

# Henry M. Gunn High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Henry M. Gunn High School
<b>Street</b>	780 Arastradero Road
<b>City, State, Zip</b>	Palo Alto, CA 94306
<b>Phone Number</b>	(650) 354-8200
<b>Principal</b>	Kathleen Laurence
<b>E-mail Address</b>	klaurence@pausd.org
<b>Web Site</b>	<a href="http://gunn.pausd.org/">http://gunn.pausd.org/</a>
<b>CDS Code</b>	43-69641-4332904

<b>District Contact Information</b>	
<b>District Name</b>	Palo Alto Unified School District
<b>Phone Number</b>	(650) 329-3700
<b>Superintendent</b>	Karen Hendricks
<b>E-mail Address</b>	khendricks@pausd.org
<b>Web Site</b>	www.pausd.org

### **School Description and Mission Statement (School Year 2017-18)**

The mission of Henry M. Gunn High School is to foster a community of creative thinkers who will acquire the knowledge, skills, values, and integrity to: be resilient, responsible, respectful, contributing citizens; 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 1987 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 Advanced Authentic Research (AAR), 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.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	469
<b>Grade 10</b>	484
<b>Grade 11</b>	487
<b>Grade 12</b>	456
<b>Ungraded Secondary</b>	23
<b>Total Enrollment</b>	1,919

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	44.2
Filipino	0.8
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.4
White	38.2
Two or More Races	6.3
Socioeconomically Disadvantaged	7.8
English Learners	4.5
Students with Disabilities	6.8
Foster Youth	0.2

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	126	127	124	751
Without Full Credential	0	1	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)**

**Year and month in which data were collected:** September 26, 2017

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 26TH day of September, 2017.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Selected novels from the California Department of Education Recommended Literature List <a href="https://www.cde.ca.gov/ci/cr/rl/">https://www.cde.ca.gov/ci/cr/rl/</a>		0
<b>Mathematics</b>	Algebra 2 - Prentice Hall Algebra 1 - (Prentice Hall) Pearson Education Algebra 2 - (Prentice Hall) Pearson Education Algebra & Trigonometry, 3rd Edition Pearson Calculus: Concepts & Applns, 2nd Ed - Key Curriculum Press Geometry - (Prentice Hall) Pearson Education Geometry - McDougal Littell Precalculus: Graphical, Num., Algebraic - Pearson Education Precalculus: A Graphing Approach - Holt, Rinehart & Winston Finite Mathematics, 8th Edition - Pearson Pre-calculus Mathematics - Addison-Wesley Calculus: Concepts & Applications - Key Curriculum Press The Practice of Statistics, 5th Edition - Bedford, Freeman & Worth		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Biology (Miller/Levine) - Pearson Prentice Hall Biology, 8th Edition, AP Edition - Benjamin Cummings BIOTECHNOLOGY: SCIENCE FOR THE NEW MILLENNIUM - CBS Publishers & Distributors Pvt.ltd. ENVIRONMENTAL SCIENCE, EARTH AS A LIVING PLANET, 7th Edition - Wiley INTRODUCTION TO MARINE BIOLOGY - Cengage Learning; 3 edition CHEMISTRY - CALIFORNIA EDITION - Prentice Hall MODERN CHEMISTRY - HOLT, RINEHART AND WINSTON Chemistry: The Central Science, 10th Edition - Pearson/Prentice Hall Conceptual Physics (Hewitt), Prentice Hall Physics, 9th Edition - John Wiley and Sons Conceptual Physics, 3rd Edition - Addison Wesley EXPLORATIONS: AN INTRODUCTION TO ASTRONOMY - MacGraw-Hill, 6th edition PHYSICS FOR SCIENTISTS AND ENGINEERS, 9th Edition -Brooks Cole Auto Fundamentals by Stockel/Stockel/Johanson Goodheart-Wilcox Biotechnology - Science for the New Millennium - Paradigm Publishing Biology - Prentice Hall Biology - AGS Conceptual Physics - Prentice Hall Guide to Good Food Goodheart/Wilcox Co. Inc.		0
<b>History-Social Science</b>	World History: Connections to Today - Prentice Hall The Americans - McDougal Little Criminal Justice Today Frank Schmalleyer, - Pearson/Prentice Hall The Americans - McDougal Littell		0
<b>Visual and Performing Arts</b>	Gardner's Art Through the Ages - Fred S. Kleiner, 15th edition - Cengage Learning		

