PALO ALTO HIGH SCHOOL

PALO ALTO SENIOR HIGH SCHOOL

Self-Study Report

April 18-21, 2021

50 Embarcadero Road
Palo Alto, California 94301
Palo Alto Unified School District

PALO ALTO SENIOR HIGH SCHOOL

Palo Alto Unified School District

Focus on Learning
WASC Self-Study
2020-2021

Submitted to the

Western Association of Schools and Colleges

and the

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PREFACE

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WASC Criteria:

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards.**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria.**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

Palo Alto High School formally started our WASC Self-Study in Fall of 2019 with the addition of a WASC Self-Study Coordinator, allocated at 40%. We started with a brief overview of the process, first shared in Educational Council (Ed Council) and then by Instructional Leaders (ILs) to their Home Groups. Ed Council is composed of school administration, department-based Instructional Leaders (IL), and other various leaders around campus (Guidance, Wellness, Psychologists). We established a cycle of feedback where information and data was initially presented in Ed Council, followed by an analysis in Home Groups where feedback was collected and brought back to Ed Council for discussion when needed. The WASC Coordinator and Principal attended a WASC training, Part I, on September 12, 2019. They then attended a Part II training on February 24, 2020.

Fall 2019

In Fall 2019, we focused on including all stakeholders in completing Chapter 1 and Chapter 2 of our Self-Study. Home Groups first spent time in September and October reflecting on and gathering evidence of progress for our 2015-2021 action plan goals, summarizing significant changes to our school and district. This reflection allowed all staff, veteran and new, to get on the same page about past goals and progress. A description of this reflection can be found in the following slide presentation and home group documentation template. The WASC coordinator summarized the responses from all Home Groups into what is now Chapter 1 of our Self-Study report.

In October and November, Home Groups focused on the analysis of school data (used to create our profile in chapter 2), in order to develop preliminary critical learner needs. A description of this data analysis can be found in the following slide presentation and home group documentation template. The analysis of data was shared with all Home Groups in December and each home group summarized their top 3 major student learner needs. In addition, parents and student WASC Groups joined Site Council in our first Data Night. Data Night was an opportunity for parents and students to view data from the school profile and help make observations and pose questions about what it means for our students. An outline of Data Night can be found here, and the types of data reviewed can be found here. In January, Ed Council met to review all data reflections from Home Group and Data Night to create draft 1 of our preliminary student learner needs (SLN). These preliminary SLN went back to Home Groups for feedback and were revised at the start of February (Draft 2). Home Groups again solicited feedback around SLN version 2 and Ed Council further refined the preliminary SLN in March (Draft 3).

In addition, in the fall we worked on recruiting a diverse set of students and parents to help with our self-study. Parents and students were initially informed and invited to express interest through 2019-2020 Principal Adam Paulson's September SMORE newsletter. In addition, a special presentation was made to the Site Council and PTSA Executive Board in September of 2019. Interest in joining the parent and student Home Group was initially expressed through a Google Form. In order to make sure that our student and parent groups represented all voices on campus, special outreach was done through a presentation to ASB (Associated Student Body), as well as through presentations and invitations to students in Black Scholars United (BSU), LatinX Club and AVID students. Staff coordinators of these student-run clubs, as well as the district Community Outreach coordinator, were asked to help recommend names of parents who would be helpful in offering perspectives of families not often heard in our community. In order to help gather input from a greater variety of Paly families, the WASC coordinator worked on finding alternative ways of collecting feedback that didn't require parents to attend meetings during the school day (when they may be working). All parents and students interested in participating were invited to an initial meeting at the start of November. At this meeting, introductions were made, an overview of the process was given and focus group meeting dates were outlined. All members were invited to Data Night in January 2020 (see above).

Classified staff were informed of the WASC Self-Study at a Classified Staff meeting in mid-October. Classified staff were then offered the opportunity to choose to participate in Focus Groups for Spring 2020.

Our Home Groups were defined as the following:
- Administration
- Career and Technical Education
- Classified Staff
- English/Library
- History/Social Science
- Math
- Parents
- Physical Education
- Science
- Special Education
- Students
- Student Support*
- Visual and Performing Arts
- World Language

Student support team includes certificated individuals from the following teams: Guidance, Wellness, AVID/FOS, Living Skills Home Group facilitators were Instructional Leaders (ILs) or other member(s) present at Ed Council.

A basic timeline of 2019-2020 meetings and meeting goals:

Month	Ed Council Intro	*Potential* Department Work Dates*	Link to Slide Deck
September	9/11/19	Dept: 9/19 PLC: 9/16, 9/17, 9/30, 10/8	Home Group #1 - Reflect Reflect on the progress your department has made over the last 6 years.
October & November	10/16/19	Dept: 10/17, 11/7, 11/14 PLC: 10/15, 10/28, 10/29, 11/18, 11/19, 12/3	Home Group #2: Evaluate Data
December	12/4/19	Dept: 12/12 PLC: 12/9	Home Group #3: Identify Potential Major Student Learner Needs
January	1/15/20	January 28, 2020	Home Group #4 Feedback on SLN Version 1 & Collect Student work for Chapter 3 Focus Group
February	2/19/20	February 27, 2020	Home Group #5 Feedback on SLN Version 1 & Collect Student work for Chapter 3 Focus Group
COVID 19 School Closure March 17, 2020 to end of school year			

Additional Focus Groups were set up in order to make sure we received feedback directly from groups of students (BSU, First Gen, LatinX, Sources of Strength, Student and Parent Home Groups) on campus who might help us better understand learner needs. These meetings were scheduled during lunch time or tutorial. All answers were audio recorded, with unedited transcripts created and names were removed to maintain anonymity. These responses were summarized into themes and then discussed in Home Groups as a way to give us more feedback when responding to indicators in Focus Groups.

Spring 2020

February 13, 2020 marked the kick-off of our Focus Groups. Participants were put into Focus Groups based on preference (through use of a Google Form), while making sure all Focus Groups had an equal number of members from each home group. Classified staff were included based on their interest to extend their school-day hours.

Between February 13 and the start of March, Focus Groups met two times (for a total of 4 hours) to work collaboratively and identify strengths and areas of growth for each indicator presented in Chapter 3. Home Groups then met in-between focus group meetings to help collect or review additional data needed in various Focus Groups. The WASC Coordinator also worked on gathering additional requested data. All data was uploaded digitally and is hyperlinked within this Self-Study report. Due to COVID 19 school closures starting on March 17, 2020, Focus group work was loosely wrapped up asynchronously and through Google Forms. Due to Focus Groups already having four hours of quality time to reflect upon and respond to the WASC indicators for each category, all Focus Groups were able to digitally gather feedback around the already identified areas of strength and growth. While not ideal, this digital feedback was intended to be used to capture a snapshot picture of the priority areas of growth for each category based on the groups focused in-person work.

A basic timeline of Spring 2020 Focus Group/Home Group meetings and meeting goals:

Meeting	Meeting Goals
Th 2/13/20 SDD - 3 hours	Get to know your team, parents and students, staff Overview of goal for Focus Groups Break off into teams around campus Divide up indicators Review responses from last cycle Determine additional evidence/data needed to respond to indicator
Th 2/27/20 Home Group	Collect Evidence for your Focus Group and upload to Drive
Tu 3/3/20 Focus Group	Hyperlink Evidence to report Respond to indicators assigned. Share responses with group and gather feedback
Th 3/19/20 Home Group	Cancelled due to COVID 19 - completed remotely where needed. ● Collect Evidence for your Focus Group and upload to drive
Tu 3/31/20 Focus Group	Cancelled due to COVID 19 ● Feedback collected through a Google Form for each group. ● Finalize top 3 areas of growth and prioritize areas of strength.

Fall 2020

In Fall 2020, the school remained in distance learning but we resumed WASC work with the goal of first wrapping up the Focus Group work and then shifting our focus to the creation of the Action Plan. First, the Focus Groups met to re-familiarize themselves with the work they did back in the Spring and to see if any findings needed to be shifted based on our distance learning experience. Next, Home Groups met to re-familiarize themselves to the 4 Student Learner Needs and to begin the brainstorming process of how we would address these Student Learner Needs in our Action Plan. Ed Council then met twice to refine, narrow down and discuss Action Plan items the Focus Groups created. From this work, a rough draft of the Action

Plan was created by the WASC Coordinator and Focus Groups met one last time to read, discuss and give feedback about the Action Plan. All meetings during Fall 2020 were done via Zoom.

