

Herbert Hoover 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	Herbert Hoover Elementary School
Street	445 E. Charleston Road
City, State, Zip	Palo Alto, CA 94306
Phone Number	(650) 320-8106
Principal	James Sherman
Email Address	jsherman@pausd.org
Website	http://hoover.pausd.org/
County-District-School (CDS) Code	43-69641-6048201

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)

We expect staff and parent commitment to and support of Hoover’s Guiding Principles:

Academics:

- We provide a collaborative, teacher-facilitated, student-centered instructional program, based on Common Core, state and district-mandated standards. We emphasize the importance of the social and emotional growth of each child. We emphasize the importance of uninterrupted instructional time which enables students to build a solid foundation for academic success while providing regular opportunities for students to increase the depth of their learning and the complexity of their thinking.
- We promote curiosity, questioning, critical thinking, and problem solving skills.
- We maintain high expectations and utilize proven best practices in order to maximize each student's potential and facilitate the achievement of academic excellence.
- We emphasize individual accountability as a key ingredient of a student's academic achievement.
- We promote the development of autonomous learners: students who have good communication skills and study habits, are organized, and work independently.

School Environment:

- We provide a safe, welcoming environment with clear academic and behavioral expectations coupled with differentiated support.
- We adhere to a school-wide language based on making safe, respectful, responsible choices.
- We are a Project Cornerstone school and have fully implemented the ABC Reading Program.
- We have adopted the Responsive Classroom approach to learning on a school-wide basis and continue to utilize conflict resolution strategies.
- We have yoga in every classroom with social skills embedded in each lesson (empathy, mindfulness, problem solving, stamina, growth mindset, etc.)
- We utilize the Social Thinking curriculum by Michelle Garcia-Winner in primary grades.
- We provide resilience-building support through the Acknowledge Alliance program, Project Resilience.
- We expect every staff member to be responsible for the safety and learning of every child in the school.
- We expect parental involvement in each child’s personal and academic growth.
- We expect cooperation, communication, and respect among all members of our community.

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

Grade Level	Number of Students
Kindergarten	58
Grade 1	66
Grade 2	66
Grade 3	68
Grade 4	65
Grade 5	72
Total Enrollment	395

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
Asian	70.4
Filipino	0.3
Hispanic or Latino	6.8
Native Hawaiian or Pacific Islander	0.8
White	7.3
Two or More Races	12.4
Socioeconomically Disadvantaged	7.1
English Learners	14.7
Students with Disabilities	6.1
Homeless	

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	24	22	22	764
Without Full Credential	0	1	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</p>	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	resources for each student (leveled 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
Science Laboratory Equipment (grades 9-12)	n/a		

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 Hoover Elementary School main campus was originally constructed in 1953. The buildings on campus have been renovated and added to over the years with additional rooms added in 1954 and 1958. Modernization occurred in 1998 when this school site was re-opened as Hoover. Modernization has continued 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 were added in 1998. Energy upgrades included new heating systems and lighting in the classrooms were completed in the summer of 2005. In 2009 carpet was replaced in 7 classrooms. The campus now has a refurbished 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 forty-nine 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 the campus in 2005 includes new playground equipment structures and the resurfacing of hardcourt and play surfaces. The buildings were also re-roofed and painted in 1998 as part of the renovation. 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 Hoover Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 16 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	
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)	88	87	82	82	50	50
Mathematics (grades 3-8 and 11)	94	94	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	206	203	98.54	1.46	86.70
Male	113	111	98.23	1.77	82.88
Female	93	92	98.92	1.08	91.30
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	145	143	98.62	1.38	93.71
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00	0.00	64.29
Two or More Races	25	25	100.00	0.00	96.00
Socioeconomically Disadvantaged	20	19	95.00	5.00	47.37
English Learners	59	57	96.61	3.39	70.18
Students with Disabilities	19	18	94.74	5.26	55.56
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	206	205	99.51	0.49	94.15
Male	113	113	100.00	0.00	93.81
Female	93	92	98.92	1.08	94.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	145	145	100.00	0.00	96.55
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00	0.00	100.00
Two or More Races	25	25	100.00	0.00	96.00
Socioeconomically Disadvantaged	20	19	95.00	5.00	68.42
English Learners	59	59	100.00	0.00	89.83
Students with Disabilities	19	18	94.74	5.26	77.78
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
5	25.0	30.6	30.6

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)

The home-school connection is vital to student success, especially as students transition into the school environment. Parents are encouraged to participate in the classroom and around campus to this end in Kindergarten. In grades 1-5, parents are necessary partners in supporting the school in roles outside of the classroom that include traffic duty, noon supervision, teacher support with materials, homework support, field trip chaperoning, event organization, library support, etc. while credentialed teachers and Instructional Assistants provide academic instruction. Within a warm, caring environment, we hold ourselves responsible for the opportunity for each child to reach his/her full potential. Hoover takes enormous pride in parent involvement. It enjoys the active, caring involvement of PTA and a School Site Council, with both staff and parents serving as members. Both groups serve in an advisory role to the principal. PTA has coordinated over 11,000 volunteer hours by parents in service areas, such as the kindergarten classroom, noon supervision, traffic volunteers, the ABC program, Children's Theater, the library, school newsletter, school receptions and events, open houses, after-school classroom help, coordination of after-school programming, yearbook, summer reading lists, talent show, and traffic safety. The PTA and Site Council make efforts to coordinate their activities and school support. A Fundraising Committee is organized and run by parent representatives, coordinating their goals with PTA, Site Council, and the school staff.

