

Palo Alto Senior High 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	Palo Alto Senior High School
Street	50 Embarcadero Rd
City, State, Zip	Palo Alto, CA 94301
Phone Number	650.329.3701
Principal	Adam Paulson
Email Address	apaulson@pausd.org
Website	http://paly.net
County-District-School (CDS) Code	43 69641 0000000

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)

Located at the base of the San Francisco Peninsula in Santa Clara County, Palo Alto Senior High School, (locally known as "Paly") is a comprehensive high school serving grades 9 through 12 in the Palo Alto Unified School District (PAUSD). Since opening its doors in 1894, Palo Alto High School has consistently maintained a proud tradition of excellence, and an exemplary academic program. With the benefit of extensive course offerings in all core subjects, including multiple elective offerings and twenty Advanced Placement courses, Paly students consistently score among the highest performing students in the nation, earning SAT scores that are well over 100 points above the national mean. Fully 91.5% of our students attend a two to four year university with 78.4% moving directly to a four-year college after graduation. Our academic preparation is second to none.

The proximity of Stanford University, the Silicon Valley business community, and San Francisco has created a socially diverse community, with high academic expectations and a strong belief in quality public education. The student body reflects the community's socio-economic status and educational level.

Palo Alto High School's Guidance Program provides academic planning, personal counseling, and college and career advising for students within a three-tiered system. At the core of the guidance department is the Teacher Advisor (T.A.) Program. The primary delivery of guidance materials and instruction is through the teacher advisors in Advisory period which varies each week, depending on the schedule rotation. The teacher advisors write students' counselor recommendations and/or counselor school reports.

The core purpose of Palo Alto High School is to affirm the potential of every Paly student in an environment of support and inspiration, where people work together and lift each other toward great personal growth.

At Paly, everyone values and benefits from our collective effort to grow and to develop our human potential. Guiding this effort are the following beliefs:

- Promoting personal integrity and respect
- Providing a nurturing environment characterized by teamwork and collaboration
- Caring for and believing in every individual
- Encouraging creativity and independent thinking
- Understanding that growth and learning are an essential part of life
- Acknowledging great effort and great fun in work and play

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

Grade Level	Number of Students
Grade 9	541
Grade 10	549
Grade 11	527
Grade 12	507
Total Enrollment	2,124

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	32.7
Filipino	0.8
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.7
White	45.4
Two or More Races	6.3
Socioeconomically Disadvantaged	8.4
English Learners	0.8
Students with Disabilities	10.6
Foster Youth	0
Homeless	0.4

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	129	133	134	764
Without Full Credential	0	1	0	8
Teaching Outside Subject Area of Competence (with full credential)	3	2	2	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/		0
Mathematics	Algebra 1 - Pearson Geometry - Pearson Geometry - Houghton Mifflin Algebra 2 - Pearson Algebra & Trigonometry: Graphs & Models - Pearson / Addison-Wesley Precalculus: Graphical, Numerical, Algebraic - Pearson Precalculus: A Graphing Approach - Holt Calculus - Key Curriculum Press Calculus w/Analytic Geometry - Wiley, John & Sons, Incorporated Calculus - Wiley & Sons The Practice Of Statistics - Freeman The Art Of Problem Solving - Aops Incorporated		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Modern Chemistry - Holt, Rinehart and Winston Chemistry- the Central Science - Brown, LeMay and Bursten Biology- California edition - Holt Physics for Scientists and Engineers with Modern Physics - Serway Conceptual Physics- Hewitt - Prentice Hall		0
History-Social Science	The Americans: Reconstruction to the 21st century - McDougal Littell Economics 2010 Prentice Hall Student edition w/Online student center - Pearson/Prentice Hall Economics 17th Ed. (APECON) - Glencoe/McGraw Hill AP Econ, Macroeconomics: Student Resource Manuel, 4th ed. - Council for Economics Education Global Insights - Glencoe/McGraw Hill Psychology, 8th Ed. - VHPS Myers' Psychology for AP; 2nd Ed. Bedford, Freeman & Worth Down to Earth Sociology Simon and Schuster Sociology - Pearson/Prentice Hall The Sociologically Examined Life Mayfield American Pageant; 16th ed. - Cengage Learning American Spirit, Volume 1; 12th ed Holt McDougal American Spirit; volume 2; 12 ed. - Holt McDougal The Real World; 5th ed - W.W. Norton & Company IMPACT: Principles of American Democracy (McGraw-Hill) World History 9th Edition (Cengage) The Human Record, Volume II (Cengage)		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Bien Dit French 1 Holt Rinehart Winston Bien Dit French 2 Holt Rinehart Winston Bien Dit French 3 Holt Rinehart Winston Descubre 1 Vista Higher Learning Descubre 2 Spanish 2 Vista Higher Learning Descubre 3 Vista Higher Learning Abriendo Paso Pearson Triangulo Wayside Themes AP French Vista Higher Learning Allons au dela Pearson Ni Hao Volume 1 ChinaSoft Pty Ltd Ni Hao Volume 2 ChinaSoft Pty Ltd Ni Hao Volume 3 ChinaSoft Pty Ltd Ni Hao Volume 4 ChinaSoft Pty Ltd Chinese for the Global Community 1st Edition JIA YOU! Cengage Learning Sign Level 1 Dawn Sign Press Sign Level 2 Dawn Sign Press Sign Level 3 Dawn Sign Press Azulejo Wayside Civilizacion Espanola Sociedad General espanola de Libreria Historia de America Latina Sociedad General Espanola de Libreria Beginning Japanese Tuttle Intermediate Japanese Tuttle An Integrated Course in Elementary Japanese Genki II Shogakukan Imagina - Vista Higher Learning AP French - Pearson		0
Visual and Performing Arts	Art History, 5th Edition, by Marilyn Stokstad and Michael Cothren		

