

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Henry M. Gunn High School	<b>District Name</b>	Palo Alto Unified School District
<b>Street</b>	780 Arastradero Road	<b>Phone Number</b>	(650) 329-3700
<b>City, State, Zip</b>	Palo Alto, CA 94306	<b>Web Site</b>	www.pausd.org
<b>Phone Number</b>	(650) 354-8200	<b>Superintendent</b>	Kevin Skelly, Ph.D.
<b>Principal</b>	Katya Villalobos	<b>E-mail Address</b>	info@pausd.org
<b>E-mail Address</b>	kvillalobos@pausd.org	<b>CDS Code</b>	43-69641-4332904

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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Be resilient, responsible, respectful, contributing citizens, and  
Lead rewarding lives in the pursuit of personal excellence and life-long learning.

Everything we do at Gunn has these goals embedded in it. The four-year transformation from middle school childhood into young adulthood is a challenge. Gunn High School's faculty, staff and administration are committed to helping all 1897 students from diverse backgrounds, who have a wide range of interests, skills and talents, to reach their individual academic and personal goals.

Our academic and extracurricular options are extensive. Our students have the opportunity to participate and perform in a wide variety of offerings. We are nationally recognized in such diverse areas as Choir, Robotics, Jazz, Journalism, World Languages, Mathematics, Computer Science and Biotechnology. We realize that all students have specific gifts and needs so we encourage them to engage in activities that are meaningful to them. Our goal is to help students learn lifelong skills that will lead to personal fulfillment and to help them become responsible, contributing citizens in a democratic society.

### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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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, International Days, School Service Days, the Health Faire or Career Month. Booster clubs for various programs provide immense support for school musical and theater productions and the many sports activities. Parents serve on School Site council. 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 Gunn supporters and Gunn parents serving as representatives to the PiE board. Our volunteers log more than 30,000 hours every year.

Contact Norma Hesterman, Coordinator, Volunteer Services at 650-354-8234 or [nhesterman@pausd.org](mailto:nhesterman@pausd.org)

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	478
Grade 10	439
Grade 11	507
Grade 12	461
<b>Total Enrollment</b>	<b>1,885</b>

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.7	White	46.8
American Indian or Alaska Native	0	Two or More Races	5
Asian	37.9	Socioeconomically Disadvantaged	4.1
Filipino	0.7	English Learners	8
Hispanic or Latino	7.6	Students with Disabilities	12.7
Native Hawaiian/Pacific Islander	0.3		

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

Subject	2008-09			2009-10			2010-11					
	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	23.9	50	18	11	22.7	28	36		23.4	28	54	7
Mathematics	24.7	29	35	3	26.7	24	65	12	26.6	9	42	6
Science	26.8	7	47	1	28.9	3	78	9	28.1	6	39	7
Social Science	28.8	3	49	2	28.5	3	60	12	17.4	56	47	5

\* 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.

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Gunn's Safe Schools Plan was developed to effectively manage natural and man-made emergencies on campus. Our disaster plan manual outlines procedures and responsibilities for staff and students during an emergency. At least twice a year we conduct a two-stage evacuation and emergency response drill. The first aid response team of designated staff members, trained and led by the school health technician, practices a variety of basic first aid response procedures and would transport the injured, if required, to a safe location. The School Site Council reviews the School Safety Plan and our emergency response procedures every year. To increase Gunn's safety response, the school has a lock-down procedure in the event staying in the classroom is the safest response to a crisis. The procedural information is in the students and staff manuals.

Traffic and pedestrian safety on and around campus is an ever-present concern. Kudos goes to Gunn's GO-FAST program which received the Metropolitan Transportation Commission's Merit Award in October 2006. A group of concerned parents and staff volunteered their time and talents to improve parking and pedestrian safety, encourage car-pooling and use of alternative transportation (biking, walking, bus), and make our parking lots and roads a safer place for the entire community. As construction begins, new bike paths and bike parking will be provided.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.14	2.93	3.77	1.87	1.54	1.67
Expulsions	0	0.1	0.11	0.06	0.04	0.03

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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#### Year and month in which data were collected:

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 Henry M Gunn High School campus was originally constructed in 1964. New Science Facilities and new Library were added in 2003. Other campus renovations have occurred recently as part of the Building for Excellence Program. This modernization program renovated a majority of all the classrooms at the High School. Classroom renovations included new finishes, casework, heating systems, lighting, telecommunications and data systems.

The Library on campus is new, built 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 2000 to 2005 phase. Modernization of the Aquatic Center was completed in the summer of 2009. The I A building renovation was completed in late 2009. Improvements to the interior of Spangenberg theater, interior of RC, interior of AD-2, Gymnasium, outside athletic facilities have been completed. These include an all weather track, synthetic turf football field, new softball and baseball fields, a new soccer field and a new 50mtr pool with new restrooms and team room.

Construction is currently underway for a new 2 story 28 classroom building, a new single story 6 classroom building and a new second gym. This work will also include new outside tennis and basketball courts.

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 November 2011 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 Facilities Office for review.

The Henry M. Gunn High School campus is safe, well maintained and clean, with a custodial staff assigned for 52 hours daily.

