

Walter Hays 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	Walter Hays Elementary School
Street	1525 Middlefield Rd.
City, State, Zip	Palo Alto, CA 94301-3353
Phone Number	650.322.5956
Principal	Mary Bussmann
E-mail Address	mbussmann@pausd.org
Web Site	http://hays.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)

Vision and Mission

We support all PAUSD students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students' knowledge, critical thinking, and problem-solving skills, and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her full intellectual, social, and creative potential.

We are a public, pre-K-12 school district that unites our students, teachers, staff, and parents to deliver on our collective vision by offering a rich and challenging academic experience to all students within a supportive community, dedicated to preparing our youth for the challenges of living in a fast-changing world.

The Walter Hays Way

At Walter Hays, we strive to bring to life our district's vision and mission statements every day. We partner to create a balanced environment for our children to learn and grow intellectually, socially, emotionally, and physically.

Walter Hays Core Values: Respect, Responsibility, Integrity, Initiative, Perseverance, Resilience, Empathy Inclusion, and Cooperation. The students, staff and families of Walter Hays strive to live these values every day. We recognize that with consistent effort and practice, along with our best intentions, we support a safe and positive environment for all to learn and grow. Each month every classroom focuses on the core value.

In order to prepare our student for the 21st Century work world, we have on going training of our teaching staff in the areas of English Language Arts, Mathematics, Social Studies and Science. The curriculum includes:

Teachers College of Columbia University Units of Study Reading Curriculum

Teachers College of Columba University Units of Study Writing Curriculum

Bridges in Mathematics

Social Studies Alive

FOSS Science that is adjusted to NGSS, pending our Science Adoption

Attendance rates are high. Class size varies from 19-24 students in grades K-5.

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	44
Grade 2	65
Grade 3	67
Grade 4	73
Grade 5	86
Total Enrollment	389

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	24.4
Filipino	0.8
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	2.6
White	42.2
Socioeconomically Disadvantaged	10.3
English Learners	20.8
Students with Disabilities	9.8
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	29	23	26	753
Without Full Credential	0	1	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 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 Walter Hays Elementary School main campus was originally constructed in 1923. The buildings on campus have been renovated and added to over the years with additional rooms added in 1947 and 1967. The original rooms were demolished and in 1970 a new classroom wing, administration wing and library were added. 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 constructing a new classroom building, administration and library were designed and built within an existing structure. 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 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 hard court 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 Hays Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 19 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	79.0	81.0	82.0	48.0	50.0
Mathematics (grades 3-8 and 11)	80.0	86.0	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	224	213	95.09	78.87
Male	125	121	96.80	77.69
Female	99	92	92.93	80.43
Black or African American	--	--	--	--
Asian	62	60	96.77	86.67
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.00	56.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	99	91	91.92	81.32
Two or More Races	28	28	100.00	92.86
Socioeconomically Disadvantaged	21	21	100.00	19.05
English Learners	44	40	90.91	67.50
Students with Disabilities	25	21	84.00	19.05

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	224	219	97.77	86.3
Male	125	123	98.4	86.99
Female	99	96	96.97	85.42
Black or African American	--	--	--	--
Asian	62	62	100	95.16
Filipino	--	--	--	--
Hispanic or Latino	23	23	100	65.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	99	95	95.96	89.47
Two or More Races	28	28	100	96.43
Socioeconomically Disadvantaged	21	21	100	23.81
English Learners	44	44	100	77.27
Students with Disabilities	25	22	88	27.27

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	9.2	26.4	51.7

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)

There are many opportunities for parents to get involved at Walter Hays Elementary School. Parents volunteer in the classrooms, assist in the library, help supervise on the playground, driving and chaperoning on field trips, and serve in many volunteer roles through the Walter Hays PTA. Walter Hays School Principal Mary Bussmann meets monthly with PTA Co-Presidents Lise Latour and Meredith Martin, Site Council Chair Kylee Miller, and Partners in Education Chair Stephanie Frick to collaborate in planning events and ensuring that all families are included in both the academic and social activities for and with their children.

Walter Hays PTA serves our community by planning events that brings our diverse families together, including the beginning of the year Popsicle Welcome and First Day Parent Coffee; the Cultural Festival, where parents make booths with artifacts and food representing their nation or culture of origin; Fall Feast family day and fundraiser; the Book Fair, offering a variety of genres for students to explore; Family Math Night, entire families 'pack' the MP Room to engage in math games; and Ocean Night Open House Evening where all students share their month long study of different areas of the oceans.

The Walter Hays PTA also raises funds to support programs for our students, including Junior Museum Science enrichment classes, Playing With Poetry, 3rd Grade Musical, 5th Grade Revolutionary War Play, all student materials and supplies, 5th Grade Ropes Course, Noon Time Student Activities, MakerSpace support, Math Enrichment class, Units of Study Instructional Books and field trip scholarships.

The Partners in Education Team of volunteers at Walter Hays works with and for our school community to determine student needs and enrichment by providing financial resources for personnel that directly support students. PiE supports Junior Museum Science teacher instruction, Classroom Aides and Spectra Art.

