

# David Starr Jordan Middle School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	David Starr Jordan Middle School
<b>Street</b>	750 N. California Avenue
<b>City, State, Zip</b>	Palo Alto, CA 94303
<b>Phone Number</b>	(650) 494-8120
<b>Principal</b>	Tom Jacoubowsky
<b>E-mail Address</b>	tjacoubowsky@pausd.org
<b>Web Site</b>	<a href="http://jordan.pausd.org/">http://jordan.pausd.org/</a>
<b>Grades Served</b>	6-8
<b>CDS Code</b>	43-69641-6060065

<b>District Contact Information</b>	
<b>District Name</b>	Palo Alto Unified School District
<b>Phone Number</b>	(650) 329-3700
<b>Superintendent</b>	Dr. Glenn 'Max' McGee
<b>E-mail Address</b>	mmcgee@pausd.org
<b>Web Site</b>	www.pausd.org

### School Description and Mission Statement (Most Recent Year)

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. The school is currently home to over 1,000 students, and enrollment is continuing to grow modestly.

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

Jordan Middle School provides a personalized, engaging, and academically rigorous education for our students. We have a rotating 7-period schedule, with each period meeting 4 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 4 core subjects— Math, Science, English, and Social Studies—across 5 periods. In addition, sixth grade students have one period that is shared between music and physical education and one period of our exploratory wheel—a rotation of six 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 4 core classes, PE, and choose among a rich array of 34 elective courses for their remaining two periods. Jordan'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. Jordan also boasts a diversity of extracurricular sports, performing arts, and student clubs.

#### Mission Statement:

The mission of Jordan Middle School is to create an environment where students are motivated and challenged to engage in the learning process and in their development of independence, responsibility, and resilience.

A recent expansion of our mission is our commitment to students beyond the classroom. In the Fall of 2009, the School Climate Committee was established to lead our continuing interest in promoting a positive school climate, which can have a significant impact on student learning and social emotional health. Comprised of a working group of students, teachers, and parents, we are focused on the school's core values of respect, responsibility, and safety. Our goals in developing student programs are to empower students, help them feel connected, and foster responsible decision-making. Our hope is to create a learning environment that instills a sense of belonging to all students, so they feel safe, valued, and respected as both individuals and contributing members of the school community.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	387
<b>Grade 7</b>	361
<b>Grade 8</b>	355
<b>Total Enrollment</b>	1,103

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.5
Asian	28.1
Filipino	0.5
Hispanic or Latino	9.3
Native Hawaiian or Pacific Islander	1.2
White	52.3
Two or More Races	5.3
Socioeconomically Disadvantaged	7.3
English Learners	5.4
Students with Disabilities	11.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	69	79	79	736
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.6	0.4
All Schools in District	98.4	1.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	98.4	1.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** September 29, 2015

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 29th day of September, 2015.

Additional information is available from the PAUSD Educational Services Department at (650) 329-3709.

## **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 Jordan 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 Jordan Middle School which occurred in 1991. Jordan 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 Feb. 2016 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 Jordan Middle School campus is safe, well maintained and clean, with a custodial staff assigned for 45 hours daily.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: February 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: February 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	79	82	44
<b>Mathematics</b>	82	83	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	393	383	97.5	7	15	40	38
	7	364	356	97.8	8	10	38	42
	8	358	309	86.3	8	14	35	42
Male	6		202	51.4	9	14	43	33
	7		186	51.1	12	12	39	36
	8		160	44.7	11	13	40	36
Female	6		181	46.1	4	16	36	44
	7		170	46.7	4	9	38	49
	8		149	41.6	5	14	30	49
Black or African American	6		5	1.3	--	--	--	--
	7		12	3.3	42	0	42	17
	8		7	2.0	--	--	--	--
American Indian or Alaska Native	6		1	0.3	--	--	--	--
	7		2	0.5	--	--	--	--
	8		2	0.6	--	--	--	--
Asian	6		100	25.4	4	3	39	54
	7		101	27.7	3	4	38	55
	8		102	28.5	2	7	27	64
Filipino	6		3	0.8	--	--	--	--
	7		2	0.5	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	6		39	9.9	31	41	21	8
	7		39	10.7	23	18	41	15
	8		18	5.0	56	11	28	6
Native Hawaiian or Pacific Islander	6		4	1.0	--	--	--	--
	7		4	1.1	--	--	--	--
	8		4	1.1	--	--	--	--
White	6		206	52.4	3	16	44	37
	7		180	49.5	6	12	41	41
	8		158	44.1	4	16	44	34
Two or More Races	6		25	6.4	0	12	48	40
	7		16	4.4	0	13	19	69
	8		17	4.7	6	18	24	53
Socioeconomically Disadvantaged	6		34	8.7	38	41	12	9
	7		28	7.7	39	25	32	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		17	4.7	35	35	24	6
English Learners	6		15	3.8	27	60	13	0
	7		28	7.7	32	25	32	11
	8		9	2.5	--	--	--	--
Students with Disabilities	6		33	8.4	39	24	24	12
	7		41	11.3	37	27	22	12
	8		31	8.7	42	26	19	13
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	393	385	98.0	8	15	21	56
	7	364	360	98.9	7	10	20	64
	8	358	334	93.3	6	8	14	72
Male	6		204	51.9	6	13	21	59
	7		188	51.6	11	9	16	65
	8		168	46.9	7	9	14	70
Female	6		181	46.1	9	17	22	52
	7		172	47.3	2	12	24	62
	8		166	46.4	5	7	14	73
Black or African American	6		5	1.3	--	--	--	--
	7		12	3.3	42	17	17	25
	8		9	2.5	--	--	--	--
American Indian or Alaska Native	6		1	0.3	--	--	--	--
	7		2	0.5	--	--	--	--
	8		2	0.6	--	--	--	--
Asian	6		102	26.0	4	3	13	80
	7		102	28.0	2	3	8	87
	8		107	29.9	1	1	6	93
Filipino	6		3	0.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		2	0.5	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	6		39	9.9	33	38	18	10
	7		40	11.0	23	25	28	25
	8		23	6.4	30	22	13	35
Native Hawaiian or Pacific Islander	6		4	1.0	--	--	--	--
	7		4	1.1	--	--	--	--
	8		4	1.1	--	--	--	--
White	6		206	52.4	4	15	27	54
	7		182	50.0	3	10	25	62
	8		170	47.5	4	9	18	69
Two or More Races	6		25	6.4	4	16	12	68
	7		16	4.4	0	6	19	75
	8		18	5.0	0	11	22	67
Socioeconomically Disadvantaged	6		34	8.7	38	44	6	12
	7		28	7.7	36	39	25	0
	8		18	5.0	33	6	17	44
English Learners	6		17	4.3	24	18	24	35
	7		31	8.5	19	35	10	35
	8		9	2.5	--	--	--	--
Students with Disabilities	6		33	8.4	48	21	15	15
	7		41	11.3	46	15	12	27
	8		33	9.2	36	24	15	24
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	89	91	93	90	91	89	59	60	56

