

Walter Hays 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	Walter Hays Elementary School
Street	1525 Middlefield Rd.
City, State, Zip	Palo Alto, CA 94301-3353
Phone Number	650.322.5956
Principal	Mary Bussmann
Email Address	mbussmann@pausd.org
Website	http://hays.pausd.org/
County-District-School (CDS) Code	43696410000000

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

Vision and Mission

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

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

The Walter Hays Way

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

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

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

- Teachers College of Columbia University Units of Study Reading Curriculum
- Teachers College of Columbia University Units of Study Writing Curriculum
- Bridges in Mathematics
- Social Studies Alive
- FOSS Science that is adjusted to NGSS, pending our Science Adoption

Attendance rates are high. Class size varies from 16-23 students in grades K-5.

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	58
Grade 2	45
Grade 3	67
Grade 4	70
Grade 5	83
Total Enrollment	371

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	25.6
Filipino	1.3
Hispanic or Latino	15.1
Native Hawaiian or Pacific Islander	3.2
White	41
Two or More Races	12.1
Socioeconomically Disadvantaged	9.4
English Learners	22.6
Students with Disabilities	12.4
Homeless	0.5

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	23	24	24	764
Without Full Credential	1	0	1	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
<p>Reading/Language Arts</p>	<p>Units of Study for Teaching Reading (Heinemann, 2015) Units of Study for Teaching Writing (Heinemann, 2014) Units of Study in Phonics, Grade K (Heinemann) Units of Study in Phonics, Grade 1 (Heinemann) 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 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</p>	<p>No</p>	<p>0</p>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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 visit each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. . In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. A Custodial Supervisor who monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community. The Walter Hays Elementary School main campus was originally constructed in 1923. The buildings on campus have been renovated and added to over the years with additional rooms added in 1947 and 1967. The original rooms were demolished and in 1970 a new classroom wing, administration wing and library were added. The latest modernization occurring in 2001 as part of the Building for Excellence Program. This modernization program included seismic and ADA accessibility improvements, as well as updating the classroom environment. New technology upgrades included computer workstations and increased electrical capacity within the classrooms. Energy upgrades included new heating systems and lighting in the classrooms. The 2001 modernization included constructing a new classroom building, administration and library were designed and built within an existing structure. The campus now has a new library facility as part of the Building for Excellence Program. The library facility has reading and resource areas for students, as well as new computer workstations. The library has a credentialed librarian assigned, with equipment, which provides for on line services, Internet and Intranet connections and a multimedia presentation station. The Multipurpose room is fifty years old, and is slated for reconstruction in the future. The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. Modernization on campus in 2001 included a new playground equipment structure and the resurfacing of hard court and play surfaces. The buildings were also re-roofed and painted in 2001 as part of the renovation. As of 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 Hays Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 19 hours daily.

School Facility Good Repair Status (Most Recent Year)

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

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

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	
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)	79	83	82	82	50	50
Mathematics (grades 3-8 and 11)	86	83	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	222	213	95.95	4.05	82.63
Male	126	121	96.03	3.97	81.82
Female	96	92	95.83	4.17	83.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	62	57	91.94	8.06	89.47
Filipino	--	--	--	--	--
Hispanic or Latino	30	28	93.33	6.67	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	95	95	100.00	0.00	87.37

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	21	95.45	4.55	100.00
Socioeconomically Disadvantaged	23	22	95.65	4.35	27.27
English Learners	47	41	87.23	12.77	60.98
Students with Disabilities	34	32	94.12	5.88	34.38
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	222	219	98.65	1.35	82.65
Male	126	125	99.21	0.79	82.40
Female	96	94	97.92	2.08	82.98
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	62	61	98.39	1.61	88.52
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	58.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	95	95	100.00	0.00	88.42
Two or More Races	22	22	100.00	0.00	100.00
Socioeconomically Disadvantaged	23	22	95.65	4.35	22.73
English Learners	47	46	97.87	2.13	71.74
Students with Disabilities	34	32	94.12	5.88	34.38
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	14.3	29.8	47.6

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)

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

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

The Walter Hays PTA also raises funds to support programs for our students, including Junior Museum Science enrichment classes, Playing With Poetry, 3rd Grade Musical, 4th Grade California History field trips, 5th Grade Revolutionary War Play, all student materials and supplies, 5th Grade Ropes Course, Noon Time Student Activities, MakerSpace support, Math Enrichment class, Units of Study Instructional Books and field trip scholarships.

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

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

Our Family Engagement Specialist meets with Mary Bussmann, school principal, on a weekly basis to plan events and share the experiences of students and families, ensuring that our children have a sense of security and are consistently feeling safe and like members of the community. For many years the school principal has planned, facilitated and hosted family meetings ("Community Conversations") for parents who want to know more about how to support their children at home with homework and making progress in reading and math. We have begun these evenings with dinner for the entire family. Then, the children go into a classroom with a supervisor for art projects and games while the parents learn different strategies for how to support their children at home. Families make connections with other parents, further deepening their sense of community and gaining a sense of how to support their children academically at home.

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 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	0.3	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 Walter Hays School Safety Plan was reviewed at the November 2019 Site Council Meeting. We will continue this work by reviewing and revising the Walter Hays Safety Plan over the next few months, with plans to complete it by March 1, 2020. Until that time we will follow the safety plan that is currently in place and approved.

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

We hold regular fire, earthquake and lockdown drills as part of our disaster and emergency safety plan, which is reviewed annually. We store emergency equipment, supplies, and food in a special "Tuff Shed" on campus. Our staff will complete a Lockdown Training presented by the Palo Alto Police Department and will participate in the "Team Leader Disaster Training" provided by the Epic Team.

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

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

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

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

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

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

Safe School Goals for the 2019-20 School Year

Social Climate Goals:

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

Physical Environment Goals:

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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	99		2	1	89	3		1	16	6		
1	22		3		22		2		19	9		
2	21		3		22		3		23		6	
3	28	4		1	33		3	1	22		8	
4	50		6	2	64		3	1	23		9	
5	27	3	6	1	26	4	5	1	19	8	5	
Other**									23		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	3.7

*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	\$15,635.57	\$4,196.90	\$11,438.67	\$110,139.32
District	N/A	N/A	\$12,255.33	\$109,894.00
Percent Difference - School Site and District	N/A	N/A	-13.9	-3.6
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	52.2	22.4

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

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

Types of Services Funded (Fiscal Year 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	14	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.