

Juana Briones Elementary

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	Juana Briones Elementary
Street	4100 Orme Ave.
City, State, Zip	Palo Alto, CA 94306-3106
Phone Number	650.856.0877
Principal	Kathryn Bimpson
E-mail Address	kbimpson@pausd.org
Web Site	http://briones.pausd.org/
CDS Code	43696410000000

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)

Juana Briones Elementary School is a neighborhood school of considerable economic and cultural diversity. Families sending children to our school come from all walks of life, including Silicon Valley and Stanford University. The school also reflects the international flavor evident in greater Palo Alto. The mix of nationalities, traditions, and languages enhances our global awareness and cultural sensitivity.

Juana Briones is also home to students who face orthopedic and visual challenges. These students are mainstreamed or included in general education classes during the academic year. These students teach us important lessons about patience, perseverance, and diversity.

At Juana Briones, teachers, parents, staff, and students are dedicated to academic excellence. We are a community that builds on the gifts of all students in developing active, lifelong learners and instills in the students a sense of caring and kindness for all.

We want Juana Briones students to:

Work with determination to stretch their minds.

Acquire a solid academic foundation.

Solve problems and make decisions.

Communicate effectively.

Develop confidence in their own abilities.

Care about other human beings and respect individual differences.

All of us share in the decisions, the responsibility, and the commitment to a vision of excellence. We are confident each one of us has something significant to contribute to the school and the world.

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	44
Grade 2	64
Grade 3	47
Grade 4	48
Grade 5	63
Total Enrollment	314

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.0
Asian	33.1
Filipino	1.9
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.0
White	35.4
Socioeconomically Disadvantaged	16.9
English Learners	23.2
Students with Disabilities	8.9
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	19	21	22	753
Without Full Credential	0	0	1	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.	Yes	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 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 Juana Briones Elementary School main campus was originally constructed in 1952. The buildings on campus have been renovated and added to over the years with a multipurpose room being added in 1954. The latest modernization occurring in 2003 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 2003 modernization included construction of a new library building, expanded two classrooms in the upper wing and installed two new relocatable classrooms in 2005. The campus now has a new library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. The Multipurpose room is fifty-three 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 has detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. Modernization on campus in 2004 resurfacing of hardcourt and play surfaces was completed. The buildings were re-roofed and painted in 2003 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 pose 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 Briones Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 21 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)	83.0	88.0	81.0	82.0	48.0	50.0
Mathematics (grades 3-8 and 11)	85.0	87.0	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	156	147	94.23	87.76
Male	74	70	94.59	87.14
Female	82	77	93.90	88.31
Black or African American	--	--	--	--
Asian	57	53	92.98	92.45
Filipino	--	--	--	--
Hispanic or Latino	20	18	90.00	66.67
White	57	54	94.74	88.89
Two or More Races	18	18	100.00	94.44
Socioeconomically Disadvantaged	27	27	100.00	66.67
English Learners	46	40	86.96	82.50
Students with Disabilities	12	11	91.67	45.45

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	156	153	98.08	86.93
Male	74	72	97.3	84.72
Female	82	81	98.78	88.89
Black or African American	--	--	--	--
Asian	57	56	98.25	96.43
Filipino	--	--	--	--
Hispanic or Latino	20	20	100	45
White	57	55	96.49	92.73
Two or More Races	18	18	100	88.89
Socioeconomically Disadvantaged	27	27	100	55.56
English Learners	46	46	100	76.09
Students with Disabilities	12	11	91.67	45.45

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	4.9	24.6	62.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

A strong home/school partnership is the basis for the collaborative atmosphere at Juana Briones. Parents are involved in the PTA, the School Site Council, Palo Alto Unified School District committees, and day-to-day campus and classroom activities.

Volunteerism is encouraged. Parents are welcome on campus and in classrooms and routinely volunteer to support the instructional program. Parents serve as tutors, library assistants, drivers on field trips, teachers of special projects, literature study leaders, publishers of student work, and as clerical assistants. Numerous simulations, field trips, science lab activities, and overnight excursions simply would not be possible without parent support.