A basic timeline of Fall 2020 WASC meetings and meeting goals:

Meeting	Meeting Goals	Link to Slide Deck
Fri 9/25/20 Focus Group	Confirm that the Chapter 3 Rough Draft accurately reflects the findings of the group. Adjust your findings, areas of growth and/or areas of strength in relation to the distance learning environment	Focus Groups 9/25
Fri 10/9 Home Group	Have Home Groups re-familiarize themselves with the 4 Student Learner Needs Have Home Groups contribute short team and long term ideas for schoolwide strategies for how to address the 4 Student Learner Needs	Home Groups 10/9
Tues 11/3 and 11/17 Ed Council	Ed Council further refined, identified and discussed Action Plan Items. A rough draft was created after this process	Ed Council 11/3
Fri 11/20 Focus Group	Focus Groups read, discussed and gave feedback on the rough draft of the Action Plan	Focus Groups 11/20

CHAPTER I

PROGRESS REPORT

CHAPTER I:
Progress Report

> **WASC Criteria:**
> **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

Over the last 6 years the following changes that have had an impact on our Action Plan progress and school community:

Administration Changes

Changes in administration occurred at both the site level and the district level. At the site level, Adam Paulson (former Assistant Principal at Paly) took over as Principal in the Fall of 2018 and Brent Kline then became principal in the Fall of 2020. In addition, there were three Assistant Principal changes in the Fall of 2018, two changes in the Fall 2019, and two more changes in the Fall of 2020. Tom Keating joined Paly in the Fall of 2018, while Michelle Steingart and Margaret Reynolds joined in the Fall of 2020. The 2018-2019 school year marked a decrease in the number of APs, from 5 to 4.

At the district level, Sharon Ofek took over as Assistant Superintendent of Secondary Schools in the Summer of 2016. She then was promoted to Associate Superintendent of Educational Services in Summer 2020. At that time Kathleen Laurence was added as the Director of Secondary Education. Karen Hendricks assumed the position for head of Human Resources in the Fall of 2017 before later taking on the role of Associate Superintendent and then Deputy Superintendent. In the Fall of 2019, Lisa Hickey moved into the role of Head of Certificated Human Resources. Dr. Don Austin became Superintendent in the Summer of 2018. A reorganization in the Spring of 2019 at the district level folded Special Education under the Assistant Superintendent of Educational Services. The Chief Business Officer (CBO) has changed twice, with the current CBO Carolyn Chow starting in the Fall 2019. Finally, four out of the five current Board of Education members since our last WASC Self-Study are new. New members include Todd Collins, Shounak Dharap, Jennifer DiBrienza and Jesse Ladomirak, joining incumbent Ken Dauber on the Board.

Another significant update to affect our school occurred during the 2018-2019 school year with a revised district vision called The PAUSD Promise, completed and approved by the Board of Education in Spring of 2019. The PAUSD Promise articulation to schools started in Fall of 2019.

Enrollment

Paly student enrollment has grown from 1,955 in 2014-2015 to 2,086 in 2020-2021 (DataZone) – an increase of 131 students. In both the 2016-2017 and 2017-2018 school year, Paly's

enrollment "closed" in May prior to the start of the school year and overflow students attended Gunn High School. Paly has also seen an increase in the number of intra-district transfer requests to come to our school.

Wellness Team

Following our March 2015 WASC visit, a PAUSD sophomore student died by suicide on the train tracks near our school. With the community in turmoil over the tragedy impacting our schools, conversations continued around homework, test stacking, and the academic pressures our students self-reported. The district Homework Policy that was formally adopted in 2012 became a key topic once again, with the focus on determining how to better communicate and implement at the site level. In addition, discussions took place concerning the heavy academic course load students continue to take on. In the spring of 2015, there was discussion at the district level about limiting the number of AP courses students can take at both high schools, which resulted in "a district recommendation of taking no more than 2 AP classes per year." Nevertheless, many students continue to enroll in more than 2 AP classes. For the 2019-2020 school year, we have 44.1% of seniors taking 1 or 2 APs and 43.7% of seniors taking 3 or more APs. Similarly, for the 2019-2020 school year we have 39.6% taking 1 or 2 APs and 40.1% of juniors taking 3 or more APs. (Source: Infinite Campus). At the school level, the Paly Educational Council (Ed Council) made the decision to institute additional no homework breaks (Thanksgiving, President's Weekend and Spring break), beyond the district required "work-free" winter break starting in the 2015-2016 school year. In addition, after lengthy conversations around the issue of "test stacking," it was decided that students would be given the option to reschedule tests should they have 3 or more on any given day, so long as they let their teachers know in advance. The issue of homework load and "test stacking" is still an ongoing discussion at the school.

Fall 2015 was the start of our Wellness Program. In order to better address the high levels of student stress, two new positions were created: a Mental Health/ Wellness Coordinator and a Wellness TOSA, which was discontinued after the 2019-2020 school year. Also in Fall 2015, we began implementing an upstream suicide prevention program called Sources of Strength, coordinated by our Mental Health/Wellness Coordinator and Wellness TOSA (see Sources Program description in Analysis of Student Perception Data section of this report). After an intense year of researching wellness centers from schools around the area, Paly opened a Wellness Center in the fall of 2016. This space is currently housed in the tower building across from the main office. The Wellness Center is a place for students to go if they want some snacks, tea, a screen-free break, feel stressed and need a 15-minute break from class (with teacher permission), or if they want a quiet place on campus to relax.

The Wellness Center offers students the opportunity to engage in healthy coping strategies such as: mindfulness meditation, coloring/drawing, utilizing the sand tray, and bibliotherapy. Outreach efforts have focused on destigmatizing mental health and normalizing help-seeking behaviors. Additionally, the location of the health services office near the Wellness Center allows for greater opportunity for collaboration and identification of mental health concerns that may be disguised as somatic complaints. This, in part, may explain the increase in Wellness

Center visits during the Fall 2017 semester (to approximately 4400 per year), particularly for students indicating that they dropped into the Wellness Center to speak to a counselor. Snacks and tea are provided to encourage all students to access the Wellness Center. Overall, we have found that the Wellness Center improves our coordination of physical and mental health services, as well as provides community outreach and brings health and wellness initiatives to our school. Additionally, to guide the work and respond to needs in our school community, we've formed both a Wellness Leadership Team and Wellness Advisory Committee, consisting of students and parents.

In fall of 2016, the YES program was also started in PE classes. We had the YES! Program in PE for two years, 2016 and 2017. The program lasted approximately 3-4 weeks. Our freshmen PE students participated in the YES! Program. The YES! Program provides tools for high school students to better handle stress in their lives.

SEL Curriculum

During the 2015-2017 school years, our Wellness Teachers on Special Assignment (TOSAs) met with district and Gunn TOSAs to research and determine a way to integrate Social-Emotional Learning (SEL) curriculum into our already existing advisory program. After a presentation in February of 2017, both high schools in the district were approved to implement the School Connect SEL curriculum (a curriculum created by a teacher in Texas). Teacher Advisors (TAs) were offered specific School Connect training in the summer of 2017 (and a few summers thereafter). SEL lessons were slowly integrated into the Advisory curriculum, initially with a stronger emphasis in our 9th grade advisory program. Survey feedback from students, parents and teacher advisors was mixed, with some appreciating the added SEL and others expressing that it is hard to implement SEL lessons with groups that do not gather regularly. A 2017-2018 Advisory Committee PLC was formed, but due to a number of administrative transitions between the 2018-2019 school year no logistical changes were made or formalized. The district gathered additional feedback in the form of Focus Groups and surveys in the Spring of 2019, providing Paly with a report of suggested next steps. Led by the Wellness TOSA (2019-2020 marked the first year of having one, not two, Wellness TOSAs), a new advisory committee PLC was formed, met regularly, and proposed a revised Advisory and SEL 3-5 year transition plan to Ed Council in the Spring of 2020. This plan involved changing the program from students having one TA for 9th grade and then another TA for 10-12th grades to students having one TA for 9th and 10th grade and another TA for 11th and 12th grades with the intention that students would spend more time getting to know their TA and having even more trust in an adult on campus. The plan was approved in Spring 2020 but was paused for the 2020-2021 school year due to a lack of funding. If there is funding in place, the intention is to move forward with the plan for the 2021-2022 school year.

Bell Schedule Changes and Loss of Instructional Minutes for Classes

Based on student, parent and teacher data collected during our 2013-2015 Self-Study, our 2015 WASC report included several recommendations for improvement to the bell schedule:

- Explore use of a revised bell schedule or creative ways to capture additional collaboration time (for staff).
- Reconsider use of tutorial time to maximize learning opportunities for students and teachers on campus.
- Pilot a revised bell schedule with embedded time for PLCs.

Students in our 2015 WASC self-study also noted that test-stacking and homework-overload was most likely to happen on our 7 period "C" day (Mondays), which was negatively impacting weekend time and not providing the opportunity for down-time or rest. While many agreements were made by the Ed Council team in order to alleviate the heavy load of homework and summative assessments that could occur on a Monday, it proved difficult to develop sitewide policies that would consistently decrease the amount of school work and stress students reported feeling on weekends as a result of C days.

