

Jane Lathrop Stanford Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Jane Lathrop Stanford Middle School
Street	480 E Meadow Dr, Palo Alto, CA 94306
City, State, Zip	Palo Alto, CA 94306
Phone Number	(650) 856-5188
Principal	Christopher Grierson
Email Address	cgrierson@pausd.org
Website	http://jls.pausd.org/
County-District-School (CDS) Code	43-69641-6060081

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)

Jane Lathrop Stanford (JLS) is home to approximately 1100 students in 6th, 7th, and 8th grades. The JLS student body is made up of students from Palo Alto, Stanford, and East Palo Alto.

JLS offers a balanced instructional program of academic skills and classes for breadth and enrichment. We have a rotating 7-period schedule with each class meeting four times per week. Sixth grade students typically share two core teachers for five periods. They also have one period rotating between music and physical education, and one period of the exploratory wheel (a rotation of seven smaller electives classes). Seventh and eighth grade students take four core classes, physical education and two periods of electives. Our electives programs are outstanding and provide all students with choice. They include design & technology studio, art, multimedia art, band, choir, orchestra, jazz band, computer programming, web design, video production, drama, cooking, industrial technology, marine biology, creative writing, public speaking, leadership, yearbook, French, Japanese, and Spanish. JLS also has a variety of (30+) clubs and other extracurricular activities.

In order to succeed, students, families and staff must work together. We are committed to innovation, creative thinking, thoughtful change, community service and academic excellence. We value honesty, hard work, a positive attitude, diversity, intellectual rigor, reflective communication, flexibility, and a collective focus on our greatest asset - our students!

Jane Lathrop Stanford (JLS) Middle School's vision, mission, and values:

VISION: We are committed to impacting learning through powerful teaching, creating space for innovation, and including all students in the pursuit of excellence (The PAUSD Promise).

MISSION: JLS is a public middle school that promotes an intellectually rigorous academic experience within a supportive community that values the social, emotional and physical well being of all students. We provide a rich and engaging environment that is dedicated to preparing our students to understand, contribute to, and succeed in a changing world.

VALUES: The values that guide us are: authenticity, celebration, collaboration, communication, and innovation.

- Authenticity - We believe that our students thrive in an environment that honors and respects all community members for who they are.
- Celebration - We are proud of our accomplishments and promote a culture of support by acknowledging the many achievements of our students and staff.
- Collaboration - We understand that we can only achieve our common mission by working together.
- Communication - We believe that education is successful when all stakeholders (parents, teachers, students, community) engage in ongoing, open, and honest conversation.
- Innovation - We are always open to prototyping new ideas or methods that promise to enhance the student learning experience.

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

Grade Level	Number of Students
Grade 6	343
Grade 7	387
Grade 8	407
Total Enrollment	1,137

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	44.1
Filipino	0.5
Hispanic or Latino	11.8
Native Hawaiian or Pacific Islander	0.6
White	32.3
Two or More Races	9.6
Socioeconomically Disadvantaged	8.6
English Learners	6.3
Students with Disabilities	9.1
Foster Youth	0.4
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	76	75	76	764
Without Full Credential	0	1	1	8
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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	Selected novels from the California Department of Education Recommended Literature List https://www.cde.ca.gov/ci/cr/rl/ The Language of Literature (Grades 6–8) McDougal Littell: A Houghton Mifflin Company		0
Mathematics	Course 1, Course 2 Accelerated, Course 3, Algebra 1 - Big Ideas Math Geometry - Jurgensen, Brown and Jurgensen		0
Science	Focus on [Earth, Life, Physical] Science, CA edition - Pearson Prentice Hall		0
History-Social Science	History Alive! The Ancient World (Teachers' Curriculum Institute) History Alive! The Medieval World and Beyond (Teachers' Curriculum Institute) History Alive! The United States Through Industrialism (Teachers' Curriculum Institute)	Yes	0
Foreign Language	Hai, Ima! (Japanese)		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. A Custodial Supervisor who monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community. The Jane Lathrop Stanford Middle School campus was originally constructed in 1953. Band room, fifties wing and gym were added in 1955. Sixties and seventies wings, counselor's offices, staff room and two gym exercise rooms were added in 1965. Jane Lathrop 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. Four modular classroom buildings were added to accommodate growth in the summer 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. Four 960 square foot modulares were added during the summer of 2009 to accommodate growth. 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. A 2 story classroom building is began construction in the summer of 2012 and was completed in the summer of 2013. This project also includes renovation and upgrades to the site storm water system, landscape and hardscape areas. The District staff has been working with site personnel to identify additional needs at all of the campuses as input to the District's Capital Improvement Plan. This plan will detail proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. As of October 2019 none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Jane Lathrop Stanford Middle School campus is safe, well maintained and clean, with multiple custodial staff assigned for 44 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	84	82	82	50	50
Mathematics (grades 3-8 and 11)	87	85	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	1138	1109	97.45	2.55	83.95
Male	612	600	98.04	1.96	81.50
Female	526	509	96.77	3.23	86.84
Black or African American	12	12	100.00	0.00	50.00
American Indian or Alaska Native					
Asian	505	495	98.02	1.98	91.92
Filipino	--	--	--	--	--
Hispanic or Latino	135	133	98.52	1.48	58.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	365	351	96.16	3.84	84.33
Two or More Races	110	107	97.27	2.73	85.98
Socioeconomically Disadvantaged	107	104	97.20	2.80	50.00
English Learners	154	137	88.96	11.04	54.74
Students with Disabilities	104	100	96.15	3.85	43.00
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	1139	1126	98.86	1.14	84.64
Male	613	608	99.18	0.82	85.69
Female	526	518	98.48	1.52	83.40

