

Henry M. Gunn High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Henry M. Gunn High School
Street	780 Arastradero Road
City, State, Zip	Palo Alto, CA 94306
Phone Number	(650) 354-8200
Principal	Kathleen Laurence
Email Address	klaurence@pausd.org
Website	http://gunn.pausd.org/
County-District-School (CDS) Code	43-69641-4332904

Entity	Contact Information
District Name	Palo Alto Unified School District
Phone Number	(650) 329-3700
Superintendent	Dr. Don Austin
Email Address	daustin@pausd.org
Website	www.pausd.org

School Description and Mission Statement (School Year 2019-20)

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 approximately 2000 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 2018-19)

Grade Level	Number of Students
Grade 9	530
Grade 10	491
Grade 11	484
Grade 12	501
Total Enrollment	2,006

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.1
Asian	43.1
Filipino	1
Hispanic or Latino	9.2
Native Hawaiian or Pacific Islander	0.7
White	37
Two or More Races	7.8
Socioeconomically Disadvantaged	7.6
English Learners	2.6
Students with Disabilities	7.5
Foster Youth	0.2
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	124	121	126	764
Without Full Credential	1	0	2	8
Teaching Outside Subject Area of Competence (with full credential)	3	2	2	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

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

The Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 24th day of September, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Selected novels from the California Department of Education Recommended Literature List https://www.cde.ca.gov/ci/cr/rl/		0
Mathematics	Algebra 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	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
History-Social Science	The Americans - McDougal Little Criminal Justice Today Frank Schmalleyer, - Pearson/Prentice Hall The Americans - McDougal Littell IMPACT: Principles of American Democracy (McGraw-Hill) World History 9th Edition (Cengage) The Human Record, Volume II (Cengage)		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Realidades 3 Prentice Hall 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 Jia You 1 & 2 Sengage Learning Asia Bien Dit French 1 Holt Rinehart Winston Bien Dit French 2 Holt Rinehart Winston Beginning Japanese Periplus Editions Limited Bien Dit French 3 Holt Rinehart Winston Genki 1 Japan Times Genki 2 Japan Times Descubre 1 Vista Higher Learning Descubre 2 Vista Higher Learning Triángulo Aprobado Wayside Momentos Cumbres de las literaturas hispánicas PPH Reflexiones de literatura PPH Team Deutsch 1 Klett Team Deutsch Klett Kaleidoskop Heinle Imagina Vista		
Visual and Performing Arts	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 October 2019 none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Henry M. Gunn High School campus is safe, well maintained and clean, with multiple custodial staff assigned for 88 hours daily.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Gunn HS: Boys restroom village has torn linoleum
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	90	88	82	82	50	50
Mathematics (grades 3-8 and 11)	86	83	83	82	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	480	348	72.50	27.50	87.64
Male	256	181	70.70	29.30	85.08
Female	224	167	74.55	25.45	90.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	214	163	76.17	23.83	88.96
Filipino	--	--	--	--	--
Hispanic or Latino	34	20	58.82	41.18	35.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	186	130	69.89	30.11	93.85
Two or More Races	32	24	75.00	25.00	95.83
Socioeconomically Disadvantaged	41	26	63.41	36.59	46.15
English Learners	32	21	65.63	34.37	47.62
Students with Disabilities	40	23	57.50	42.50	30.43
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	480	329	68.54	31.46	83.28
Male	256	170	66.41	33.59	85.88
Female	224	159	70.98	29.02	80.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	214	156	72.90	27.10	91.67
Filipino	--	--	--	--	--
Hispanic or Latino	34	20	58.82	41.18	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	186	121	65.05	34.95	85.12
Two or More Races	32	23	71.88	28.12	86.96
Socioeconomically Disadvantaged	41	24	58.54	41.46	41.67
English Learners	32	20	62.50	37.50	90.00
Students with Disabilities	40	23	57.50	42.50	17.39
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Henry M. Gunn (Gunn) High School offers a range of CTE courses. PAUSD offers CTE credit for graduation in courses that are approved by the CTE Steering Committee and follow the CTE guidelines for a high-quality CTE program, and a number of them satisfy the A-G entrance requirement for the UC and CSU systems. PAUSD requires ten units (two semesters) of CTE courses for graduation. In 2019-20, PAUSD completed implementing specific sequences of CTE courses constituting CTE pathway programs in selected industry sectors. PAUSD offers 14 CTE pathway programs across ten CDE designated industry sectors. Of these 14 pathways, eight are currently completable. In addition, there are some courses that support multiple pathways, such as Work Experience and Advanced Authentic Research. In 2018-19, PAUSD continued the work of the last two years to update CTE pathway programs and to explore new partnerships to expand articulation and dual enrollment options. In 2018-19, Gunn introduced Dual enrollment for Advanced Stage Tech course. Also, Gunn has a formal CTE program articulation in Automotive Technology with DeAnza Community College. Whenever possible, students are given the option to enroll in regular, honors or dual enrollment courses - whatever best fits their academic needs. Finally, Gunn is working with the National Academy Foundation (NAF) to develop a business pathway. In late 2018-19, CTE leadership started to work with NAF to rebuild the CTE Advisory Board to give students more diverse opportunities with work-based learning, including internships and certifications. This new completable pathway will not only serve the needs of all students but will also support our CTSOs (FBLA and DECA). Gunn site guidance counselors and other departments are working on expanding CTE options to ensure that CTE program offerings are accessible to all students and supportive of students' individualized needs. We are also working on expanding coordinated outreach to ensure that students and families are aware of their options by working with the District's equity initiative.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	988
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.31
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	59.14