As a result, a bell schedule committee was created and met during the 2016-2017 school year. While a revised bell schedule was proposed, it was later determined (May 2017) that Paly was short on instructional minutes. Therefore, instead of the newly proposed schedule for the 2017-2018 school year, C-Days continued and instructional minutes were added in order to make sure state standards for instructional minutes were met. In addition, the school day started at 8:20 instead of 8:15. In the 2017-2018 school year a new "Innovative Bell Schedule Committee" was formed. Led by a hired facilitator and utilizing the latest research, a new bell schedule was proposed and approved by the board in March 2018. The revised bell schedule included only block days (no regular "C Days" in which all periods met). Block days alternated A/B/A/B/A each week, more staff collaboration time was provided, PLC embedded, and tutorial time managed (all 2015 WASC recommendations).

Feedback collected from students and teachers during the 2018-2019 school year suggested that not having set days for advisory, tutorial and class periods was confusing for many students. In addition, it was difficult for some staff to schedule consistent meetings since classes and preps fell on different days depending on the week. As a result, the bell schedule was revised for the 2019-2020 school year. Tuesday through Friday block periods would be set every week with Tuesday and Thursdays being "even days" (periods 2/4/6) and Wednesday/Fridays being "odd days" (periods 1/3/5/7). In addition, Advisory would meet every Thursday after 6th period. Monday block periods would rotate so that no class would be more than one day ahead of the other. A published calendar helped all members of the community know which block periods will meet each given Monday. Other noted adjustments were an increase in Advisory minutes (from 35 to 40 minutes) and an increase in InFocus time (5 to 10 minutes), which now airs every other day starting in the 2019-2020 school year. With the adjustments to the bell schedule over the last six years and the addition of flex/tutorial as instructional minutes, each class lost about 5 minutes of instructional time per week.

With the school shifting to distance learning in the Fall of 2020, a new, districtwide bell schedule was adopted. In this schedule, Monday was now a 7 period day with 30 minute classes that were intended to be a check-in or preview for the coming week. The rest of the week had 75 minute block periods, with periods 1,2,3,4 meeting on Tuesdays and Thursdays, and periods

5,6,7 and Advisory meeting on Wednesdays and Fridays. There were also Tutorial periods added to the end of the school day on Tuesday, Wednesday and Thursday. These changes saw a further reduction of 45 instructional minutes for each class per week.

Flex Versus Tutorial

When the bell schedule changed for the 2010-2011 school year, it included a new period of time when students could meet with teachers during the school day. This period was called "flex time." Attendance was taken using TeachMore software. A student could choose to go anywhere on or off campus. It was noticed by staff and administration that not all students were taking advantage of this time - especially students who may have needed the most help from their teachers.

During the 2016-2017 school year, it was determined that in order to include flex time as instructional minutes, all students had to be accounted for on campus using our TeachMore attendance system (which would then transfer attendance to Infinite Campus). In addition, staff felt it was important that all students be required to stay with a teacher so that these instructional minutes could be used for school-related work. Administration started to make it a priority to change the culture of flex time during the 2017-2018 school year, with increased efforts in the 2018-2019 school year. Part of this "reboot" was to change the name of "Flex-time" to "Tutorial." Two administrators were put in charge of collecting regular data about Tutorial attendance, implementing procedures for follow-up communication with parents and determining consequences for students who regularly had unexcused absences for Tutorial. This data was presented to staff in Spring of 2019. While it left staff with some questions about next steps, there was an overall appreciation for the administration working hard to change the culture of Tutorial attendance. Although COVID-19 has impacted what tutorial looks like, if the same system were to continue, it is predicted that by the time we reach the 2021-2022 school year Tutorial attendance for all grade-levels will be more consistent than it is now (where Freshmen and Sophomores more consistently attend than Juniors and Seniors).

The following overall attendance findings were presented to staff in Spring of 2019:
- Compared to 2017-2018, 2018-2019 daily attendance in periods 1-7 has improved for 9th, 10th, and 11th grade.
    - 9th grade: 3% decrease in cuts
    - 10th grade: 13% decrease in cuts
    - 11th grade: 17% decrease in cuts
    - 12th grade: 22% increase in cuts

- Tutorial attendance 2018-2019:
    - Lowest day: 1,376/2084
    - Highest day: 1,817/2084
    - Average: 1,621 (78% in attendance)
    - Attendance in Tutorial has improved dramatically since last year
    - Attendance in Tutorial has also improved since the beginning of the year

Common Core and Next Generation Science Standards (NGSS)

Like many districts in California, departments have been working on integrating common core standards into everyday instruction. History/Social Science and English teachers have developed vertical and horizontal alignment charts around the standards. In addition, rubrics across campus incorporate Common Core standards. An example from History/Social Science teachers: H/SS CCSS: Literacy and Critical Thinking.

The high schools in PAUSD have decided to adopt the 3-course model for NGSS, integrating Earth Science standards into three core science classes (Biology, Chemistry & Physics). Intense collaboration between both high schools began in Fall of 2018 and continued in 2019-2020 with Jody Bintz facilitating BSCS's 5 Tools for all PAUSD high school science teachers. To support this effort, a three-year plan that is supported and articulated in the PAUSD Promise has been developed for NGSS implementation. Due to distance teaching requiring other shifts to the curriculum, the Science NGSS roll-out has been delayed.

Co-Teaching and SPED Adjustments

Our Special Education program has been greatly restructured over the past few years. The number of co-teaching sections offered has increased both in the school and across the district. While limited co-teaching in Math, History/Social Science, and English existed since the last WASC Self-Study in 2015, the largest increase occurred between the 2018-2019 and 2019-2020 school year. There were 14 co-taught classes in 2018-2019 and 25 co-taught classes in 2019-2020. Then, in the 2020-2021 school year, the number of co-taught classes increased to 28. This increase since 2019 was a direct result of district staff writing into IEPs the need for a student to be enrolled in a co-taught class. Along with this increase in co-teaching sections came a reduction in the number of certificated Special Education staff and increased expectations with regard to their caseloads (average 20) and their roles in the classroom.

In the 2019-2020 school year, due to district restructuring, we lost our Inclusion TOSA who supported the Special Education IL, organized NCP (non-college-prep) contracts, and most importantly, provided ongoing support and training for SPED teachers and co-teaching teams. In addition, the number of full-time Psychologists was reduced from 2.6 to 2.0 to align with the support offered at the other high school in our district, Gunn High School. We also faced a reduction in the SPED IL position from a full release (1.0) to a .4 in August of 2019. The former SPED IL left the district, and two people began to share the IL's responsibilities at the end of September. One of the parties, an onsite SPED teacher, shares the IL responsibility in addressing classroom and teacher needs, training, etc. and works along-side of a district Program Specialist, whose focus is more on the compliance and program aspects of the IL position. (She shares her time between 1 high school and 2 middle schools in the district) In addition, the IL position went from holding a caseload of less than 10 students, to holding a caseload of 17+ students, co-teaching at least 2 sections, and teaching 3 SAI classes on top of her duties as the acting IL. This addition to duties and caseload was not singular to the IL. Case managers at Paly also lost a planning period that was designated for IEP drafting and coordination and their caseloads increased from 15 to 20. Further, the department lost 5.3 full

time certificated staff with no back-filling, and their caseloads were distributed amongst the remaining case managers. All Special Education staff remain required to co-teach at least 2 sections in addition to their SAI classes.

At the district level in Special Education, there were also some restructuring and a number of staff shifts. New staff to the district were hired for the three positions overseeing SPED (Director of SPED, Program Director, and two Program Specialists). In addition, at the district level major restructuring occurred during the 2019-20 school year, including the introduction of a new program in order to make communication and support for SPED students more systematic across the district. The district added a program called Individualized Support Program where special education students are provided personalized learning for students from grades 6 through 12. The desire to have Program Specialists work with ILs at each of our secondary sites was to provide opportunities to support the secondary special education programs. The overall goal of the district's SPED focus is to provide special education students with appropriate identification and high-quality programs and services, in the least restrictive appropriate environment, designed to meet their unique needs and prepare them for post-secondary opportunities. The Individualized Support Program is located at the Cubberley Community Center. Students are allowed to take courses in a hybrid-style model with enrollment both at the high school and the support program.

Weighted Grades on Transcripts

After a presentation to our School Board about weighted grades and Paly's long-standing tradition not to include weighted grades on a transcript (and thus no ranking is reported to colleges), a long and intense community debate around the reporting of weighted grades ensued. In the fall of 2016, after passionate arguments representing both sides of the issue were expressed at numerous board meetings, the Board of Education decided that weighted grades would be reported on all high school students' transcripts. Details of how grades would be calculated took additional time and energy from all parties involved. Many departments reviewed their elective courses and discussed whether or not to create more honors elective courses to meet the increased pressure on students to enroll in courses that offered a weighted GPA.

Construction Updates

Paly's campus has been under construction for a number of years. In Fall of 2016 our beautiful Performing Arts Center (PAC) was completed and opened. Because of its historical status, our Haymarket Theater (previous Performing Arts Center) will remain standing. In the Fall of 2017 the Peery Family Center (small and big gym with classrooms and workout facilities) opened. In the Spring of 2019, our new Library was completed and in the Fall of 2019 all counseling and college and career staff moved from the Tower Building to their new offices housed in the Library. Counselors have positively commented that due to their new central location in the Library, they have noticed a great increase in the number of students who visit them. Construction on the Science Building began in the Summer of 2019 with four new classrooms (currently housed in portables) being added on and construction is slated for completion in early

2021. Upon completion of the Science Building project, upgrades to the Tower Building (which currently houses Administration and our Wellness Center) will begin.

