

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

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)

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

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

Greene Middle School provides a personalized, engaging, and academically rigorous education. There is a rotating seven-period schedule, with each period meeting four times a week. Students also meet weekly with a faculty advisor.

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

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

Vision Statement:

Greene Middle School is a collaborative community of students, families and staff dedicated to a supportive and safe learning environment, which fosters a sense of belonging, academic growth, personal enrichment, resilience, and independence.

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

Grade Level	Number of Students
Grade 6	325
Grade 7	324
Grade 8	401
Total Enrollment	1,050

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.7
Asian	29.5
Filipino	0.2
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	1
White	41
Two or More Races	11.9
Socioeconomically Disadvantaged	10.6
English Learners	5
Students with Disabilities	9
Homeless	0.1

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	72	67	68	764
Without Full Credential	0	1	1	8
Teaching Outside Subject Area of Competence (with full credential)	1	1	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	1	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	Selected novels from the California Department of Education Recommended Literature List https://www.cde.ca.gov/ci/cr/rl/ The Language of Literature (Grades 6–8) McDougal Littell: A Houghton Mifflin Company Elements of Literature - Holt, Rinehart and Winston		0
Mathematics	Course 1, Course 2 Accelerated, Course 3, Algebra 1 - Big Ideas Math Geometry - Jurgensen, Brown and Jurgensen	Yes	0
Science	Focus on [Earth, Life, Physical] Science, CA edition - Pearson Prentice Hall		0
History-Social Science	History Alive! The Ancient World (Teachers' Curriculum Institute) History Alive! The Medieval World and Beyond (Teachers' Curriculum Institute) History Alive! The United States Through Industrialism (Teachers' Curriculum Institute)	Yes	0
Foreign Language	Descubre 2 Descubre 1 Mei Zhou Hua Yu Ni Hao 1 Bien Dit 1 Hai, Ima! (Japanese)		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. A Custodial Supervisor who monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community. The Greene Middle School campus was originally constructed in 1937. Music rooms were added in 1960. Science, social studies and a remodel of the gym and administration wing occurred in 1965. The site was closed in 1985 due to declining enrollment. In 1990 the school district started the process of reopening Greene Middle School which occurred in 1991. Greene Middle School campus renovations have occurred recently as part of the Building for Excellence Program. This modernization program renovated all the classrooms at the Middle Schools. Classroom renovations included new finishes, casework, heating systems, lighting, telecommunications and data systems. A modular classroom was added to accommodate growth in the summers of 2009. The Library on campus has also been renovated during the Building for Excellence Program, with new reading and resource areas, audiovisual equipment and computer workstations provided. Each building has been re-roofed and painted during the 2001 to 2004 phased modernization. Improvements to the Gymnasium, pool and outside athletic facilities are scheduled for future improvements. One 960 square foot modular was added during the summer of 2009 to accommodate growth. Six 960 square foot modular buildings were added in fall of 2010 to accommodate growth and swing space for construction of a new 2 story classroom building and multi-purpose expansion that started in the summer of 2011. The District staff has been working with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan will detail proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. As of 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 Greene Middle School campus is safe, well maintained and clean, with multiple custodial staff assigned for 45 hours daily.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Greene Middle - Ceiling damage beneath overhang by C-wing restroom
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Greene Middle - Ceiling damage beneath overhang
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)	80	80	82	82	50	50
Mathematics (grades 3-8 and 11)	81	79	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	1042	1012	97.12	2.88	79.94
Male	571	561	98.25	1.75	77.90
Female	471	451	95.75	4.25	82.48
Black or African American	21	18	85.71	14.29	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	310	303	97.74	2.26	91.75
Filipino	--	--	--	--	--
Hispanic or Latino	142	139	97.89	2.11	46.04
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	18.18
White	425	409	96.24	3.76	84.84
Two or More Races	125	124	99.20	0.80	86.29
Socioeconomically Disadvantaged	132	126	95.45	4.55	34.92
English Learners	121	117	96.69	3.31	54.70
Students with Disabilities	96	91	94.79	5.21	30.77
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	1042	1014	97.31	2.69	79.29
Male	571	561	98.25	1.75	80.04
Female	471	453	96.18	3.82	78.37

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	21	18	85.71	14.29	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	310	304	98.06	1.94	93.75
Filipino	--	--	--	--	--
Hispanic or Latino	142	139	97.89	2.11	44.60
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	9.09
White	425	410	96.47	3.53	82.68
Two or More Races	125	124	99.20	0.80	84.68
Socioeconomically Disadvantaged	132	126	95.45	4.55	32.54
English Learners	121	118	97.52	2.48	51.69
Students with Disabilities	96	91	94.79	5.21	29.67
Students Receiving Migrant Education Services					
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
7	13.4	32.2	43.6

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)

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

Greene Parents support their children, the school and our efforts to provide a challenging education that fosters high student achievement. The following opportunities are available to our parents:

1. Parent Teacher Association (PTA)
2. Site Council
3. Classroom volunteers
4. Library/Homework Center volunteers
5. Lunch supervisors
6. Textbook Adoption Committees
7. Student Activities/Field Trip Volunteers
8. School Climate Committee
9. Grade Level Parent Network Meetings
10. Parent Education/Outreach Events

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 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	0.7	1.8	2.1	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)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	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* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	21	14	26		21	11	28		21	17	20	
Mathematics	22	13	23		21	20	18		21	16	19	
Science	24	7	25		25	8	25		24	8	24	
Social Science	24	8	24		25	8	24		25	5	24	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	218.8

*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)	4.8
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
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	\$15,049.35	\$2,026.43	\$13,022.92	\$111,711.21
District	N/A	N/A	\$12,255.33	\$109,894.00
Percent Difference - School Site and District	N/A	N/A	11.6	-2.9
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	97.3	23.3

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

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

Types of Services Funded (Fiscal Year 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

Category	District Amount	State Average For Districts In Same Category
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	6	6	5

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.