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 Palo Alto High School campus was originally constructed in 1918. Additions added in 1924. The Boy's Gym added in 1928. The Industrial Arts and shops added in 1945. Locker rooms and showers were added to the Boy's Gym in 1946. In 1960 a new Science wing was added. In 1969 a Girls' Gym was added to the site. In 1972, concerns with earthquake safety caused much of the original school configuration to be demolished to make way for new facilities. The Tower Building, Theatre, Gyms and Industrial Arts are all that remains from the old campus plan. As part of the Building for Excellence Program, a new Science facility was added in 2004 with the old Science building being demolished. The modernization program renovated a majority of the classrooms in the 1972 configuration. Classroom renovations included new finishes, casework, heating systems, lighting, telecommunications and data systems. The Library on campus was built as part of the 1972 construction and received some interior renovation during the summer of 2005. The 100 Building (Fine Arts)\ was completed modernization and was occupied in 2008. Each of the 1972 buildings has been re-roofed and painted during the 2000 to 2005 phased modernization with the exceptions of the Tower Building, Theatre and Industrial Arts. Exterior painting of the Gym Facilities occurred during the summer of 2006. Improvements to the Tower Building, Theatre, Library building, Industrial Arts and the interiors of the gyms and a new synthetic football field was installed in 2008 with a new synthetic soccer field being added in 2009. Work completed on a new multi use field in February or 2011. In summer of 2011 construction started on a new 2 story 28 classroom building and a 2 story media arts building. In September of 2013, improvements to Viking Stadium were officially completed. These improvements included a new concession building, improved restroom facilities and storage, new bleachers on both the home and visitor sides, increased seating capacity to 2200 and became ADA compliant (elevator lift on the home side), new press box, and track resurfacing. In the Spring of 2014, the construction of a new Performing Arts center was completed in 2016 , a new athletic center will be built as the big and small gym are demolished to make way for the larger and modernized facilities. The Facilities Steering Committee is also developing a library renovation and a 4 classroom addition to the Science (1700) building. 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. 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 Palo Alto High School campus is safe, well maintained and clean, with multiple custodial staff assigned for 88 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	Paly - Whole School: Light bulb flickering in main office hallway
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	Paly - Gutter at 200 building rusting hole in rear parking lot fence
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	80	85	82	82	50	50
Mathematics (grades 3-8 and 11)	84	77	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	513	256	49.90	50.10	84.77
Male	262	139	53.05	46.95	80.58
Female	251	117	46.61	53.39	89.74
Black or African American	18	5	27.78	72.22	60.00
American Indian or Alaska Native	--	--	--	--	--
Asian	169	96	56.80	43.20	94.79
Filipino	--	--	--	--	--
Hispanic or Latino	63	27	42.86	57.14	62.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	221	107	48.42	51.58	84.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	34	17	50.00	50.00	82.35
Socioeconomically Disadvantaged	55	20	36.36	63.64	55.00
English Learners	30	9	30.00	70.00	44.44
Students with Disabilities	71	21	29.58	70.42	52.38
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	513	245	47.76	52.24	76.73
Male	262	136	51.91	48.09	75.74
Female	251	109	43.43	56.57	77.98
Black or African American	18	3	16.67	83.33	66.67
American Indian or Alaska Native	--	--	--	--	--
Asian	169	92	54.44	45.56	94.57
Filipino	--	--	--	--	--
Hispanic or Latino	63	27	42.86	57.14	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	221	102	46.15	53.85	73.53
Two or More Races	34	17	50.00	50.00	76.47
Socioeconomically Disadvantaged	55	20	36.36	63.64	50.00
English Learners	30	9	30.00	70.00	44.44
Students with Disabilities	71	21	29.58	70.42	28.57
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.