Title IX Concerns

A concern that has impacted many staff and community members over the past six years has been the response of district staff to Title IX complaints. As a result of some high-profile cases in the district, an outside council was hired to investigate the efficacy of staff reporting and investigation procedures following incidents reported by students. As a result, the district and Board of Education has implemented and clarified a number of new Title IX complaint procedures and trainings. A Title IX district coordinator position was established and filled in November of 2017. In addition, in the Spring of 2017, administration received its first official training on Title IX procedures. All school staff attended their first Title IX training in the fall of 2017. Each following year staff are required to complete Title IX training through the Keenan Safe Schools portal.

With the support and help of the district Title IX coordinator and Title IX investigator, administrators are now better equipped with the tools and specific procedures needed to handle site-based Title IX complaints. During the 2018-2019 school year, the Principal designated one Assistant Principal to be the Title IX site lead. In 2020-2021, the Principal designed a second Assistant Principal to help with Title IX. As a result of the district's more streamlined process, Title IX complaints at Paly are investigated immediately by an Assistant Principal, with the help and guidance of the Title IX site lead and District Coordinator. All findings are documented through a digital archive called Roots System and appropriate follow-up communication is sent to both complaint and respondent.

COVID-19

Like many school districts across the country, school closures and shelter in place orders starting on March 17, 2020 have profoundly impacted all of our stakeholders: students, teachers, administrators and support staff. From March 17th to April 3rd, all students and staff remained in their homes and classes were asynchronous with no set daily schedule of classes. Teachers created Flexible Learning Options for their courses and students had the option of completing them at any time. Following Spring Break, from April 13th until the end of the school year on June 4th, classes remained asynchronous and shifted into Required Online Learning Experiences for students where students were required to complete assignments, online practice tests and activities for credit or no credit. There was no daily bell schedule and students were not required to attend classes but teachers held optional Zoom sessions to assist students with their work. At the end of the semester, letter grades were not given to students; instead, students were either given "Credit" or "No Credit" for each course.

The school remained in full distance learning at the start of Fall of 2020 and a districtwide daily bell schedule was adopted where all classes met multiple times per week synchronously with attendance taken for students. Letter grades were once again given. A new program called PAUSD+ was created to allow 10 students with technology and internet connection access

issues a place to work on campus. This program also provided motivational and academic support for struggling learners.

The district also developed a hybrid model in October and presented it to the community though only a small number of students were interested in participating in that model. Through further brainstorming, the district has created a student cohort model in January that will expand the number of students on campus who can get academic support, help with motivation and peer interaction.

> **WASC Criteria:**
> **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**

The development of LCAP goals and SPSA has been streamlined in recent years through district office leadership in order to ensure that district goals (PAUSD Promise), LCAP and SPSA are all aligned. LCAP goal development is coordinated and monitored through a district office representative. Input for the LCAP is received from the community 2-3 times a year and meetings are posted on the PAUSD website.

The SPSA has been collaboratively developed by the Paly and Gunn High School Principals. Every year, with help from the Instructional Leaders, the Principal develops the school's SPSA (Single Plan for Student Achievement) report and presents the findings to the School Site Council for approval. Upon Site Council's approval, the reports are then presented to the Board of Education. The SPSA is monitored by the site Principal and Site Council. The format of the SPSA requires the school to show evidence of its progress in achieving the district's goals.

Since March 2015, the Principal, Instructional Leaders (ILs) and members of Ed Council have continually reviewed the progress of the school's action plan. The WASC Action Plan is monitored by the site administration and department Instructional Leaders (IL). In addition, progress on the WASC Action plan is presented to Site Council every spring. The 2021-2027 WASC action plan is intentionally in close alignment with the SPSA and LCAP goals, as well as the PAUSD Promise.

> **WASC Criteria:**
> **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.**

The following is a summary of our progress on the Action Plan Goals from our 2015 WASC Report. The 2015 Visiting Committee's identified schoolwide critical areas for follow-up listed in their report are in purple font under each related goal progress update below. The 2018 Visiting Committee's identified schoolwide critical areas for follow-up listed in their report are in orange font under each related goal progress update below.

Goal #1: Systems alignment for greater consistency around learning outcomes to reduce undue stress.

Critical Learner Need #1: We need systems in place that support governance, curriculum and instruction, data collection and analysis, professional development, and student/parent outreach to ensure future readiness for ALL students.

- *Increase the opportunities for under-represented sub-groups to access the rigorous curriculum and provide academic support to ensure success.*
- Sharpen focus on creation of common course assessments as a way of tracking student progress across courses from 9th to 12th grade.
- Continue work towards the development of growth targets (SMART Goals) throughout all departments. We will refer to these as learning targets.
- Create and sustain data collection and reflection process that informs the school about student academic achievement.
- Identify ways to differentiate between SEL and Academic Advisory, and monitor the 4 year meetings to discuss students' post-secondary goals.
- Create a monitoring system that provides evidence of one-to-one student interactions with Teachers Advisors and Academic Counselors, tracks evidence of grade level meetings, and documents parent meetings or contacts (such as sign-in sheets).

Strategy 1 Progress: Aligning Student Learning Outcomes

Departments have worked hard to align student learning outcomes both vertically and horizontally. Common course guides (folder of samples) were developed and refined in PLC teams, with the expectation that teachers of the same course name will continue to have common course guides. Common grading rubrics (folder of samples), alignment and development of learning targets (folder of samples), and common summative assessments (folder of samples) have also been developed in each department. Please note that samples contained in the folders above are not inclusive of all the progress and hard work that PLC teams have completed towards this goal of alignment.

In addition to the folder of samples above, here is a more detailed summary for development of common assessments by department:

- CTE created and deployed a departmentwide common reflective assessment tool grounded in CTE standards, which allows teachers for different CTE classes to use common language with students taking a variety of CTE courses.
- English teachers continued work on course-alike common assessments, with at least two written common summative assessments given per subject. 9th grade English teachers have collaboratively refined the common assessments to focus on skills that can be used with any text.
- H/SS, teachers continued to work toward including more common formative and summative assessments across teachers of the same subject, with at least two assessments in each subject-area completed.
- Math teachers use common summative assessments in all course-alike sections. Teachers also compare data post-assessment in order to calibrate scores and reflect on best practices. In addition, most courses post complete solution guides (not just

answers) to every homework problem and release a previous test with an answer key as review material.

- PE teachers of the same grade-level work in close alignment with each other, often combining classes to teach together. Students are assessed based on the same criteria and skills for each unit.
- In Science, most course-alikes have at least two common summative assessments per unit and are working towards more common formative assessments using resources like Schoology AMP. All teachers are participating in cross-district alignment with Gunn High School, ensuring the same NGSS are taught in the same semesters at both schools.
- VAPA has developed common assessments where courses are taught by more than one teacher, such as AP Music Theory and Art Spectrum.
- WL created a four year plan for development of learning targets and common assessments. Common formative and summative assessments have been created and administered in all level 1 and level 2 classes. Level 3 and 3H alignment will be the focus of 2019 - 2020, while Level 4/AP alignment will be the focus of 2020-2021.

In order to have common language around Learning Targets, staff has received multiple training opportunities. Paly-specific presentations were given during professional development time in the 2015-2017 school years and district-coordinated professional development opportunities around learning targets have been offered throughout the last six years. As a result, all departments have made progress towards establishing learning targets. Development of learning targets is ongoing, occurring mostly during PLC time.

There have been many discussions regarding alignment of homework in relation to the district Homework Policy. Departments have worked hard to reduce the amount of homework assigned, and to make sure all homework is meaningful and related to a specific learning target (not just busy work). While large improvements have been made over the last 6 years, further adjustments will be discussed districtwide to continue progress on alignment.

As identified above in our "significant developments over the last six years," a lot of work has been done to research how best to integrate SEL curriculum into the Paly Advisory program. When the advisory program started over 20 years ago, its primary purposes were to 1) connect students to a trusted adult on campus with whom they could form a more familiar relationship as a first point of contact for support and guidance, and 2) educate and support students more personally in the academic planning needed to graduate and apply to a 4-year college. Since that time, the needs of our students have evolved. The college admissions process has become more competitive and stressful for students and families, and the related demands on students' time and energy has become more taxing. Rates of depression and anxiety have increased in correlation with the rise of mobile technology, and both the corporate and collegiate worlds have identified an increased need for students to be better equipped to manage their social & emotional needs.