The Juana Briones PTA is very active and sponsors social events, parent workshops, and fundraising activities. Annual events and gatherings include the First Day Coffee, the Harvest Festival & Silent Auction, the Ice Cream Social, and the International Potluck. PTA funds have augmented funding for instructional materials, assemblies, and various classroom amenities.

The PTA also publishes and distributes The Briones Buzz, the school’s weekly newsletter and provides eNews, an electronic news service to the community. Parents and staff also maintain the school’s Web site.

The Juana Briones School Site Council is comprised of staff and parents who meet monthly during the school year to oversee the school site plan and other issues of mutual concern. The council monitors and reviews plans, allocates supplemental resources, and ensures the success and annual yearly progress of all students.

In addition to PTA and SSC, parents are encouraged to be an ABC parent reader. The parent volunteer attends trainings and then reads eight character education books to the class throughout the year.

Parents seeking information about how to become more involved in school life should call the front office at (650) 856-0877.

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	0.0	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)

JUANA BRIONES ELEMENTARY SCHOOL SITE COUNCIL
SAFETY PLAN GOALS

Approved by Briones SSC on 3/10/15 and being updated by the 2018-19 Site Council

Goal 1

Review, update, and/or establish comprehensive training and procedures related to Disaster and Lockdown preparedness.

Strategy 1.1 Update, review, and implement at the beginning of each school year specific procedures related to the Student Release Policy in the event of an Emergency or Disaster situation, including express communications with parents and students regarding Student Release procedures and preparation of Emergency ID tags for each classroom.

Strategy 1.2 Conduct one lockdown drill each school year in conjunction with the Palo Alto District Office and Palo Alto Police Department.

Baseline Data 1.1 Two Disaster Drills are conducted yearly, once in the fall, and once in the spring. Fire/Evacuation Drills occur monthly within the academic year. One lockdown drill is conducted each year.

Assessment 1.1 At least one communication will be sent out to parents and students during the 2016-17 calendar year regarding Emergency or Disaster Preparedness procedures.

Assessment 1.2 Staff will participate in Disaster Preparedness trainings and lockdown trainings during the academic calendar year.

Goal 2

Review, update, and/or establish specific procedures to increase on-campus pedestrian and bike safety.

Strategy 1.1 Educate and speak to younger students (K-2) through the City of Palo Alto’s Safe Moves to School assembly regarding pedestrian and bike safety in congested traffic areas and in/around parked vehicles where there are no sidewalks or designated bike paths. City of Palo Alto conducts bike safety sessions in third and fifth grade. Pedestrian safety is taught once a year to Kindergarten through second graders.

Strategy 1.2 Educate parent community about the upgrades to the Charleston/Arastadero Corridor Project. More information is available at: <http://www.cityofpaloalto.org/civicax/filebank/documents/46018>. Speak with the City of Palo Alto to get an update on the Maybell bike boulevard. Re-send the Briones Safe Routes to School handout electronically to the parent community.

Baseline Data 1.1 Look at data from the last three years of the Safe Routes Classroom Commute Tally given to classroom teachers in the fall of each year.

Assessment 1.1 Number of assemblies or student education sessions focusing on pedestrian and bike safety, specifically in congested traffic and in/around parked vehicles where there are no sidewalks or bike paths.

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	24		2		20	1	1		16	3		
1	23		2		18	3			22		2	
2	25		2		23		2		21		3	
3	19	3			23		2		23		2	
4	23		3		21	1	2		24		2	
5	25		3		22		3		21	1	2	

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)	0.60	N/A
Library Media Teacher (Librarian)	0.8	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1.92	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	\$13,883.55	\$2,437.09	\$11,446.45	\$109,769.53
District	N/A	N/A	\$8,293	\$106,088
Percent Difference: School Site and District	N/A	N/A	-3.3	-5.4
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	70.9	20.0

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.