Frank S. Greene Jr. Middle 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	Frank S. Greene Jr. Middle School
Street	750 N. California Avenue
City, State, Zip	Palo Alto, CA 94303
Phone Number	(650) 494-8120
Principal	Dr. Valerie Royaltey-Quandt
E-mail Address	vroyalteyquandt@pausd.org
Web Site	https://greene.pausd.org/
CDS Code	43-69641-6060065

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)

Frank S. Greene Middle School, previously named David Starr Jordan Middle School, opened in 1937. The school was closed for six years from 1985 to 1991 due to a decline in district enrollment. The school is currently home to over 1,000 students, and enrollment is continuing to grow modestly. In the Spring of 2018, the name of the school was changed to honor Dr. Frank S. Greene, Jr., local scientist, educator, entrepreneur and role model.

Most Greene students come from the following elementary schools: Addison, Duveneck, Escondido, Walter Hays, Hoover, and Ohlone.

Greene Middle School provides a personalized, engaging, and academically rigorous education for our students. We have a rotating 7-period schedule, with each period meeting 4 times a week. Students also meet weekly with a faculty advisor.

Sixth grade students are grouped in core teams of roughly 50 students, sharing two teachers for their 4 core subjects— Math, Science, English, and Social Studies—across 5 periods. In addition, sixth grade students have one period that is shared between music and physical education and one period of our exploratory wheel—a rotation of seven elective classes.

Students in 7th and 8th grade are also grouped together in interdisciplinary teams, but students in these grades have a single teacher for each subject area. Seventh and 8th grade students take 4 core classes, PE, and choose among a rich array of 34 elective courses for their remaining two periods. Greene's elective course offerings include multi-media art, band, jazz, orchestra, foods/nutrition, leadership, drama, web page design, video production, broadcast media, biotechnology, Spanish, French, and Japanese. Greene also boasts a diversity of extracurricular sports, performing arts, and student clubs.

Mission Statement:

Greene Middle School is a community of students, staff, and families dedicated to a supportive and safe learning environment which fosters academic growth, resilience, independence, and personal enrichment. We build and facilitate independence in learning through collaboration among staff, students and families by implementing, reflecting and supporting best practices that benefit our school community.

A recent expansion of our mission is our commitment to students beyond the classroom. In the Fall of 2009, the School Climate Committee was established to lead our continuing interest in promoting a positive school climate, which can have a significant impact on student learning and social emotional health. Comprised of a working group of students, teachers, and parents, we are focused on the school's core values of respect, responsibility, and safety. Our goals in developing student programs are to empower students, help them feel connected, and foster responsible decision-making. Our hope is to create a learning environment that instills a sense of belonging to all students, so they feel safe, valued, and respected as both individuals and contributing members of the school community.

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

Grade Level	Number of Students
Grade 6	328
Grade 7	406
Grade 8	385
Total Enrollment	1,119

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.8
Asian	30.2
Filipino	0.3
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	1.1
White	43.8
Socioeconomically Disadvantaged	11.9
English Learners	3.9
Students with Disabilities	9.5
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	77	72	78	753
Without Full Credential	2	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	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	1

