

# Palo Alto Senior High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Palo Alto Senior High School
<b>Street</b>	50 Embarcadero Rd.
<b>City, State, Zip</b>	Palo Alto, CA 94301
<b>Phone Number</b>	650.329.3701
<b>Principal</b>	Kim Diorio
<b>E-mail Address</b>	<a href="mailto:kdiorio@pausd.org">kdiorio@pausd.org</a>
<b>Web Site</b>	<a href="http://paly.net">http://paly.net</a>
<b>CDS Code</b>	43 69641 0000000

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

### School Description and Mission Statement (School Year 2016-17)

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, with an exemplary academic program. With the benefit of extensive course offerings in all core subjects, including multiple elective offerings and 20 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 89% of our students attend a two to four year university with 77% 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. The ethnic/racial makeup of our student population is 35.3% Asian, 3.7% African-American/Black, 49.1% Caucasian, 10.3% Hispanic/Latino, 0.8% Native Hawaiian/Pacific Islander, and 10% student population enrolled in Free/Reduced Lunch Program. Total student enrollment is 2000.

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 the Thursday advisory periods. 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 Palo student in an environment of support and inspiration where people work together and lift each other towards great personal growth.

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

- 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 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	516
<b>Grade 10</b>	496
<b>Grade 11</b>	470
<b>Grade 12</b>	511
<b>Ungraded Secondary</b>	1
<b>Total Enrollment</b>	1,994

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.7
Asian	30.2
Filipino	1
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	1.1
White	48.9
Two or More Races	5.5
Socioeconomically Disadvantaged	7.4
English Learners	1.7
Students with Disabilities	9.9
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	127	134	133	774
Without Full Credential	0	0	2	7
Teaching Outside Subject Area of Competence (with full credential)	3	3	3	5

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.6	1.4
All Schools in District	99.1	0.9
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.1	0.9

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

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

Description of school's program towards meeting William's Settlement Requirements

The Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 29th day of September, 2015.

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

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 Jan. 2017 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 a custodial staff assigned for 88 hours daily.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Jan-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Jan-17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	83	92	82	83	44	48
<b>Mathematics</b>	78	88	83	84	34	36

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	475	111	23.4	91.8
Male	11	240	62	25.8	93.4
Female	11	235	49	20.9	89.8
Black or African American	11	17	6	35.3	66.7
American Indian or Alaska Native	11	--	--	--	--
Asian	11	139	38	27.3	97.4
Filipino	11	--	--	--	--
Hispanic or Latino	11	43	10	23.3	77.8
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	241	50	20.8	98.0
Two or More Races	11	23	6	26.1	66.7
Socioeconomically Disadvantaged	11	33	9	27.3	62.5
English Learners	11	--	--	--	--
Students with Disabilities	11	42	12	28.6	54.5
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	475	121	25.5	87.5
Male	11	240	67	27.9	90.9
Female	11	235	54	23.0	83.3
Black or African American	11	17	8	47.1	50.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	139	39	28.1	92.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	--	--	--	--
Hispanic or Latino	11	43	11	25.6	70.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	241	55	22.8	96.4
Two or More Races	11	23	6	26.1	66.7
Socioeconomically Disadvantaged	11	33	11	33.3	40.0
English Learners	11	--	--	--	--
Students with Disabilities	11	42	14	33.3	28.6
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	87	83	91	89	88	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	499	455	91.2	82.9
Male	249	230	92.4	82.2
Female	250	225	90.0	83.6
Black or African American	14	12	85.7	25.0
Asian	163	153	93.9	89.5
Hispanic or Latino	44	41	93.2	53.7
White	220	195	88.6	89.2
Two or More Races	37	35	94.6	88.6
Socioeconomically Disadvantaged	53	50	94.3	46.0
Students with Disabilities	44	40	90.9	42.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**Career Technical Education Programs (School Year 2015-16)**

Palo Alto High School has a range of Career Technical Education (CTE) 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. Palo Alto High School has formal CTE program articulation in Stagecraft Theater and nanotechnology with Foothill Community College.

