

Palo Alto Senior 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)

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

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

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

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 93% of our students attend a two to four year university with 82.1% 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 2046.

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 2016-17)

Grade Level	Number of Students
Grade 9	536
Grade 10	505
Grade 11	485
Grade 12	466
Total Enrollment	1,992

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.5
Asian	31.5
Filipino	1.2
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.9
White	46.5
Two or More Races	6.2
Socioeconomically Disadvantaged	9.5
English Learners	1.6
Students with Disabilities	10.6
Foster Youth	0.1

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	134	133	129	751
Without Full Credential	0	2	0	3
Teaching Outside Subject Area of Competence (with full credential)	3	3	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
Reading/Language Arts	Selected novels from the California Department of Education Recommended Literature List https://www.cde.ca.gov/ci/cr/rl/		0
Mathematics	Algebra 1 - Pearson Geometry - Pearson Geometry - Houghton Mifflin Algebra 2 - Pearson Algebra & Trigonometry: Graphs & Models - Pearson / Addison-Wesley Precalculus: Graphical, Numerical, Algebraic - Pearson Precalculus: A Graphing Approach - Holt Calculus - Key Curriculum Press Calculus w/Analytic Geometry - Wiley, John & Sons, Incorporated Calculus - Wiley & Sons The Practice Of Statistics - Freeman The Art Of Problem Solving - Aops Incorporated		0
Science	Modern Chemistry - Holt, Rinehart and Winston Chemistry- the Central Science - Brown, LeMay and Bursten Biology- California edition - Holt Physics for Scientists and Engineers with Modern Physics - Serway Conceptual Physics- Hewitt - Prentice Hall		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>The Americans: Reconstruction to the 21st century - McDougal Littell</p> <p>American Government, Magruder - Pearson/Prentice Hall</p> <p>Economics 2010 Prentice Hall Student edition w/Online student center - Pearson/Prentice Hall</p> <p>Economics 17th Ed. (APECON) - Glencoe/McGraw Hill</p> <p>AP Econ, Macroeconomics: Student Resource Manuel, 4th ed. - Council for Economics Education</p> <p>Global Insights - Glencoe/McGraw Hill</p> <p>World History: The Modern World California Ed. - Pearson/Prentice Hall</p> <p>World History - Connections to Today, Ellis Esler - Pearson/Prentice Hall</p> <p>Psychology, 8th Ed. - VHPS</p> <p>Myers' Psychology for AP; 2nd Ed. Bedford, Freeman & Worth</p> <p>Down to Earth Sociology Simon and Schuster</p> <p>Sociology - Pearson/Prentice Hall</p> <p>The Sociologically Examined Life Mayfield</p> <p>American Pageant; 16th ed. - Cengage Learning</p> <p>American Spirit, Volume 1; 12th ed HHolt McDougal</p> <p>American Spirit; volume 2; 12 ed. - Holt McDougal</p> <p>The Real World; 5th ed - W.W. Norton & Company</p>		0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. A Custodial Supervisor who monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community. The Palo Alto High School campus was originally constructed in 1918. Additions added in 1924. The Boy’s Gym added in 1928. The Industrial Arts and shops added in 1945. Locker rooms and showers were added to the Boy’s Gym in 1946. In 1960 a new Science wing was added. In 1969 a Girls’ Gym was added to the site. In 1972, concerns with earthquake safety caused much of the original school configuration to be demolished to make way for new facilities. The Tower Building, Theatre, Gyms and Industrial Arts are all that remains from the old campus plan. As part of the Building for Excellence Program, a new Science facility was added in 2004 with the old Science building being demolished. The modernization program renovated a majority of the classrooms in the 1972 configuration. Classroom renovations included new finishes, casework, heating systems, lighting, telecommunications and data systems. The Library on campus was built as part of the 1972 construction and received some interior renovation during the summer of 2005. The 100 Building (Fine Arts)\ was completed modernization and was occupied in 2008. . Each of the 1972 buildings has been re-roofed and painted during the 2000 to 2005 phased modernization with the exceptions of the Tower Building, Theatre and Industrial Arts. Exterior painting of the Gym Facilities occurred during the summer of 2006. Improvements to the Tower Building, Theatre, Library building, Industrial Arts and the interiors of the gyms and a new synthetic football field was installed in 2008 with a new synthetic soccer field being added in 2009. Work completed on a new multi use field in February or 2011. In summer of 2011 construction started on a new 2 story 28 classroom building and a 2 story media arts building. In September of 2013, improvements to Viking Stadium were officially completed. These improvements included a new concession building, improved restroom facilities and storage, new bleachers on both the home and visitor sides, increased seating capacity to 2200 and became ADA compliant (elevator lift on the home side), new press box, and track resurfacing. In the Spring of 2014, the construction of a new Performing Arts center was completed in 2016 , a new athletic center will be built as the big and small gym are demolished to make way for the larger and modernized facilities. The Facilities Steering Committee is also developing a library renovation and a 4 classroom addition to the Science (1700) building. The District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District’s Capital Improvement Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues and begin to identify funding sources. As of 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 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)