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	12	12	100.00	0.00	41.67
American Indian or Alaska Native					
Asian	505	502	99.41	0.59	94.02
Filipino	--	--	--	--	--
Hispanic or Latino	136	135	99.26	0.74	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	365	358	98.08	1.92	82.68
Two or More Races	110	108	98.18	1.82	86.11
Socioeconomically Disadvantaged	108	107	99.07	0.93	56.07
English Learners	155	152	98.06	1.94	59.21
Students with Disabilities	104	101	97.12	2.88	40.59
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	13.5	33.4	39.3

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)

At JLS we are fortunate to have families and a community that provide immense support to our schools. The PTA serves as a major communication link with families, producing and distributing the weekly JLS eNews "Panther Tracks", as well as offering monthly meetings and parent education events. Families also provide thousands of hours of direct support to the school in the form of driving, assisting staff, planning and chaperoning student social events, and sharing expertise on a wide range of subjects from cultural traditions to technology. In addition, families give strong financial support through the PTA direct appeal.

The School Site Council, consisting of parents, students and staff, all selected by their peers, is a central forum and decision-making group for the school. In addition, parents serve on a variety of other committees, for example the Green Team.

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	1.1	2.0	1.4	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 School Safety Plan is updated yearly and includes evacuation drills and procedures in the event of a fire, stranger-on-campus lockdown, or earthquake. The classroom student roster lists are updated monthly. The plan details a command center set-up for any emergency event that occurs. Evacuation supplies and food have been inventoried and are part of the plan.

The School Safety Plan Goals approved by School Site Council in 2019-20 include:

Goal #1: To better prepare for the event of an emergency.

Strategies Include: JLS staff participated in a voluntary First Aid class for staff in November 2019, a formal training for all staff members on Lockdown procedures took place in January 2020 and a formal training on Incident Command Systems occurred in February 2020.

Goal #2: To increase security on campus for safety of staff and students.

Strategies Include: 13 video cameras were installed around our campus in exterior spaces. Additional staffing included a Campus Supervisor to oversee school grounds, assist students, monitor parking lots. A safety gate will be added to the school campus near East Meadow Drive (close to Room 520). Three additional walkie talkies will be added to support electives classrooms.

Goal #3: Increase the awareness of behaviors that are not appropriate regarding sexual harassment.

Strategies Include: Expectation Talks delivered twice a year (address topics of rumors and gossip). The 8th grade students will receive lessons regarding sexual harassment and consent. 7th grade students will participate in a 3-week comprehensive sexual health education program.

Goal #4: Drug Education

Strategies Include: School staff is currently looking to expand our Drug Education and Prevention to include topics of anti-vaping. This information may be included in 2019-20 Expectation Talks and in our lessons through Physical Education (PE) classes,

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average	# of	# of	# of	Average	# of	# of	# of	Average	# of	# of	# of
	Class	Classes*	Classes*	Classes*	Class	Classes*	Classes*	Classes*	Class	Classes*	Classes*	Classes*
	Size	1-22	23-32	33+	Size	1-22	23-32	33+	Size	1-22	23-32	33+
English	23	11	26		22	17	22		21	17	23	
Mathematics	24	12	22		22	16	21		22	18	18	
Science	25	7	26		25	10	24		24	8	26	
Social Science	24	10	24		23	12	23		22	13	23	

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

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

Title	Ratio
Academic Counselors*	284.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.1
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

*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	\$14,580.61	\$2,002.53	\$12,578.08	\$111,216.25
District	N/A	N/A	\$12,255.33	\$109,894.00
Percent Difference - School Site and District	N/A	N/A	6.6	-3.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	88.5	23.0

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
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5

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

Professional Learning is a comprehensive, sustained and intensive approach to improving teachers', principals' and support staffs' effectiveness in raising student achievement. In order to provide all students the highest-quality learning environment in every Palo Alto school, all certificated and classified staff must be continuously engaged in Professional Learning.

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

Professional learning is informed by PAUSD's goals which include high quality teaching and learning; equity and excellence; and wellness and safety. Workshops on these topics, and multimedia and technology are offered throughout the year, at the District and school sites. Reading specialists, special education teachers, school psychologists, speech therapists, EL teachers, and other non-classroom personnel are included and also receive additional training in their areas of expertise. Instructional coaches work with individual teachers, teams and entire departments or staffs to support continuous growth and implementation of new strategies or curriculum. New teachers to PAUSD, including those who qualify for our Induction Program, attend workshops focused on equity, curriculum, instruction, assessment, and meeting the needs of all students. In addition, Induction participants receive one-to-one coaching in support of their long-term goals and immediate needs. Our non-instructional support staff also have opportunities to attend workshops related to district goals that pertain to their roles.

Professional learning is delivered in a variety of ways. PAUSD holds after school workshops, conducts blended workshops that combine online and in-person time, offers instructional coaching and in-depth summer institutes. In addition to coaching support, we ensure our administrators develop expertise in our focus areas so they are able to provide leadership and support at their sites.