Hoover is a Project Cornerstone School. We implement the ABC (Asset Building Champions) reading program in every classroom. Parent volunteers participate in monthly training sessions coordinated by a lead parent who receives training at the county level on how to deliver instruction around 10 Project Cornerstone books. One book is read in every classroom each month, accompanied by lessons and common language for students to use to solve problems and engage in social and emotional learning opportunities. Parents are assigned to the same room for the entire year in order to build "other trusted adult" relationships with students, and deliver 30-45 minute lessons once a month. This program has strengthened the student and parent communities at Hoover and students are using the tools they learn from the lessons to resolve conflicts and act as "upstanders" when they see another student making unsafe or disrespectful choices. Hoover also hosts school-wide play date events, parent/student picnic lunches, grade level potlucks, and a host of parent participation activities and events such as parent learning opportunities, ice skating parties, the Hoover Carnival, International Festival, Field Day, Ice Cream Social, cultural dinner, cultural luncheons, Unity Day and Inclusive Schools Week events, and Kindergarten play dates for incoming students.

All activities and volunteer opportunities are accessible through the PTA web platform, Konstella. Families can also contact the office, or Indira Selvakumaraswamy, our PTA President, for information regarding volunteering opportunities.

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	0.0	0.0	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)

With high expectations, clear school rules, and consistent enforcement, Hoover is proud of its safe, orderly environment. An experienced noon supervision staff comprised of teachers, aides, parents, and the principal assists in creating a positive and safe school climate. Our community members believe Hoover provides a safe learning environment for children.

Parents and staff representatives work with the principal to develop safety measures appropriate to the Hoover site. For example, parent and staff volunteers assist in the drop-off and pick-up of students in the morning and afternoon with parking lot procedures. All visitors to the school must register in the office and staff has been trained to report any strangers to the office immediately. Hoover has adopted the Responsive Classroom approach to learning on a school-wide basis. As a result the student community has helped to create school-wide expectations: Be safe. Be respectful. Be responsible. Have fun! All staff have read the Responsive Classroom book, "The Power of Our Words", and have received training in order to implement reminding, redirecting, and reinforcing language with fidelity. "Second Step" is taught in Kindergarten by the school psychologist in conjunction with curricula/activities utilized in various classrooms including: Responsive Classroom, mindfulness strategies, social thinking skills, conflict resolution strategies, and communication skills. A comprehensive set of logical consequences has been co-created by staff to handle discipline issues equitably and cohesively with student learning and growth as the goal of the strategies. To support the Developmental Assets at Hoover, Project Cornerstone's Asset Building Champions, or ABC reading program has been fully implemented. Parents participate in regular, formal trainings (1-2 per classroom) then read one book and conduct an activity per month in each class. The books and activities focus on different assets such as sharing, supporting friends, and being "up-standers" instead of bystanders. The same parents read and do activities in the same classroom all year, thus creating "other trusted adults" in the lives of our students.

The Hoover Emergency Preparedness Plan is currently being reviewed and approved by a team of parents and staff members through the School Site Council in conjunction with PAUSD. Full-time staff members are First Aid/CPR certified and have completed disaster and Code Red training. Hoover's Comprehensive School Safety Plan is available in the school office and at the district office.

We have added Playworks to our portfolio to assist with a positive, inclusive climate on the playground. EJ, our Playworks representative, works with our students on the playground to peacefully resolve conflicts, teaches inclusivity, develops new games, sets specific guidelines and expectations for our games, and in general creates an environment where all students feel accepted into games and activities on the yard.

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* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	90	2	1	2	20	6			19	6		
1	22		3		21		6		22		9	
2	22		3		23		6		22		9	
3	67		3	1	22		6		23		9	
4	31	1	2	1	24		6		22		9	
5	21	4	3		18	5	6		20	5	6	
Other**												

*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)	.8
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.7

*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	\$11,106.81	\$1,043.65	\$10,063.16	\$104,743.69

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$12,255.33	\$109,894.00
Percent Difference - School Site and District	N/A	N/A	-11.6	-4.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	56.4	21.0

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

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

Types of Services Funded (Fiscal Year 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

Category	District Amount	State Average For Districts In Same Category
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.