Site Council, comprised of staff and parents, review student achievement data. Using that data they then collaborate to develop the annual School Plan for Student Achievement (SPSA) to support all students at our school. Site Council allocates funds to support student programs and reviews the School Safety Plan annually.

Our Family Engagement Specialist meets with Mary Bussmann, school principal on a weekly basis to plan events and share experiences of students and families, ensuring that our children have a sense of security and are consistently feeling safe and a member of our community. For many years the school principal planned, facilitated and hosted family meetings ("Community Conversations") for parents who want to know more about how to support their children at home with homework and making progress in reading and math. We have begun these evenings with dinner for the entire family. Then, the children go into a classroom with a supervisor for art projects and games while the parents learned different strategies of how to support their children at home. Last year we found that it was increasingly difficult for parents to attend. In an effort to continue this opportunity, Mary Bussmann will be reaching out to our neighboring school to explore holding these meetings together. Hopefully, this effort with help families make connections with other parents, further deepening their sense of community and gaining a sense of how to support their children academically, at home.

English Language Learner Advisory Committee, lead by the ELL Specialist, meets twice annually to share instructional programs and shares ways new families can become involved both academically for their children and socially with our community. We encourage these new families to partner with our staff to support their children.

Please learn more by reading our school website or contacting the school secretary Ruta Henard, 650-322-5956.

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)

The Walter Hays School Safety Plan was reviewed at the November 2018 Site Council Meeting. We will continue this work by conducting a comprehensive revision of the Walter Hays Safety Plan over the next few months, so that all safety measures are reviewed, revised and completed by March 1, 2019. Until that time we will follow the safety plan that is currently in place and approved.

The School Safety Plan includes procedures for various emergencies such as fires and/or earthquakes and Lock-Down. Disaster and Emergency preparedness is a priority at our school. Procedure information is provided to our community in the school handbook.

We hold regular fire, earthquake and Lock-Down drills as part of our disaster and emergency safety plan, which is reviewed annually. We store emergency equipment, supplies, and food in a special "Tuff Shed" on campus. Our staff completed the Lock Down Training presented by the Palo Alto Police Department, on Wednesday, November 7 and will participate in the "Team Leader Disaster Training" provided by the Palo Alto Police Department on Wednesday, December 5, 2018.

Many of our staff participate in First Aid and CPR training.

In addition, the School Safety Plan describes specific goals designed to improve the school climate, physical and social environments, and personal experiences of students and staff.

All of the students at Walter Hays are studying our nine Core Values: respect, responsibility, cooperation, empathy, inclusion, integrity, initiative, perseverance, and resilience. The principal holds a meeting each month of the year in every K-5 classroom to discuss in depth all nine core values. These class meetings enable the students to familiarize themselves with the core value concept and make it applicable in their own lives. Additionally, the PTA Core Values Committee, comprised of parents and Walter Hays staff, plan and organize guest speakers and activities that support embed the ideals of the core values for our students.

In addition, there are opportunities for students to be involved in school service, Kindergarten Lunch Buddies, and class buddies.

Our school psychologist and speech/language pathologist present six lessons to each class K-5 annually the Social Thinking Curriculum, developed by Michelle Garcia-Winner. Classroom 'Social Thinking' lessons and activities are designed to reinforce positive character development and supports student ability to constructively solve social conflicts. This instruction supports how children's understanding of taking personal responsibility and developing an understanding of positive social skills strategies.

Many teachers on staff have been trained and are implementing Responsive Classroom methods in their classrooms. In addition, teachers are trained in identifying and helping students who need help getting along with others and solving conflicts in the classroom and on the playground. Students are trained to use the "Peace Path" which supports them in a conflict resolution process. The Peace Path templates are found at five different locations on campus for students to easily access.

Safe School Goals for the 2018-19 School Year

Social Climate Goals:

- Provide students with opportunities to learn and practice positive social behaviors.
- Provide opportunities for students to be active participants and leaders in the school.
- Encourage students to communicate concerns and become proactive problem solvers.

Physical Environment Goals:

- Maintain a safe and functional school environment at all times.
- Protect the school from outsiders on campus; require all visitors to sign in when arriving on campus to volunteer or deliver items to the students.
- Maintain emergency provisions and follow emergency procedures when necessary.
- Suggest and support alternative routes to and from school to alleviate parking lot congestion.
- Improve parking lot safety.

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	19	3			21		2		18	3		
1	18	3			22		3		22		2	
2	23		3		21		3		22		3	
3	19	4			19	4			22		3	
4	21	1	3		21		4		24		3	
5	24	0	5		23		4		22		4	

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	0	
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.84	N/A
Resource Specialist (non-teaching)	3	N/A
Other	1.6	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	\$13,609.44	\$3,001.15	\$10,608.29	\$133,515.48
District	N/A	N/A	\$8,293	\$106,088
Percent Difference: School Site and District	N/A	N/A	-13.9	-3.6
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	52.2	22.4

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.