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

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	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	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
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)	92	85	83	81	48	48
Mathematics (grades 3-8 and 11)	88	70	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	485	74	15.26	84.93
Male	245	42	17.14	83.33
Female	240	32	13.33	87.1
Black or African American	12	1	8.33	0
American Indian or Alaska Native	--	--	--	--
Asian	157	16	10.19	87.5
Filipino	--	--	--	--
Hispanic or Latino	44	7	15.91	71.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	217	39	17.97	84.21
Two or More Races	40	8	20	100
English Learners	18	2	11.11	0
Students with Disabilities	54	15	27.78	57.14
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	485	64	13.2	70.31
Male	245	33	13.47	69.7
Female	240	31	12.92	70.97
American Indian or Alaska Native	--	--	--	--
Asian	157	12	7.64	100
Filipino	--	--	--	--
Hispanic or Latino	44	7	15.91	28.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	217	35	16.13	74.29
Two or More Races	40	8	20	62.5
English Learners	18	1	5.56	0
Students with Disabilities	54	13	24.07	38.46
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
Science (grades 5, 8, and 10)	87	83	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)

Palo Alto 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. 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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	1026
% of pupils completing a CTE program and earning a high school diploma	4.2
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	70.5

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.85
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	84.24

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	11.9	30.8	45.5

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, Change In Our Schools Week, Club Day, Field Day, School Service Days, and/or Career Month. Parents provide additional support of our programs through the various Boosters organizations (Sports, Music, Theater, TEAM, Robotics, Fiery Arts, Media Arts, Performing Arts, etc.), the Paly Foundation (Rise Together Education), the Facilities Steering Committee, and the Landscaping Committee. Parents serve on School Site council and various school-wide committees, such as the Innovative Schedule committee, Challenge Success, and the Wellness Advisory committee. The PTSA is very active and provides a variety of parent education opportunities throughout the school year. The districtwide fund raising organization, Partners in Education (PiE), has many Paly supporters and Paly parents serving as representatives to the PiE board.

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

Contact Beth Martin, Volunteer Coordinator, at 650-329-3895.

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	3.1	2.3	2.4	3.2	3	4.1	11.5	10.7	9.7
Graduation Rate	95.63	96.48	97.62	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	96.87	95.88	87.11
Black or African American	95	90.63	79.19
American Indian or Alaska Native	100	100	80.17
Asian	99.25	98.86	94.42
Filipino	100	80	93.76
Hispanic or Latino	90	87.37	84.58
Native Hawaiian/Pacific Islander	80	80	86.57
White	97.47	96.62	90.99
Two or More Races	94.74	90.74	90.59
Socioeconomically Disadvantaged	100	91.18	85.45
English Learners	75	73.68	55.44
Students with Disabilities	90.57	83.19	63.9
Foster Youth	0	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	1.1	0.7	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)

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 2017-2018. 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/Title IX compliance and Kognito online training for at-risk students. Our goal is for Palo Alto High School to continue to be a safe and welcoming school for all learners.

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	24	31	54	3	25	28	56	4	23	39	53	2
Mathematics	25	24	52	4	26	15	58	4	24	27	56	4
Science	24	21	56	9	22	26	67	2	22	24	68	
Social Science	25	12	65	7	27	12	64	4	25	18	70	1

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	5.00	
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	3.80	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	\$13,526.45	\$2,108.31	\$11,418.14	\$130,223.32
District	N/A	N/A	\$8,293	\$101,408
Percent Difference: School Site and District	N/A	N/A	6.0	-0.1
State	N/A	N/A	\$6,574	\$77,824
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 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	4	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	2	N/A
All courses	20	40.6

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 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.