Our Advisory Steering Committee is presently engaged in a formal process of gathering and reviewing data, feedback, and research to analyze and make recommendations for how the program might best meet our students' needs today. This includes examining what role Advisory

can most effectively play in supporting the Social Emotional Learning of our students. Currently, two separate advisory calendars (9th grade and 10-12th grade) are published to help articulate the weekly grade-level advisory goals around SEL and academic planning. Each year builds on the previous one in terms of creating four-year plans to meet graduation and UC/CSU requirements, as well as post-secondary planning. SEL curriculum (adapted from nationally recognized high school SEL curriculum like School-Connect® and other research-based approaches to providing SEL) has been primarily integrated into the 9th and 10th grade advisory classes. Themes (e.g. connections between happiness and success, mindsets and the brain, setting and achieving meaningful goals) have been articulated to better clarify the goals for SEL in Advisory. Because effective SEL is ultimately schoolwide and systemic, determining the most appropriate role for SEL in Advisory is part of a larger conversation about how that work is ultimately supported and reinforced across all classrooms, practices, and policies. Within Advisory itself, we are beginning to determine how best to respond to the perceived tension between offering SEL and academic support in the Advisory schedule and curriculum. Our preliminary findings suggest that integrating the program's academic and social-emotional goals together might help students better find the relevance of SEL in what they are most preoccupied with at the present moment - navigating the competing demands of academic and non-academic life.

Strategy 2 Progress:
Data: Creating and Leading Cultures of Inquiry

There have been a number of ways data around attendance, course enrollment, student academic achievement, student wellness, demographics, perception and teacher effectiveness has been collected over the last six years. There is a continued effort to determine the best way to create and sustain data systems.

Administration and departments have worked on collecting and reflecting on data that helps inform the school on student academic achievement in the following ways:
- Administration has worked on developing a systematic way of tracking attendance, with a focus on decreasing strategic cutting (skipping one class while attending all others in a school day, which usually happens due to a summative assessment) and increasing Tutorial attendance (referenced in the "Flex versus Tutorial" section above). During the 2018-2019 school year, systems were established to collect attendance data regularly and a plan is in place to track this data and communicate with students and parents. Data was shared with staff in Spring of 2019, with future intentions to share more often.

With the intention of raising student achievement, departments have collected and reflected on data in the following ways:
- Comparing common written and Schoology/AMP assessments to reflect on common practices, calibrate grading practices and determine next steps.
- Reviewing student enrollment data (CTE, English H/AP, SJP) through multiple lenses (gender, ethnicity, economic status) to analyze effectiveness of recruitment efforts used to increase enrollment of historically under-represented minority students in AP, honors and various elective classes.

- Collecting and reviewing enrollment after the weighted GPA transcript decision (2017) to determine the impact on CTE elective enrollment.
- Previous grades in classes (such as Math) are reviewed annually to determine appropriate lane placement.

In order to better monitor how students and parents are supported through our guidance services and Wellness Center, the following procedures have been implemented:

- A Google Form is available in the guidance department office for all students to sign in when they come to see a counselor. The guidance department continues to work on fidelity of this sign-in practice.
- All students who visit the Wellness Center are logged through a district-sponsored vendor called the Wish system.
- Each grade-level counselor and assistant principal meet weekly to review the cuts and absences report prepared by the site data secretary. There are three tiers in response to cuts and absences. First, counselors and administrators check in with students in person and/or parents on the phone. If this does not improve attendance, the second tier of interventions may be tried: an attendance-focused SST meeting, a referral to the district social worker and weekly check-ins with an administrator. After those interventions are implemented and if student attendance does not improve over time, the third tier begins, and a School Attendance Review Team (SART) meeting is held to create an Attendance Support Plan contract. If the contract is broken, the student will be referred to the School Attendance Review Board (SARB). In this tiered process, we are focusing on implementing regular check-ins with the student and family with a goal of improving student attendance, connectedness, well-being, and success. We are also in the process of building in case manager data review and attendance check-ins for students with IEPs and teacher expectations for following up on class-specific attendance.

We continue to refine and find more seamless ways of informing our parents and students about advisory and other school-related academic information at appropriate times. Advisory meetings are embedded in the Paly calendar on the school website. In addition, specific advisory meeting goals and themes are articulated through two calendars (one for 9th grade advisory and one for 10-12th grade advisory) provided to Teacher Advisors and available online at Paly.net for students and parents. Two grade-level parent nights are held each year for each grade level (8 total parent nights). The Fall night is focused on social emotional learning and general course and graduation requirement information for 9 & 10th grades, includes college preparation exam information for 11th grade, and focuses on the college application process for 12th grade. The Spring night is focused more specifically on course selection for students in grades 9-11 and incoming 9th grade families. These parent nights have 300-500 parents in attendance.

There are many staff across campus who passionately review data around student academic success with the intent of making sure under-represented sub-groups are accessing rigorous curriculum and receiving appropriate academic support to ensure success. One of the reasons English worked to delane their 9th and 10th grade classes was to ensure that all students received the same rigorous curriculum so that the door to taking advanced English courses Junior and Senior year was open. They have looked at enrollment data yearly for their AP and

Honors courses to determine whether more under-represented sub-groups were enrolling and succeeding in their AP and Honors class offerings. Various teachers across campus have made other targeted efforts for recruiting and supporting under-represented sub-groups for enrollment in AP classes.

Goal #2: Research-based instructional practices that increase student engagement for ALL students (increase student engagement, motivation and achievement for all learners at Palo Alto High School, especially our African American, Latino, Socio-Economically Disadvantaged and Students with Disabilities).

Critical Learner Need #2: We need the entire instructional staff to utilize research-based instructional strategies and 21st Century tools to ensure future readiness for all students. Given our achievement/opportunity gap and the implementation of CCSS and NGSS, our work will focus on the areas of writing, inquiry, collaboration, organization, and reading (WICOR) throughout the school.

- *Develop a professional development plan that outlines specific training needs that would increase knowledge and implementation of anchor standards across content areas.*
- *Focus on strategies and programs that address the academic achievement gap that persists for underrepresented minorities and at-risk students in all classes*
- *Institute a consistent schoolwide philosophy around assessment and a consistent use of both formative and summative assessments within all departments.*
- Continue to build on standards based common assessments (formative/summative) across all subject areas.
- Continue to focus on opportunities for blended and project learning across subject areas.

Strategy 1 Progress

Soon after our 2015 WASC Self-Study was complete, staff received training around Professional Learning Communities (PLCs). In the 2016-2017 school year, information and guidelines for PLCs were loaded into folders on our Schoology Staff resources. In addition, there were multiple professional development activities provided between 2015-2017, including Marcia Tate (Growing Dendrites), Denise Pope (Teaching for Engagement), and other Paly specific facilitators (Introduction; PLC Presentation, Universal Design for Learning, UDL overview), all of whom helped lay the groundwork for teamwork and reflection on the question: "What we want the students to learn." The PLC vision was in close alignment with DuFour et al's (2010) Learning by Doing: A Handbook for Professional Learning Communities at Work. However, as Title IX and weighted grading became topics that required increased time from our administration, the long-term vision and monitoring of PLCs schoolwide was put on hold.

Each department has defined PLC teams and these teams meet on a regular basis during the designated PLC meeting time. The efficacy for each PLC team is varied across campus and mostly monitored by Instructional Leaders (ILs). Funds to encourage PLC teams to meet during the summer or during a school day (with subs provided) were available to staff for a number of years. However, with budget cuts these opportunities are not currently available. The long-term vision for PLCs includes teams reviewing student formative and summative data on a more

regular basis and brainstorming best practices for how to best support ALL students, especially those who struggle.

In order to increase teacher collaboration and sharing of best practices, Learning Strands have been coordinated monthly since Fall 2015. The intention of Learning Strands began as an opportunity for us to learn together outside of our departments, share best practices, build community and discuss or explore a variety of topics in greater depth. Staff volunteer to lead sessions based on their expertise. Throughout much of the 2015-2016 and 2016-2017 school years, professional learning opportunities centered around Tier One instructional practices and strategies to increase student engagement. Learning strands post 2017 have included themes around Challenge Success, SEL, Special Education, testing strategies, distance learning and technology.

There are pockets of teachers across campus working on implementing standards based grading (SBG). World Languages teachers are taking the lead on implementing standards based grading departmentwide, collecting and analyzing student achievement pre- and post-SBG in order to reflect on their progress and next steps. Teachers in other departments (English, Math, Science, History/Social Science) have attended district training and implemented (with varying success) various versions of SBG in their classes as well. AP Computer Science and Programming's implementation of SBG and PBL has created a class in which achievement and AP scores of students have increased and the program went from one section in 2017 to four sections in 2018. The PAUSD Promise includes SBG as a goal for the district, so this may be an area that is better developed in future years.