PAUSD offers CTE credit for graduation in classes that are approved by a CTE Steering committee and follow the CTE guidelines for a Quality CTE program. Classes are offered to all students and a number of them satisfy the A-G entrance requirement for the UC and CSU systems.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	484
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	8

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.15
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	97.2



## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.7	24.2	57.8

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

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 Bell Schedule Review 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, at 650-329-3895.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.60	3.10	2.30	5.50	3.20	3.00	11.40	11.50	10.70
Graduation Rate	93.51	95.63	96.48	93.52	95.71	95.42	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	98	96	86
Black or African American	94	86	78
American Indian or Alaska Native	100	100	78
Asian	99	97	93
Filipino	100	100	93
Hispanic or Latino	95	95	83
Native Hawaiian/Pacific Islander	100	100	85
White	98	95	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	98	88	66
English Learners	33	73	54
Students with Disabilities	100	99	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.9	1.1	0.7	0.5	0.6	0.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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 2016-2017. Improving our Code Red (or “assault 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 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.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

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

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

Subject	2013-14				2014-15				2015-16			
	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	25	19	49	16	24	31	54	3	22	41	98	6
Mathematics	25	23	51	4	25	24	52	4	23	29	57	4
Science	27	12	56	10	24	21	56	9	21	33	65	2
Social Science	24	15	68	6	25	12	65	7	26	18	96	6

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.00	
Counselor (Social/Behavioral or Career Development)	1.00	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	1.50	N/A
Psychologist	2.60	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.40	N/A
Resource Specialist	5.00	N/A
Other	18.20	N/A

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

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,246.84	\$1,520.77	\$10,726.07	\$96,372.11
District	N/A	N/A	\$8,293	\$95,811
Percent Difference: School Site and District	N/A	N/A	6.0	-0.1
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	87.4	26.8

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

### Types of Services Funded (Fiscal Year 2015-16)

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 2016-17 Budget was adopted by the Board of Education on June 21, 2016. The Budget Book is available through Business Services at the District Office and on the PAUSD Website (<https://www.pausd.org/sites/default/files/pdf-faqs/attachments/2016-17%20Budget%20Book.pdf>).

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,563	\$44,958
Mid-Range Teacher Salary	\$91,635	\$70,581
Highest Teacher Salary	\$116,234	\$91,469
Average Principal Salary (Elementary)	\$147,122	\$113,994
Average Principal Salary (Middle)	\$154,034	\$120,075
Average Principal Salary (High)	\$170,698	\$130,249
Superintendent Salary	\$295,000	\$218,315
Percent of Budget for Teacher Salaries	40%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	3	N/A
Fine and Performing Arts	4	N/A
Foreign Language	7	N/A
Mathematics	11	N/A
Science	16	N/A
Social Science	17	N/A
All courses	60	39.2

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)**

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

Vision for Professional Learning for PAUSD

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.

PAUSD's Professional Learning will:

- be focused on student learning goals and outcomes based on evidence (data)
- strengthen content knowledge and instructional strategies to meet the needs of all students
- be collaborative and foster a sense of collective responsibility focused on improved student performance, PK-12
- be ongoing, embedded in our daily work, with an emphasis on inquiry and reflection to improve practice
- be regularly evaluated to ensure experiences are high-quality, research-based, and effective in meeting intended goals
- be in alignment with site and district goals

Each year teacher and special education aides attend three dedicated professional learning days. The content for these sessions is informed by our focus goals which include high quality teaching and learning; equity and access; and wellness and safety. These goals represent priorities in our strategic plan, WASC and SPSA plans. 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. Our district employees instructional coaches that 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 the BTSA Induction Program, attend workshops focused on curriculum, instruction, assessment, and special workshops on specific students' needs. In addition, BTSA participants receive formative assessment and one-to-one coaching. Teachers in need of additional support can access our Peer Assistance and Review program for targeted coaching support. 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. We hold after school workshops, conduct blended workshops that combine online and in-person time, offer 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.