Career Technical Education Programs (School Year 2018-19)

Palo High School offers a range of CTE courses. PAUSD requires ten units (two semesters) of CTE courses for graduation. PAUSD offers CTE credit for graduation in courses that are approved by the CTE Steering Committee and follow the CTE guidelines for a quality CTE program, and a number of them satisfy the A-G entrance requirement for the UC and CSU systems. In 2019-20, PAUSD completed implementing specific sequences of CTE courses constituting CTE pathway programs in selected industry sectors. PAUSD offers 14 CTE pathway programs across ten CDE designated industry sectors. Of these 14 pathways, eight are currently completable. Also, there are some courses that support multiple pathways, such as Work Experience and Advanced Authentic Research. In 2018-19, PAUSD continued the work of the last two years to update CTE pathway programs and to explore new partnerships to expand articulation and dual enrollment options. In 2018-19, Palo Alto High School expanded its Dual enrollment offerings in Advanced Stage Tech course, Early Childhood Education, Kinesiology, and Human Anatomy. Whenever possible, students are given the option to enroll in regular, honors or dual enrollment courses - whatever best fits their academic needs. Finally, Palo Alto High is working with the National Academy Foundation (NAF) to expand its engineering pathway. In late 2018-19, CTE leadership started to work with NAF to rebuild the CTE Advisory Board to give students more diverse opportunities with work-based learning, including internships and certifications. Under the Curriculum & Career Education partnership, CTE is working closely with site guidance counselors and other departments to expand options and ensure that CTE program offerings are accessible to all students and supportive of students’ individualized needs. We are also working on expanding coordinated outreach to ensure that students and families are aware of their options by working with the District’s equity initiative.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1048
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.79
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	72.34

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
9	10.9	24.0	56.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The Volunteer Program provides structure for the high level of participation on the part of parent and community volunteers. The purpose of the program is to support and enrich the school programs and provide services unavailable within the school budget. Services cover a broad range of activities. Volunteers tutor individuals and groups, assist in classrooms, provide office help, serve as guest speakers, host college visits, chaperone dances, assist with Homecoming activities, improve the physical plant, drive for field trips or serve with others doing small one-time projects or on committees for large all-school functions such as the Turkey Feast, Change In Our Schools Week, Club Day, Field Day, School Service Days, and/or Career Month. Parents provide additional support of our programs through the various Boosters organizations (Sports, Music, Theater, TEAM, Robotics, Fiery Arts, Media Arts, Performing Arts, etc.), the Paly Foundation (Rise Together Education), the Facilities Steering Committee, and the Landscaping Committee. Parents serve on School Site council and various school-wide committees, such as the Innovative Schedule committee, Challenge Success, and the Wellness Advisory committee. The PTSA is very active and provides a variety of parent education opportunities throughout the school year. The districtwide fund raising organization, Partners in Education (PiE), has many Paly supporters and Paly parents serving as representatives to the PiE board.

Our volunteers log more than 30,000 hours every year. The school values the work of volunteers so highly that it employs a part-time Volunteer Coordinator to assist parents in finding the volunteer opportunity that best suits them. A parent survey is collected at the beginning of each school year and parents check off the areas of service that they are interested in helping with. The resulting database of potential volunteers is used throughout the school year to contact parents as various school programs seek the help of volunteers.

Contact Beth Martin, Volunteer Coordinator, for more information.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	2.4	1.9	3.7	4.1	1.7	3.4	9.7	9.1	9.6
Graduation Rate	97.6	97.2	94.9	95.1	96.5	95.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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	1.5	0.9	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)

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.

Additional changes and revisions continue to be made to the Palo Alto High School Safety Plan for 2019-20. Improving our Code Red (or “assailant on campus”) drills and emergency evacuation drills have been the focus for the school year. Teachers attended a mandatory district training on the Code Red procedures. Multiple drills were held to assist both students and staff members in how to respond to various scenarios. Past trainings regarding evacuation location and procedures, training of staff and students in reporting of injuries and student location, backup of student records in case of catastrophic disaster, and check out procedures have been reviewed by the Paly admin team in conjunction with the Palo Alto police department. Staff has also reviewed their specific responsibilities during emergency procedures, whether a building leader (who has responsibility for the evacuation of a building), first assistant responders (the nurses, CPR-Trained staff), staff with specialized responsibilities, or a staff member responsible for being with their students.

Other school-wide trainings this year for staff included a mandated reporter training, sexual harassment prevention training/Title IX compliance and Kognito online training for at-risk students. Our goal is for Palo Alto High School to continue to be a safe and welcoming school for all learners.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	39	53	2	22	42	55	1	23	34	58	1
Mathematics	24	27	56	4	24	38	44	8	24	27	63	1
Science	22	24	68		20	42	62	1	20	34	67	2
Social Science	25	18	70	1	23	26	71		24	29	64	3

*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*	424.8

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.6

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.0

*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.

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	\$15,583.26	\$2,527.30	\$13,055.96	\$108,223.87
District	N/A	N/A	\$12,255.33	\$109,894.00
Percent Difference - School Site and District	N/A	N/A	6.0	-0.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	87.4	26.8

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/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	17	N/A
Fine and Performing Arts	7	N/A
Foreign Language	7	N/A
Mathematics	13	N/A
Science	17	N/A
Social Science	8	N/A
All courses	69	40.3

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

*Where there are student course enrollments of at least one student.

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.