The district and school have provided a number of professional development opportunities over the last six years to introduce and support teachers in learning and implementing more research-based instructional practices that increase student engagement for ALL students.
- External professional development over the last six years has included opportunities to attend GAFE Summits, Learning Forward, Response to Intervention, Deeper Learning, Buck Institute's Project Based Learning (PBL), High Tech High Leadership Institute (PBL/making learning visible), AP Institute, Five Tools (NGSS), Exploratorium Teacher Institute Workshops, Cal Academy Phenomenon Based Learning, NCSS, Dueck's "Grading Smarter, Not Harder," CTA Conference, CA Physical Education Subject Matter Project, AVID training, Stanford's Center to Support Excellence in Teaching, National and Regional Journalism Conferences, among many other opportunities. Internally, Marcia Tate was invited to facilitate a PD day on her "Growing Dendrites" research-based brain-compatible learning in Spring of 2015 and Universal Design for Learning was led by our Inclusion TOSA in the 2016-2017 school year.
- As a result of the above opportunities, a small sampling of examples of PBL across the school include: Cool Calculus Convention, Mexican Revolution, Advanced Authentic Research Projects displayed in the MAC in May of each year, CSPAN documentaries ("What it means to be an American")
- Blended Certification: Between 2015 and 2020 the number of Paly blended (PAUSD) certified teachers has increased from 17 (2014) to 55 (as of 2020). In addition, the number of classes formally offered as blended has increased across campus. Blended

classes offer our students flexibility in their learning and surveys have shown student appreciation for blended classes. Blended classes have been paused during distance learning but will restart when we return to in-person learning.

- Learning Summit: Starting in the 2016-2017 school year, there have been four Learning Summits coordinated by the district for all secondary staff during one of the two school-year professional development days. The first three Learning Summits were organized around teachers who volunteered to lead sessions based on their expertise. This allowed participants to choose which sessions they attended throughout the morning while focusing on implementation and/or alignment in the afternoon. Learning Summit 4.0 focused on providing teachers with more detailed information about our Learning Management System's (Schoology) updated capabilities to provide online assessment through AMP. AMP is an online assessment tool that allows multiple teachers of a subject to digitally collect common formative or summative assessment data in one location. AMP has been available to teachers for a few years. (Learning Summit list of options 1.0, 2.0, 3.0)
- All teachers in History/Social Science have been trained in SQ3R. SQ3R is a reading comprehension method named for its five steps: survey, question, read, retrieve, and review.

Data (see Chapter 2) shows an academic achievement gap still persists for underrepresented minorities, SPED and SED students in all classes. Efforts in every department have been made to help increase the academic achievement for all students. D/F data is shared with ILs each grading period, however a systematic approach with how to best use this data is still being developed. Starting in the 2019-2020 school year, the Math Department utilizes an intervention specialist who has been tracking student performance and setting up tutorial appointments for our most struggling students in Geometry and Algebra 2. In addition, math started an Introduction to Calculus (non-AP class) course to increase retention of students in a 4th year of math who want a less rigorous experience than AP Calculus AB. Finally, math offers after school tutoring in the MRC (Math Resource Center) for all students who need extra help.

Summer Bridge, a transition program for rising 9th graders, started in Summer 2012, serves to better prepare targeted groups of rising 9th grade students for success in high school. Students invited to attend the Bridge program are generally those who fall into at least one of the following subgroups: First Gen, HUR, SED, SPED or VTP (voluntary transfer program). The goal of this program is to give students who typically find less academic success than their peers the chance to build relationships with key Paly Staff, as well as to practice academic skills (English, Math and Guidance - Study Skills) that will help them succeed as 9th graders at Paly. Paly Staff who help coordinate this program include our Outreach Counselor, Guidance Counselor, and a College and Career Counselor support. Over the last three years, adjustments have been made in our counseling team so that our Outreach Counselor is now the Guidance Counselor for all Bridge students.

There have been multiple efforts made to create a robust, universal academic and behavioral intervention program (RTI/MTSS) with a focus on differentiation, formative assessment, co-teaching and access to curriculum for all students. In September 2017, a team of 10

teachers (representing most departments) and administrators attended a Solution Tree RTI at Work conference in New Orleans. Headway was made with a plan to develop an MTSS model following this conference. The Inclusion TOSA, with the help of our district MTSS elementary coordinator, facilitated a retreat in the spring of 2018 in which teams of staff came together to map out a long-term vision for developing an MTSS model at Paly. However, due to administrative turnover between spring 2018 and fall 2018, these efforts were paused. This effort will be restarted and will be an area of focus for the current administration. To better support the academic success of all learners, some strategies implemented by teachers around campus over the last six years include: offering retakes for summative assessments, reteaching during tutorial (group and 1-1), small group instruction, increased use of formative assessments, standards based grading with clearly articulated learning targets, interventions for struggling students, after school (math) tutoring in the MRC (Math Resource Center). In addition, several math courses have moved away from "compliance" based HW grades and instead towards, "Authentic feedback" with redemption opportunities with retakes.

The Coordination of Services Team (COST) is a team that includes the principal, assistant principals, school psychologists, school counselors, health technician, and the mental health and wellness coordinator. COST meetings are held every other week as a forum to problem solve and create goals and action steps to address the academic, health, social, and emotional concerns of each referred student. The team discusses each student's unique needs, identifying previous interventions, and exploring available resources. In COST, we take a systematic approach to link each student to interventions and supports. Students are referred to COST by teachers and COST members after Tier 1 interventions have not been successful. Next steps include deciding on meeting frequency, as approximately 6-8 students are discussed each meeting, improving follow-up on referred students, and determining the appropriate and best ways to communicate this work to teachers.

Led by the Wellness TOSA, a new advisory committee PLC met regularly and proposed a revised Advisory and SEL 3-5 year plan to the Ed Council in the Spring of 2020. The committee used student and teacher data to make informed suggestions about future options for the academic and SEL curriculum in Advisory can be better defined and articulated to best meet the needs of our students. In the meantime, advisory schedules continue to be articulated through calendars posted online for students and parents.

Goal #3: Innovative school culture promoting global competencies, creativity and empathy.
Critical Learner Need #3: We need to develop a shared system of beliefs and priorities driving the thinking and actions of those within our school community so that the expectations and attitudes of everyone on campus is that all students will graduate future ready, including ready to attend college, with global competency skills.
- Identify ways to celebrate cultural diversity that is schoolwide (AA, Latino, etc.) and build an inclusive feeling among the entire student body.
- Identify opportunities that create a safe forum "voice" for HUR students and parents that would subsequently be supported by site and district time, energy and funding.

Strategy 2 Progress

The Paly Principal prioritized and led an effort to revise a shared mission and vision statement as we finished our 2015 WASC Self-Study. Multiple meetings and passionate discussions occurred during 2015. The school mission and vision was then aligned with the district mission and vision. Due to turnover at both the site and district level, the mission and vision statements have not been revised since. In addition, the leadership team focused more on the Paly Core Values. While the leadership team planned to start a conversation in Ed Council around the mission, vision, Paly core values and SLOs in Spring 2020, school closures due to COVID19 put this conversation indefinitely on hold.

The Challenge Success Team has made multiple efforts to increase staff and student understanding about homework load, clarifying "rigor versus workload." The team organized a learning strand and student fishbowls, in which staff were able to hear firsthand from a variety of students about daily stresses and homework load. These fish bowls were followed up with the opportunity for staff to reflect on what was heard, facilitated by our Wellness TOSA. As a result of the efforts to better understand student stress and homework load, many departments have increased their flexibility with deadlines and have given far less homework than in 2015. There is a desire from staff to discuss how we can better align across the school in our flexibility with student deadlines and mindfulness of student homework load. While the Schoology Workload Tool was initially considered a viable way to weigh student homework load, it's not very user friendly for teachers. Nevertheless, Challenge Success efforts resulted in teachers having increased conversations about homework load and rigor, increasing the number of formative assessments, reducing the amount of work that is formally assigned, as well as increasing opportunities for test retakes and increased flexibility with deadlines.

Our advisory program's SEL curriculum has tried to integrate lessons on embracing failure and resiliency. Each department works differently towards helping students build resiliency and embrace failure.

Strategy 3 Progress

Paly added a number of classes to help provide more opportunities for students to solve real-world problems, expand interdisciplinary learning opportunities, and to increase student choice and voice. One example includes Advanced Authentic Research (AAR), launched in the 2016-2017 school year. This class offers a large amount of choice and voice, allowing students to research topics of personal interest. These projects are directly related to the real-world and each student is paired with a mentor from a local organization/community. Parallel to AAR, all Social Justice Project students take part in a senior research project, with 50-60 seniors a year doing activist based research.

Positive Psychology, Early Childhood Development, Anatomy and Physiology, and the Social Justice Pathway (SJP) were also added as options for students to explore their passions, ignite their love of learning and allow students more voice and choice in their course selections. In addition to AAR, AP Seminar launched in the 2017-2018 school year and AP Research

launched in the 2018-2019 school year. Targeted efforts of recruitment/outreach to historically under-represented minority students have been made to encourage greater enrollment in these new AP classes. Data around AP enrollment can be found in chapter 2 of this report.

AAR and AP Research also serve as examples of how our interdisciplinary learning opportunities have been expanded for students. TEAM (9th graders only) and AP Environmental Science (APES) continue to work towards increasing their interdisciplinary and PBL opportunities for their students. The Social Justice Pathway (SJP) was created as an interdisciplinary opportunity for students, which means at least 75% of all work completed is interdisciplinary. Our Theater teacher has worked with both the librarian and an English teacher to create more interdisciplinary opportunities for theater students. A handful of teachers have tried 20% Genius hour projects over the last six years. History/Social Science started a Modern California History project, which allows increased student choice around topic choice and output.