**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 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 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 completed 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 Dec. 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 Henry M. Gunn 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)**

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: Dec-17</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Dec-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Dec-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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	94	84	83	81	48	48
Mathematics (grades 3-8 and 11)	91	72	84	81	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	480	109	22.71	84.4
Male	256	60	23.44	86.67
Female	224	49	21.88	81.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	218	40	18.35	90
Filipino	--	--	--	--
Hispanic or Latino	50	17	34	58.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	176	43	24.43	90.7
Two or More Races	28	7	25	85.71
Socioeconomically Disadvantaged	41	12	29.27	58.33
English Learners	32	7	21.88	14.29
Students with Disabilities	27	11	40.74	54.55
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	480	97	20.21	72.16
Male	256	52	20.31	75
Female	224	45	20.09	68.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	218	37	16.97	89.19
Filipino	--	--	--	--
Hispanic or Latino	50	15	30	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	176	38	21.59	71.05
Two or More Races	28	5	17.86	80
Socioeconomically Disadvantaged	41	11	26.83	27.27
English Learners	32	6	18.75	50
Students with Disabilities	27	12	44.44	25
Foster Youth	--	--	--	--



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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	93	91	89	88	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016-17)

Gunn High School offers a range of CTE classes. These offerings were expanded in 2016-17. PAUSD requires 10 units (2 semesters) of CTE classes for graduation. In 2016-17, PAUSD completed implementing specific sequences of CTE classes constituting CTE programs (i.e., “CTE pathways”) in selected industry sectors. Foundational work was performed that will allow the completion of additional CTE pathways in 2017-18. Gunn has formal CTE program articulation in Automotive Technology with DeAnza 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 2016-17)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	916
<b>% of pupils completing a CTE program and earning a high school diploma</b>	10.1
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	62.5

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

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	97.71
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	87.76

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.1	26.9	54.9

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 State priority: Parental Involvement (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 2017-18)

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)

### 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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.2	3.8	4.6	3.2	3	4.1	11.5	10.7	9.7
Graduation Rate	96.15	94.42	94.38	95.71	95.42	95.09	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95.76	95.88	87.11
Black or African American	90.91	90.63	79.19
American Indian or Alaska Native	100	100	80.17
Asian	98.62	98.86	94.42
Filipino	50	80	93.76
Hispanic or Latino	86.05	87.37	84.58
Native Hawaiian/Pacific Islander	0	80	86.57
White	96.24	96.62	90.99
Two or More Races	91.18	90.74	90.59
Socioeconomically Disadvantaged	78.57	91.18	85.45
English Learners	73.33	73.68	55.44
Students with Disabilities	77.08	83.19	63.9
Foster Youth	100	100	68.19

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0	0.6	1.5	0.6	0.5	0.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 Safe Routes to School Committee. A group of concerned parents, Palo Alto City staff, and Gunn staff volunteer 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. Gunn has an on-campus bike repair station and pump. As of October of 2017, we have an average of over 800 students biking to and from school. A partnership between the Gunn Green Team and Custodial staff have been working towards becoming a zero waste school.

## 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 2017-18)

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

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	42	47	5	25	19	58	4	25	23	56	1
Mathematics	25	22	53	3	26	11	57	6	25	26	43	10
Science	27	9	61		27	11	51	8	26	17	55	1
Social Science	23	23	63	1	25	19	64	1	24	25	50	9

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.51	
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	3.00	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.60	N/A
Resource Specialist	5.60	N/A
Other	14.00	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,486.75	\$1,832.92	\$11,653.83	\$128,878.78
District	N/A	N/A	\$8,293	\$101,408
Percent Difference: School Site and District	N/A	N/A	3.6	-2.3
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	83.3	24.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 exception is 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/BudgetBook2016-17.pdf>.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,441	\$48,522
Mid-Range Teacher Salary	\$96,217	\$75,065
Highest Teacher Salary	\$122,046	\$94,688
Average Principal Salary (Elementary)	\$155,249	\$119,876
Average Principal Salary (Middle)	\$172,861	\$126,749
Average Principal Salary (High)	\$181,469	\$135,830
Superintendent Salary	\$300,900	\$232,390
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	6%	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 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	2	N/A
Foreign Language	6	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	3	N/A
All courses	20	44.3

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)

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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 our Induction Program, attend workshops focused on 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. 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.