmelo School Office at 3024 Bryant, Palo Alto, California 94306 and online at elcarmelo.pausd.org. Parents may contact us at (650)856-0960.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | 2016-17 | | | 2017-18 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | 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 | 16 | 3 | | | 17 | 2 | | | 19 | 3 | | |
| 1 | 21 | 1 | 2 | | 19 | 3 | | | 21 | | 2 | |
| 2 | 23 | | 3 | | 21 | 1 | 2 | | 23 | | 3 | |
| 3 | 23 | | 3 | | 23 | | 3 | | 23 | | 3 | |
| 4 | 24 | | 3 | | 20 | 2 | 1 | | 25 | | 3 | |
| 5 | 24 | | 3 | | 25 | | 3 | | 23 | | 3 | |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | .8 | N/A |
| Library Media Teacher (Librarian) | 0.8 | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 0.8 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 0.5 | N/A |
| Resource Specialist (non-teaching) | 2 | N/A |
| Other | 1.8 | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$11,434.58 | \$1,307.62 | \$10,126.96 | \$102,323.42 |
| District | N/A | N/A | \$8,293 | \$106,088 |
| Percent Difference: School Site and District | N/A | N/A | -1.5 | 4.3 |
| State | N/A | N/A | \$7,125 | \$79,665 |
| Percent Difference: School Site and State | N/A | N/A | 74.1 | 32.4 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Each year each school develops a School 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 annually to the Board of Education for approval. This plan provides the budget detail on the uses of the site 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 which details all District expenditures, General and Categorical, by school and by department. The 2017-18 Budget was adopted by the Board of Education on June 20, 2017 (<http://www.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=AN4T3R72C3B6>).

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$63,197 | \$49,512 |
| Mid-Range Teacher Salary | \$100,603 | \$77,880 |
| Highest Teacher Salary | \$127,517 | \$96,387 |
| Average Principal Salary (Elementary) | \$163,988 | \$123,139 |
| Average Principal Salary (Middle) | \$176,347 | \$129,919 |
| Average Principal Salary (High) | \$188,728 | \$140,111 |
| Superintendent Salary | \$306,918 | \$238,324 |
| Percent of Budget for Teacher Salaries | 39.0 | 36.0 |
| Percent of Budget for Administrative Salaries | 6.0 | 5.0 |

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; and 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, and 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. Instructional coaches 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 equity, 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.