

Duveneck Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Duveneck Elementary School
Street	705 Alester Avenue
City, State, Zip	Palo Alto, CA 94303
Phone Number	650.322.5946
Principal	Leslie Crane
Email Address	lcrane@pausd.org
Website	http://duveneck.pausd.org/
County-District-School (CDS) Code	43-69641-6048292

Entity	Contact Information
District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Don Austin
Email Address	daustin@pausd.org
Website	www.pausd.org

School Description and Mission Statement (School Year 2019-20)

Duveneck, one of twelve elementary schools in Palo Alto, is a strongly supported neighborhood school serving families who value education. The students, teachers, and staff of Duveneck School embrace the following core values. These guide the actions of our working and learning community.

Knowledge: Learning is the cornerstone of education. In pursuit of knowledge, we value and cultivate creativity, challenge, and joy. This pursuit lays the foundation for our students to acquire fundamental skills, excel academically, and develop a life-long love of learning.

Responsibility: All members of our community demonstrate individual and shared responsibility for their actions and make student learning the top priority.

Respect: We show respect by treating each other with care, appreciation, kindness, and honesty. We demonstrate self-respect by acting with integrity. We acknowledge and appreciate "Upstanders" who make Duveneck a safe, welcoming, and inclusive environment.

Communication & Participation: We value open, rational, and compassionate dialogue. We seek expression and integration of diverse points of view.

Teamwork: We are committed to achieve our goals through cooperation, collaboration, and collective problem-solving.

Security: We preserve and protect a safe and inclusive environment so that every member of our community feels the physical and emotional security necessary for optimal learning and growth.

The staff and parents of Duveneck School are committed to providing a balanced learning experience for all of our students. That balance includes a focus on:

- Academic growth through instruction in the common core concepts, knowledge and skills of the curricula
- Intellectual growth by developing students' abilities to listen, think, apply, and communicate
- Social and personal growth by fostering productive personal attributes and interpersonal skills

To reach these aims, we constantly work towards a climate of openness and inclusion; we strive to make Duveneck Elementary School an inviting place to be and an inspiring place to learn and grow.

Our Mission: At Duveneck, we work together as an inclusive community to inspire a passion for learning. We commit to the academic success of each student and to the emotional well-being of all students, families, and staff.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	38
Grade 1	54
Grade 2	61
Grade 3	65
Grade 4	84
Grade 5	72
Total Enrollment	374

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	34
Filipino	0.3
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	1.3
White	33.2
Two or More Races	14.2
Socioeconomically Disadvantaged	8.3
English Learners	15.2
Students with Disabilities	10.2
Homeless	0.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	22	23	764
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: November 2019

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 24th day of September, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Units of Study for Teaching Reading (Heinemann, 2015)</p> <p>Units of Study for Teaching Writing (Heinemann, 2014)</p> <p>Units of Study in Phonics, Grade K (Heinemann)</p> <p>Units of Study in Phonics, Grade 1 (Heinemann)</p> <p>Units of Study in Phonics, Grade 2 (Heinemann)</p> <p>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</p>	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	classroom readers and student writing materials) to give students appropriate reading and writing learning opportunities. In 2018-19, Units of Study in Phonics was added to K-2 classroom instructional materials to address the need for more specific phonics instruction while complementing the Units of Study for Teaching Reading and Writing.		
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 Duveneck Elementary School main campus was originally constructed in 1950. The buildings on campus have been renovated and added to over the years with a multipurpose room added in 1955 and a library resource center added in 1969. 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 modernization included building a new classroom building and one new relocatable classroom. The campus now has a modernized 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-six years old, and is slated for reconstruction in the future. 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 details 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 included the resurfacing of hard court and play surfaces. The buildings were also re-roofed and painted in 2003 as part of the renovation. One 1440 square foot modular was added in the summer of 2007 to accommodate growth. Planning is currently underway to a new 2 story classroom building and a single story 3 room classroom. Construction started as scheduled in fall of 2012 and was completed. As of October 2019 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 Duveneck Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 18 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

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	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	
Electrical: Electrical	Fair	Duveneck - Whole School: Loose wire hanging off of building of library classroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	86	81	82	82	50	50
Mathematics (grades 3-8 and 11)	89	86	83	82	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	221	98.66	1.34	81.45
Male	122	119	97.54	2.46	76.47
Female	102	102	100.00	0.00	87.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	78	75	96.15	3.85	88.00
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	64.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	77	100.00	0.00	84.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	28	100.00	0.00	82.14
Socioeconomically Disadvantaged	20	20	100.00	0.00	55.00
English Learners	50	49	98.00	2.00	65.31
Students with Disabilities	29	29	100.00	0.00	58.62
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	221	98.66	1.34	85.97
Male	122	119	97.54	2.46	87.39
Female	102	102	100.00	0.00	84.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	78	75	96.15	3.85	94.67
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	61.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	77	100.00	0.00	85.71
Two or More Races	28	28	100.00	0.00	100.00
Socioeconomically Disadvantaged	20	20	100.00	0.00	40.00
English Learners	50	49	98.00	2.00	67.35
Students with Disabilities	29	29	100.00	0.00	55.17
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.5	19.7	67.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Duveneck School greatly benefits from its partnership with the parents and community. The PTA, School Site Council and staff members work together to support and enrich the school life of the students. In addition, parents donate thousands of volunteer hours in classrooms and for special events. We encourage parents to become involved at school in whatever way is best for them: they assist in classrooms, the library, our makers space, and around the school leading a wide variety of activities. Many parents provide enrichment activities through sharing aspects of their culture or professional expertise; some work with students in our gardens or provide noon activities. Under the leadership of our amazing PTA co-presidents, Duveneck parents and staff have orchestrated a number of positive, inclusive community-building activities such as our International Pot Luck, Book Fair, Science Fair, Harvest Carnival, Just Parties, and Spring Fling/Talent Show.