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	10.3	22.8	56.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The Volunteer Program provides structure for the high level of participation on the part of parent and community volunteers. The purpose of the program is to support and enrich the school programs and provide services unavailable within the school budget. Services cover a broad range of activities. Volunteers tutor individuals and groups, assist in classrooms, provide office help, serve as guest speakers, host college visits, chaperone dances, assist with Homecoming activities, improve the physical plant, drive for field trips or serve with others doing small one-time projects or on committees for large all-school functions such as the Turkey Feast, International Days, School Service Days, the Health Faire or Career Speaker series. 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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	4.6	1.3	3.1	4.1	1.7	3.4	9.7	9.1	9.6
Graduation Rate	94.4	96.4	96	95.1	96.5	95.3	83.8	82.7	83

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.5	1.1	0.9	0.8	1.0	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	25	23	56	1	25	22	60		24	21	61	2
Mathematics	25	26	43	10	26	15	56	7	26	16	62	3
Science	26	17	55	1	25	23	53		26	15	57	
Social Science	24	25	50	9	25	20	65		25	17	67	1

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	200.6

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.6

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,036.21	\$1,556.82	\$12,479.39	\$107,632.09
District	N/A	N/A	\$12,255.33	\$109,894.00
Percent Difference - School Site and District	N/A	N/A	3.6	-2.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	83.3	24.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The district relies on federal categorical funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The use of categorical funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner specialists. Funds are also used to support district-wide professional development in curriculum and English learner support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds.

For a more detailed analysis of services funded, refer to the LCAP Addendum for 2018-19 <https://www.pausd.org/explore-pausd/local-control-and-accountability-plan-lcap>.

In addition, each year each school develops a School Plan for Student Achievement (SPSA). The California Department of Education describes the School Plan for Student Achievement (SPSA) as the “plan of action to improve student academic performance by coordinating all educational services and resources.” Each school’s SPSA document is developed by reviewing site-specific student achievement data and developing an improvement process.

The School Site Council (SSC) is the decision-making body responsible for establishing the goals, with input from the staff and the parent community, delineated in the SPSA. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the PAUSD Board annually and available through the following link: <http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=BCMTFT68A305>.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$65,093	\$51,374
Mid-Range Teacher Salary	\$103,621	\$80,151
Highest Teacher Salary	\$131,343	\$100,143
Average Principal Salary (Elementary)	\$166,806	\$126,896
Average Principal Salary (Middle)	\$176,596	\$133,668
Average Principal Salary (High)	\$185,917	\$143,746
Superintendent Salary	\$297,950	\$245,810
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	6	N/A
Foreign Language	10	N/A
Mathematics	15	N/A
Science	16	N/A
Social Science	22	N/A
All courses	75	39.3

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5

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

Professional Learning is a comprehensive, sustained and intensive approach to improving teachers', principals' and support staffs' effectiveness in raising student achievement. In order to provide all students the highest-quality learning environment in every Palo Alto school, all certificated and classified staff must be continuously engaged in Professional Learning.

Each year teacher and special education aides attend three dedicated professional learning days, and elementary teachers have an additional three partial days. In 2017-18 and 2018-19 grade level or course-alike teams were provided with one release day to focus on professional learning. Teachers new to the district attend one full day of professional learning each fall in their first two years in the district. Four of our elementary schools are provided an additional five days for in-depth professional learning focused on literacy.

Professional learning is informed by PAUSD's goals which include high quality teaching and learning; equity and excellence; and wellness and safety. Workshops on these topics, and multimedia and technology are offered throughout the year, at the District and school sites. Reading specialists, special education teachers, school psychologists, speech therapists, EL teachers, and other non-classroom personnel are included and also receive additional training in their areas of expertise. Instructional coaches work with individual teachers, teams and entire departments or staffs to support continuous growth and implementation of new strategies or curriculum. New teachers to PAUSD, including those who qualify for our Induction Program, attend workshops focused on equity, curriculum, instruction, assessment, and meeting the needs of all students. In addition, Induction participants receive one-to-one coaching in support of their long-term goals and immediate needs. Our non-instructional support staff also have opportunities to attend workshops related to district goals that pertain to their roles.

Professional learning is delivered in a variety of ways. PAUSD holds after school workshops, conducts blended workshops that combine online and in-person time, offers instructional coaching and in-depth summer institutes. In addition to coaching support, we ensure our administrators develop expertise in our focus areas so they are able to provide leadership and support at their sites.