While Bring-Your-Own-Device (BYOD) efforts began before Spring 2015, it wasn't until Fall 2017 that Paly had the resources to give all students who needed it a chromebook to use during their time at Paly. As students received the option to have their own chromebook, computer lab spaces were discontinued around campus and their space used for other purposes. With the expectation that all students will have access to a laptop in their classroom, teachers have worked on finding ways to better integrate and utilize technology in their daily classroom instruction. Several classes have gone "paperless" with instructions for assignments, assignment submissions, benchmarks, posting of assignments and other aspects of the classroom that were once always printed. Google Docs integration into Schoology helps create seamless ways for teachers to go "paperless." In order to accommodate the increased demand for technology in each period, the district has worked on increasing WiFi connectivity around campus.

CTE and district office staff have worked to develop a robust computer science curriculum. Paly added AP Comp Sci Principles last year (2018-2019). This is an introductory class accessible to grades 9-12 with no prerequisites and is currently running 5 sections. The course utilizes standards-based grading and the current teacher collaborates frequently with their APCSP colleagues at Gunn (they share a PLC across both sites).

Dual enrollment is an option that has increased due to the district building a strong relationship with Foothill Community College. Other dual enrollment courses offered across campus over the last six years include Advanced Stage Tech, Early Childhood Education, Human Anatomy & Physiology, Introduction to Kinesiology, Multivariable Calculus/Linear Algebra, and Nanotechnology. Due to instructor conflicts, Nanotechnology is no longer offered at Paly.

Celebrating Cultural Diversity Progress

Celebrating cultural diversity and identifying opportunities for our HUR student and parent voices are heard were two areas of growth specifically identified by our mid-cycle visiting committee in Spring of 2018.

While we have room to grow in celebrating cultural diversity in ways that are schoolwide and systematic, below summarizes some ways we have tried to enhance celebrating the cultures for our HUR students. Many of these efforts are coordinated through the help of two student-led clubs: Black Scholars United (BSU) and LatinX. BSU is a club whose goals include uniting black students on the Paly campus, building awareness of black culture at school and helping to create a Step team. LatinX is a club whose goal is to educate the Paly community on Latino culture through events and demonstrations. In addition, ASB has helped support these club events.

- Students in the BSU and in Latinx participated in a mural painting project, in Spring 2019, as a part of Paly's centennial celebration. Their murals reflected the students' hopes and desires for obtaining an education through PAUSD, and some of the challenges that students must overcome and realities of being a student at Paly. These murals are now on display in the Paly library.
- Black History Month was celebrated by posting informational posters of important historical black figures in our Student Center.
- Students participated in the Holi festival outdoors. Students were given some context on the festival before receiving colored powder to throw in the air. Student participation was during a tutorial period in the afternoon. Students reported that they enjoyed the event.
- VAPA courses include photography exhibitions around race and diversity.
- Our Outreach Counselor encourages HUR student leaders on campus to participate in a field trip to the African American Student Conference and the Latino Student Conference.
- The LatinX Club helped coordinate a celebration for the "Day of the Dead" by building an altar to demonstrate the significance and meaning behind cultural practices. Those honored on the altar were influential leaders in the Latino community. LatinX also hosted a festival with activities such as sugar skull painting, an information session booth, a skeleton face coloring station, etc.
- A field trip to Martin Luther King Library in San Jose was coordinated for LatinX students to learn more about Day of the Dead altars and get inspiration to create their own.
- LatinX hosted a social event to bring students together and play culturally related games.
- LatinX helped celebrate Cinco de Mayo on the quad by hosting a festival and providing information about the meaning behind the day.
- LatinX Students researched Latin American countries and presented information on the quad during lunch time.

Below summarizes efforts to increase opportunities for HUR students and parents to have a greater voice, to share their school experience with staff, and to understand the system and how to get help.

- An all staff meeting student fishbowl included 5 HUR students who shared their stories, experiences, and perspectives on what it means to be a HUR student at Paly. A staff member hosted a Learning Strand following this fishbowl for staff to collectively talk about what they heard and next steps. Please note, this is different from the fishbowl referenced in the section above regarding workload and SEL.

- Our Outreach Counselor consistently hosts parent nights (held in the evening) for Spanish-Speaking parents and students to learn about post-high school options, as well as FAFSA / Dream Act applications.
- Our music courses have purposefully selected composers and guest artists that have been historically underrepresented in the music community.
- Other systemic outreach efforts for our underrepresented groups of students include:
  - First Gen monthly student meeting (12th, and 11th starting in Spring)
  - First Gen parent night for 12th grade
  - SoCal college visit trip for 1st-gen, Free and Reduced Lunch Students (FRL) and AVID
  - Scholarship-sponsored luncheon for 1st-gen/FRL
  - Summer Bridge student group check in once a semester to provide resources and extracurricular opportunities (Summer Bridge students include FRL, HUR and VTP)

In the 2019-2020 school year, PAUSD started the creation of an Equity by Design team at the district level. This is a team composed of staff from the following departments: academic supports, wellness, student and family engagement and multi-tiered systems of support (MTSS). The development of this team at the district level will likely help support and increase our focus on celebrating cultural diversity as well as increasing opportunities for our HUR students and parents to have a voice.

WASC Criteria:
Comment on the original critical areas for follow-up (growth areas for continuous improvement) not in the current schoolwide action plan/SPSA.

The 2018 Visiting Committee's critical areas for follow-up not in the current schoolwide action plan include:
- The full WASC cycle of inquiry needs to be inclusive of home group and focus group input and followed through the mid-year progress report.
- The school's Action Plan needs to identify who is responsible for identified tasks, the timeline, and the method to monitor and measure the extent of implementation.

A 40% WASC coordinator is making sure the cycle of inquiry is followed for this 2019-2021 Self-Study. In addition, Home and Focus Groups were established early and a timeline was created to allow for the maximum amount of time for work to be done in these groups between September 2019 and December 2020.

During the 2018-2019 school year, Administrators and Instructional Leaders worked hard to re-establish and better articulate who is responsible for monitoring each task in the action plan, the timeline by which actions will occur and the method to monitor and measure the extent of implementation. These details can be found in the following spreadsheet and included in the 2018-2019 WASC update from the principal.

CHAPTER II

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

CHAPTER II:
Student/Community Profile
and Supporting Data and Findings

History and Background of Palo Alto High School

Palo Alto Senior High School (Paly), established in 1894, is one of two comprehensive high schools serving grades nine through twelve in the Palo Alto Unified School District. Paly has long had a national reputation for academic excellence. 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 enrollment for the 2020-2021 school year is 2086 (Data Zone). The student body reflects the community's socio-economic status and educational level. The ethnic/racial makeup of our student population is 40.5% Asian, 2.8% African-American/Black, 42.7% Caucasian, 12.6% Hispanic/Latino, 1.3% Filipino, 0.6% American Indian/Alaskan Native, 0.8% Pacific Islander. 10% of the student population is enrolled in the Free/Reduced Lunch Program; 9% are first generation college students (Source: Paly School Profile and Grading Key 2019-2020).

Located in the heart of Silicon Valley, the City of Palo Alto includes a dynamic mix of business and residential development. Hewlett-Packard, Stanford University and area hospitals are the City's largest employers. Palo Alto's population is approximately 66,292; the median household income is $147,537; the median home price is $1,989,300; and 81% of adults hold a four-year college degree (2018 US Census Data). PAUSD is a basic aid district and does not receive state funding based on Average Daily Attendance.

Students who attend Paly typically live in Palo Alto's northern and central neighborhoods. Recent demographic shifts in northern Santa Clara County have brought new families and increased ethnic and linguistic diversity within Asian, East Indian, and Middle Eastern populations. In addition, the Voluntary Transfer Program (VTP), also referred to as the Tinsley Program, brings students from the Ravenswood School District to PAUSD, with Paly as the program's designated high school.

Parent Organizations

Palo Alto High School benefits from the strong support and active involvement of parents. Paly is supported strongly by its Parent Teacher Student Association (PTSA) and Partners in Education Foundation (PiE). Parents serve on Site Council and participate in WASC Focus Groups, among other opportunities to support the students and staff at Paly.

Paly's parent volunteer program furnishes opportunities for further engagement. Volunteers tutor individuals and groups, assist in classrooms and the school's library, provide office help,

serve as guest speakers, host college visits, chaperone dances, assist with Homecoming activities, improve the physical campus, drive for field trips or serve with others doing small one-time projects. Parents are also involved in committees for large all-school functions such as the Club Day, Turkey Feast, Not in Our Schools Week, Spirit Week, Community Service Day, Career Month and Field Day.