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	118	128	108	668
Without Full Credential	3	3	1	3
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	5	6	0
Total Teacher Misassignments	5	6	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	99.32	0.68
All Schools in District	99.85	0.15
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99.84	0.16

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	6	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.1	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.7	---
Resource Specialist (non-teaching)	7	---
Other		---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### Year and month in which data were collected:

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 17th day of January, 2012.

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

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,718.00	\$235.00	\$8,483.00	\$85,089.00
District	---	---	\$8,262.00	\$85,360
Percent Difference: School Site and District	---	---	2.67	-1.22
State	---	---	\$5,455	\$67,667
Percent Difference: School Site and State	---	---	55.51	25.75

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12 Budget was adopted by the Board of Education on June 28, 2011. 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 2009-10)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,422	\$41,035
Mid-Range Teacher Salary	\$81,860	\$65,412
Highest Teacher Salary	\$103,836	\$84,837
Average Principal Salary (Elementary)	\$134,670	\$106,217
Average Principal Salary (Middle)	\$137,603	\$111,763
Average Principal Salary (High)	\$154,393	\$121,538
Superintendent Salary	\$260,466	\$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

**IX. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	86	85	84	84	85	85	49	52	54
Mathematics	72	76	75	81	82	83	46	48	50
Science	88	83	87	86	88	88	50	54	57
History-Social Science	79	80	81	80	80	82	41	44	48

\* 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	85	83	88	82
All Student at the School	84	75	87	81
Male	82	75	87	82
Female	87	75	88	79
Black or African American	36	11	0	36
American Indian or Alaska Native				
Asian	89	89	93	84
Filipino	64	45	0	0
Hispanic or Latino	49	33	53	47
Native Hawaiian/Pacific Islander	0	0	0	0
White	88	73	91	84
Two or More Races				
Socioeconomically Disadvantaged	40	36	36	31
English Learners	31	51	32	21
Students with Disabilities	43	24	63	34
Students Receiving Migrant Education Services				

\* 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 High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Students - Three-Year Comparison**

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	90	88	92	89	89	91	52	54	59
Mathematics	92	90	90	90	90	89	53	54	56

\* 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 High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	9	14	77	11	24	65
All Students at the School	8	13	79	10	21	70
Male	9	13	78	8	18	74
Female	6	13	81	11	23	66
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	5	8	87	2	8	90
Filipino	0	0	0	0	0	0
Hispanic or Latino	28	36	36	36	33	30
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	4	13	83	9	27	63
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	50	21	29	46	29	26
English Learners	58	23	19	32	23	45
Students with Disabilities	21	38	41	49	30	22
Students Receiving Migrant Education Services	0	0	0	0	0	0

\* 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 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.4	20.5	63.8

\* 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.

**X. Accountability**

**Academic Performance Index**

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index Ranks - Three-Year Comparison**

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	9	9	9

**Academic Performance Index Growth by Student Group - Three-Year Comparison**

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	11	2	-9
Black or African American			
American Indian or Alaska Native			
Asian	4	5	-3
Filipino			
Hispanic or Latino			-26
Native Hawaiian/Pacific Islander			
White	7	6	-14
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners		-8	-32
Students with Disabilities	26	22	-43

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group - 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,366	909	8,814	926	4,682,045	779
Black or African American	23	649	250	720	318,776	696
American Indian or Alaska Native	0		24	835	33,743	733
Asian	537	955	2,850	977	399,005	898
Filipino	10		71	891	123,217	860
Hispanic or Latino	108	706	849	760	2,410,191	729
Native Hawaiian/Pacific Islander	5		56	760	26,949	764
White	683	913	4,693	937	1,259,004	845
Two or More Races	0		6		76,497	836
Socioeconomically Disadvantaged	136	678	841	724	2,757,404	726
English Learners	188	768	1,242	830	1,544,531	706
Students with Disabilities	123	673	946	701	522,262	595

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.8	0.7	0.8	0.9	0.6	0.8	4.9	5.7	4.6
Graduation Rate	98.1	97.32	96.47	96.8	97.56	97.28	80.21	78.59	80.53

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	94.4	95.1	N/D
Black or African American	*	89.5	N/D
American Indian or Alaska Native	*	*	N/D
Asian	95.3	96.6	N/D
Filipino	*	*	N/D
Hispanic or Latino	100	90.8	N/D
Native Hawaiian/Pacific Islander	*	*	N/D
White	93.0	95.0	N/D
Two or More Races	100.0	100.0	N/D
Socioeconomically Disadvantaged	100.0	93.1	N/D
English Learners	76.4	79.1	N/D
Students with Disabilities	90.0	88.8	N/D

\* "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Gunn High School has a wide range of CTE and vocational education classes. PAUSD requires 10 units (2 semesters) of CTE classes for graduation. The high schools do not issue certificates for completing a specific sequence of CTE classes constituting a CTE program. Gunn has formal CTE program articulation in Automotive Technology with DeAnza Community College.

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

### Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	80.6
Graduates Who Completed All Courses Required for UC/CSU Admission	98.1

**Advanced Placement Courses (School Year 2010-11)**

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	2	---
English	0	---
Fine and Performing Arts	2	---
Foreign Language	10	---
Mathematics	13	---
Science	15	---
Social Science	15	---
All courses	57	12.8

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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.