Note: Scores are not shown 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.



### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	89
All Students at the School	93
Male	93
Female	93
Black or African American	45
American Indian or Alaska Native	--
Asian	99
Filipino	--
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	--
White	96
Two or More Races	94
Socioeconomically Disadvantaged	64
English Learners	--
Students with Disabilities	66
Foster Youth	--

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.60	33.10	36.20

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

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

Jordan 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. School Safety Committee
7. Textbook Adoption Committees
8. Student Activities Volunteers
9. School Climate Committee
10. Grade Level Parent Network Meetings
11. Parent Outreach Events

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0.19	0.96	1.34	0.56	0.52	0.60	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.06	0.01	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

Jordan 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) was adopted during the 1999-2000 school year. The CSSP is reviewed and updated by the School Safety Plan Committee, comprised of staff and parents, and approved annually by the principal and the School Site Council. The Comprehensive School Safety Plan was approved in Spring 2008. Jordan teachers and staff train regularly for disaster, code blue and other lock down drills.

The key elements of Jordan Middle School's plan address emergency/disaster procedures, discipline, 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 Greg Barnes, School Principal, for additional information.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	No	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	No	No	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	No	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>		Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	33.3

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	15	19		21	12	23		21	17	20	
Mathematics	22	14	11	6	22	16	16		21	17	17	1
Science	24	5	24		24	7	22		24	7	24	
Social Science	22	12	19	1	21	11	22		25	5	23	

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.6	N/A
Social Worker		N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.0	N/A
Other	.7	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,406	\$150	\$9,255	\$85,525.52
District	N/A	N/A	\$8,293	\$91,841
Percent Difference: School Site and District	N/A	N/A	11.6	-2.9
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	97.3	23.3

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

### Types of Services Funded (Fiscal Year 2014-15)

Each year each school develops a Single Plan for Student Achievement (SPSA). This plan is available at the school site. The SPSA is developed by the School Site Council and is presented to the Board of Education for approval during a fall Board Work Session. This plan provides the budget detail on the uses of the site's categorical funds. The SPSA also describes the overall categorical funding received by the District in dollar amounts and the types of services funded. Most categorical programs are centrally funded and not within an individual school's budget. The notable exceptions are the state-funded School and Library Improvement Block Grant, which is allocated to each school on a per pupil basis, and the federally-funded Title I Assistance Program, which is provided for identified students in PAUSD's elementary schools with the highest concentrations of low income families.

The District also publishes an annual Budget Book, typically running over 400 pages, which details all District expenditures, General and Categorical, by school and by department. The 2014-15 Budget was adopted by the Board of Education on June 23, 2015. The Budget Book is available through Business Services at the District Office and on the PAUSD Website ([www.pausd.org/community/about\\_pausd](http://www.pausd.org/community/about_pausd)).

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,084	\$43,062
Mid-Range Teacher Salary	\$87,689	\$67,927
Highest Teacher Salary	\$111,229	\$87,811
Average Principal Salary (Elementary)	\$142,064	\$110,136
Average Principal Salary (Middle)	\$144,772	\$115,946
Average Principal Salary (High)	\$161,310	\$124,865
Superintendent Salary	\$287,163	\$211,869
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

**Professional Development (Most Recent Three Years)**

The PAUSD provides ongoing professional development and professional growth opportunities to all staff. All teachers and classified staff participate in three district-wide staff development days each year. The content for these sessions is informed by the PAUSD Strategic Goals that encompass our commitment to academic excellence and learning; our need to attract, retain, and enhance the skills of the most talented people we can find; facing challenges in the District's infrastructure and its finance; and the collective realization that the trust and confidence of our community is vital for the District's success. Additional workshops on these topics, 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. Study groups, Lesson Study teams, and peer coaching involve small teams of teachers at specific grade levels or within content areas who work together on a cycle of inquiry and preparation for National Board Certification. New teachers to PAUSD, including those who qualify for the BTSA Induction Program, receive monthly professional development that includes curriculum, instruction, assessment, and special workshops on specific students' needs. In addition, BTSA participants receive formative assessment and one-to-one coaching.

During the summer, professional development is offered in curriculum, instruction, technology, and leadership. Reading, writing, art and math professional development laboratory schools provide two and four-week opportunities for intensive training combined with coaching and reflective practice. Summer curriculum-development teams produce curriculum to later be used by the entire teacher community.