The Duveneck School Site Council is an elected group of parents and staff, which develops and oversees the implementation of a comprehensive school plan. The Council responds to the needs of students, staff, and teachers. This year, our Site Council will update our community through our Principal's Corner Newsletter that is sent out every Friday and by posting the information in a window box located on the upper wing wall of our campus.

Parents also serve as representatives to various school, district and community committees and task forces.

For more information about parental involvement, contact the school secretary, Elaine Saussotte, (650) 322-5946. She can put you in contact with our PTA and School Site Council leadership.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.4	0.5	0.8	1.0	1.0	3.6	3.5	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 2019-20)

The following goals were drafted and reviewed by our School Site Council in the March of 2019.

Please note, our current School Site Council will be reviewing and revising these goals and the included strategies again this year, and will finalize our new plans regarding school safety no later than March 1, 2020.

GOAL 1: To be fully prepared for an earthquake or other disaster by reviewing preparation and supplies for disasters; and by training all staff in their roles and responsibilities in the event of an earthquake or other disaster.

- Strategy 1.1: Provide annual review for all disaster teams
- Strategy 1.2: Provide monthly drills, alternating between Fire Drills and Earthquake Drills. Practice an annual lockdown drill (Code Red).
- Strategy 1.3: Establish a team of trained in Safety Care (responders) for de-escalating student behaviors.

GOAL 2: To maintain and improve student safety.

- Strategy 1.1: Remind community members about leash ordinance and hours for dogs (outside 7:30AM-4:00PM). Support DKC in messaging to community members.
- Strategy 1.2: Hold 3rd and 5th grade bike safety assemblies and Safe Moves, pedestrian, safety lessons K-2. Have two Walk and Roll Weeks (Fall/Spring) to foster Safe Routes behaviors.

GOAL 3: To improve student connectedness and strengthen support systems for student social, emotional and physical health

- Strategy 3.1: Support Responsive Classroom Approach school-wide.
- Strategy 3.2: Continue school-wide monthly Life Skills for every class.
- Strategy 3.3: Continue CASSY school-based counseling services, four days a week. Counselor will participate in weekly Specialist meetings.
- Strategy 3.4: Implement New Student and Buddy Pizza Lunch with the Principal at the start of the school year to increase new relationships across our campus.
- Strategy 3.4: Survey Student-to-Staff Connectedness and Staff-to-Student Connectedness twice per year (Fall/Spring).

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	122	3		1	120	3		1	93	3		1
1	19	3			19	3			18	3		
2	19	4			22		3		20	2	1	
3	23		3		21		4		22	1	4	
4	65		5	1	87		3	1	58	1	4	1
5	20	4	5		20	3	6		15	7	3	
Other**	3	1			5	1						

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.2

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,961.81	\$1,861.34	\$11,100.46	\$108,904.62
District	N/A	N/A	\$12,255.33	\$109,894.00
Percent Difference - School Site and District	N/A	N/A	-20.6	-12.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	40.4	11.4

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 2018-19)

The district relies on federal categorical funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The use of categorical funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner specialists. Funds are also used to support district-wide professional development in curriculum and English learner support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds.

For a more detailed analysis of services funded, refer to the LCAP Addendum for 2018-19
<https://www.pausd.org/explore-pausd/local-control-and-accountability-plan-lcap>.

In addition, each year each school develops a School Plan for Student Achievement (SPSA). The California Department of Education describes the School Plan for Student Achievement (SPSA) as the “plan of action to improve student academic performance by coordinating all educational services and resources.” Each school’s SPSA document is developed by reviewing site-specific student achievement data and developing an improvement process.

The School Site Council (SSC) is the decision-making body responsible for establishing the goals, with input from the staff and the parent community, delineated in the SPSA. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the PAUSD Board annually and available through the following link:
<http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=BCMTFT68A305>.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$65,093	\$51,374
Mid-Range Teacher Salary	\$103,621	\$80,151
Highest Teacher Salary	\$131,343	\$100,143
Average Principal Salary (Elementary)	\$166,806	\$126,896
Average Principal Salary (Middle)	\$176,596	\$133,668
Average Principal Salary (High)	\$185,917	\$143,746
Superintendent Salary	\$297,950	\$245,810
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	8

Professional Learning in the Palo Alto Unified School District is guided by our vision:

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.

Each year teacher and special education aides attend three dedicated professional learning days, and elementary teachers have an additional three partial days. In 2017-18 and 2018-19 grade level or course-alike teams were provided with one release day to focus on professional learning. Teachers new to the district attend one full day of professional learning each fall in their first two years in the district. Four of our elementary schools are provided an additional five days for in-depth professional learning focused on literacy.

Professional learning is informed by PAUSD's goals which include high quality teaching and learning; equity and excellence; and wellness and safety. 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. 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. PAUSD holds after school workshops, conducts blended workshops that combine online and in-person time, offers 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.