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	Selected novels from the California Department of Education Recommended Literature List https://www.cde.ca.gov/ci/cr/rl/ The Language of Literature (Grades 6–8) McDougal Littell: A Houghton Mifflin Company Elements of Literature - Holt, Rinehart and Winston		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	Yes	0
Science	Focus on [Earth, Life, Physical] Science, CA edition - Pearson Prentice Hall		0
History-Social Science	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
Foreign Language	Descubre 2 Descubre 1 Mei Zhou Hua Yu Ni Hao 1 Bien Dit 1 Hai, Ima! (Japanese)		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 Greene Middle School campus was originally constructed in 1937. Music rooms were added in 1960. Science, social studies and a remodel of the gym and administration wing occurred in 1965. The site was closed in 1985 due to declining enrollment. In 1990 the school district started the process of reopening Greene Middle School which occurred in 1991. Greene Middle School campus renovations have occurred recently as part of the Building for Excellence Program. This modernization program renovated all the classrooms at the Middle Schools. Classroom renovations included new finishes, casework, heating systems, lighting, telecommunications and data systems. A modular classroom was added to accommodate growth in the summers of 2009. The Library on campus has also been renovated during the Building for Excellence Program, with new reading and resource areas, audiovisual equipment and computer workstations provided. Each building has been re-roofed and painted during the 2001 to 2004 phased modernization. Improvements to the Gymnasium, pool and outside athletic facilities are scheduled for future improvements. One 960 square foot modular was added during the summer of 2009 to accommodate growth. Six 960 square foot modular buildings were added in fall of 2010 to accommodate growth and swing space for construction of a new 2 story classroom building and multi-purpose expansion that started in the summer of 2011. The District staff has been working with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan will detail 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. 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 Greene Middle School campus is safe, well maintained and clean, with multiple custodial staff assigned for 45 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)	81.0	80.0	81.0	82.0	48.0	50.0
Mathematics (grades 3-8 and 11)	82.0	81.0	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	1107	1054	95.21	80.15
Male	585	564	96.41	79.40
Female	522	490	93.87	81.02
Black or African American	20	19	95.00	36.84
American Indian or Alaska Native	--	--	--	--
Asian	336	326	97.02	92.64
Filipino	--	--	--	--
Hispanic or Latino	157	151	96.18	52.98
Native Hawaiian or Pacific Islander	12	10	83.33	22.22
White	485	452	93.20	80.97
Two or More Races	85	84	98.82	91.67
Socioeconomically Disadvantaged	137	133	97.08	37.12
English Learners	154	149	96.75	55.03
Students with Disabilities	98	91	92.86	29.67

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	1,108	1,060	95.67	80.83
Male	585	568	97.09	81.83
Female	523	492	94.07	79.67
Black or African American	20	19	95	36.84
American Indian or Alaska Native	--	--	--	--
Asian	336	327	97.32	95.4
Filipino	--	--	--	--
Hispanic or Latino	157	153	97.45	52.94
Native Hawaiian or Pacific Islander	12	10	83.33	10
White	486	455	93.62	81.32
Two or More Races	85	84	98.82	90.48
Socioeconomically Disadvantaged	137	133	97.08	36.09
English Learners	154	153	99.35	61.18
Students with Disabilities	99	91	91.92	32.97

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
7	14.9	31.6	42.0

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.

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)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Greene Parents support their children, the school and our efforts to provide a challenging education that fosters high student achievement. The following opportunities are available to our parents:
1. Parent Teacher Association (PTA)
2. Site Council
3. Classroom volunteers
4. Library/ Homework Center volunteers
5. Lunch supervisors
6. Textbook Adoption Committees

7. Student Activities/Field Trip Volunteers
8. School Climate Committee
9. Grade Level Parent Network Meetings
10. Parent Education/Outreach Events

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	1.8	0.7	1.8	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)

Greene Middle School is concerned about the safety of all students and realizes the benefits of safety accordance with California Education Code, Section 32286, a Comprehensive School Safety Plan (CSSP) format was adopted during the 1999-2000 school year. The CSSP is reviewed and approved annually by the principal and the School Site Council. Greene teachers and staff train regularly for disaster, code blue and other lock down drills.

The key elements of Greene Middle School's plan address emergency/disaster procedures, discipline, related Palo Alto Unified School District policies, and applicable Education Codes. It is available for review at 750 North California Avenue, Palo Alto. Parents may contact Dr. Valerie Royaltey-Quandt, School Principal, for additional information.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	21.0	17	22		21.0	14	26		21.0	11	28	
Mathematics	22.0	16	20		22.0	13	23		21.0	20	18	
Science	26.0	2	28		24.0	7	25		25.0	8	25	
Social Science	27.0		28		24.0	8	24		25.0	8	24	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.2	266.43
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.14	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	7.8	N/A
Other	0.3	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	$13,484.86	$1,821.17	$11,663.69	$105,481.83
District	N/A	N/A	$8,293	$106,088
Percent Difference: School Site and District	N/A	N/A	11.6	-2.9
State	N/A	N/A	$7,125	$79,665
Percent Difference: School Site and State	N/A	N/A	97.3	23.3

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.