In addition, parents organize and run a number of booster organizations at Paly:
- The Paly Sports Boosters (PSB) raises money to equip our athletes and provide supplemental transportation costs. PSB provides access to Positive Coaching Alliance training for coaches. Additionally PSB funds the cost of the school buses and vans to transport student-athletes.
- Performing Arts Booster Groups include Music Boosters, Friends of Paly Choir Boosters, and Theater Boosters. These parent boosters serve Paly's robust array of performing arts courses and co-curricular opportunities for student-performers.
- The Fiery Arts Boosters support our unique glass blowing program. Paly is just one of a few high schools in the United States that offers glass blowing to students through the Advanced Ceramics and Sculpture class.
- The Robotics Boosters raise money for materials and equipment for the Paly Robotics Team (PRT) to help students travel to local, state and national competitions. Additionally mentors from local industry annually contribute over 800 hours to the program, teaching computer aided design, project management, software, mechanical, and electrical engineering as well as materials science, public relations and marketing, and powered machine tool skills.
- The Media Arts Boosters support the Media Arts pathways and provide additional resources in our newly opened Media Arts Center.
- TEAM boosters support our freshman-only TEAM (Together Everyone Achieves More) program.

Community Organizations

Project Safety Net (PSN) is a grassroots network that formed in response to a suicide contagion in the community. The network includes representatives of the City of Palo Alto, Palo Alto Unified School District, health care community, non-profit organizations, faith community members, and local residents.

Youth Community Service (YCS) continues to engage youth in meaningful service-based learning. Young people of Palo Alto, East Palo Alto, and around them, build assets and life skills, and gain empathy for the needs of others through service. Paly YCS engages students in community service activities. These activities are meant to promote an increased awareness of the needs of the community, the development of individual community service skills, and positive emotional and behavioral health.

CASSY (Counseling and Support Services for Youth) partnered with PAUSD starting in the 2017-2018 school year, replacing ACS (Adolescent Counseling Services). An overview of their services to PAUSD can be found at this link. CASSY provides professional mental health

services to PAUSD students and families at no charge. They provide over 20,000 hours of direct service to all PAUSD students each year.

Kiwanis Club partners with Paly to provide financial assistance for Challenge Day, a one-day empathy building workshop. This workshop prepares 100 sophomore students with the tools to change our school climate to become an environment that is more accepting, supportive, and compassionate of our diverse population.

Community Foundation Programs

Palo Alto Partners in Education (PiE) is a non-profit 501(c)(3) foundation which focuses on fundraising to enhance educational excellence for every student in the Palo Alto Unified School District (PAUSD). Working with parents, school staff, and community members, PiE supports PAUSD's outstanding schools and programs.

PiE's Fund Areas of Focus include:
- STEM and the Arts (STEAM): Compelling electives focus on STEM, media and arts, computer science, blended learning, and others. These programs are intended to spark students' interests and build essential 21st century skills. PiE supports such electives courses as: computer science, music, biotechnology and graphic design.
- Wellness and Support: Counselors who provide academic and social/emotional guidance, foster adult/student connections, and help build student resilience.
- College and Career Counseling: Advisors and resource programs that help all students plan wisely for the future

The PiE Grants Program emphasizes innovation and collaboration. The program welcomes applications from teachers and other staff who are seeking to innovate, create, and work together with others. Special consideration is given grant applications that will encourage collaboration among grade levels or different schools. The grant committee also prefers to see grants where the lessons learned from the funds can be expanded to benefit other grades or schools.

In addition to PiE, Paly's Parent Teacher Student Association (PTSA) also provides funding for specific Paly projects. PTSA raises approximately $180,000 per year from Paly families. Some important programs supported by PTSA funds are:
- Purchase and support of technology equipment for teachers and classrooms
- College and Career Center support
- Parent education programs
- The Paly Link, a weekly community email
- Mailing and postage of student publications to every Paly family
- Teacher grants
- Teacher appreciation activities
- Community service support

School-Business Relationships

Media Arts Pathway classes invite a variety of local business leaders into their classrooms as guest speakers to offer students opportunities to learn about careers related to publications directly from those involved in the business.

Advanced Authentic Research (AAR) fosters students' relationships with government agencies, businesses, and the academic community in Silicon Valley.

Paly students connect with the local community and businesses through service learning. A spring service day helps to promote opportunities for students to get involved in their community. Here is a brief overview for yearly hours of service by Paly students:
- Fall 2016: 167 students contributed 24,745 hours of service
- Fall 2017: 242 students contributed 33,404 hours of service
- Fall 2018: 227 students contributed 25,773 hours of service
- Fall 2019: 183 students contributed 25,882 hours of service
- Fall 2020: 141 students contributed 19,827 hours of service

Paly Staff

Staff Demographics

The faculty includes 1 principal, 4 assistant principals, 2 full-time school psychologists, 5 guidance counselors, 2 College and Career Center Advisors, 84 classified staff, 136 certificated teachers and 3 therapists. Paly has a total staff faculty count of 237 in the 2020-2021 school year.

Certificated Staff

According to DataQuest, there are a total of 158 certificated staff members serving the students of Palo Alto High School. The following data was obtained from DataQuest (unless otherwise noted) for the 2019-20 school year:
- 146 of the certificated staff are classroom teachers.
- The certificated staff is not as diverse as the student population. According to DataQuest the ethnic breakdown of certificated staff is: 0.0% American Indian/Alaskan Native, 11.4% Asian, 4.4% African-American/Black, 10.8% Hispanic/Latino, 0.6% Filipino, 0.0% Pacific Islander, 70.3% White.
- The teaching staff is highly qualified with 100% meeting credentialing requirements, with no Intern Credentialed teachers between 2018-2020. (Source: PAUSD Credentialing Analyst)
- In 2019-2020 there are 3 teachers who have not formally completed their CLAD work: 2 of whom are working on completing their requirements and 1 who need to finish submitting the formal paperwork. (Source: PAUSD Credentialing Analyst/CTC Website, December 2019)
- Of our teaching staff in the 2019-2020 school year, six are National Board Certified Teachers. (Source: PAUSD Credentialing Analyst)

- Many teachers who are hired at Paly continue to work at Paly, with the average year of service during the 2019-2020 at 13 years. Paly had 12 new staff members in the 2018-2019 school year, 7 new staff members in the 2019-2020 school year and 10 new staff members in the 2020-2021 school year. Among new teachers to Paly the following participated in the PAUSD Induction program over the last 3 years:

	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**
Number of teachers participating in Induction, all subjects but Special Education.	8	5	4	1
Number of teachers participating in Induction, Special Education only.	2	1	2	2

Source: PAUSD Induction Director

- Gender demographic trends over the past four years at Paly have been about 60% female and 40% male.

Classified Staff

The classified staff members at Paly provide a wide array of support services that range from clerical support to classroom instructional aides. The classified staff at Paly can be divided into three categories: (1) Direct support for classroom teachers, (2) Support for the administrative functions of the school, and (3) Support for guidance services.

Classified Direct Classroom Support

To enhance student learning, teachers' curriculum, and instructional work, Paly classified staff provide a host of services. Some examples are:
- Accompanists support the vocal program in the performing arts
- Readers provide assistance to English teachers
- The science lab tech supports the lab component of Paly's science courses
- All departments have in-house clerical assistance for several hours daily
- Full or part-time positions in the copy room, the Academic Resource Center (ARC), and technical support for all staff and student computer devices on campus.

Classified Administrative Support

- Clerical support for administrators and teachers
- Clerical support for the maintenance of student records
- Accounting services, campus security, and technology support
- Maintenance and operations of the campus

Guidance Support

- College and Career Center assistance
- Support for the Teacher Advisor Program
- Clerical support

Classified Staff by Ethnicity and Gender
- The ethnic breakdown of classified staff is: 10.1% Asian, 1.1% African-American/Black, 7.9% Hispanic/Latino, 1.1% Filipino, 3.4% Pacific Islander, 39.3% White, 37.1% Declined to State (Source: Infinite Campus, accessed 12/13/19)
- The gender breakdown is 62.9% female, 32.6% male, 4.5% declined to state. (Source: Infinite Campus, accessed 12/13/19)

Number of Classified Personnel by Area
- 18.0% Secretaries/Clerks, 33.7% Aides, 16.9% Custodians, 31.5% Other (Source: Infinite Campus, accessed 12/13/19)

School Purpose and ACS WASC Accreditation History for School

Palo Alto High School Core Purpose and Values

At Palo Alto High School we have used our Core Purpose and Values as our vision and mission statements. All staff have small posters of the core Purpose and Values posted in classrooms.

Paly Core Purpose: To affirm the potential of every Paly student in an environment of support and inspiration, where people work together and lift each other toward great personal growth.

Paly Core Values: Everyone values and benefits from our collective effort to grow and to develop 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

Palo Alto Unified School District Schoolwide Learner Outcomes (SLO)

Our Schoolwide Learner Outcomes are relevant and easily applicable in our learning environments. These SLOs are universal elements of good instruction and therefore our teachers incorporate many of the SLOs on a daily level in the classroom.

Our district-based Schoolwide Learner Outcomes: To achieve our mission, the Board of Education has adopted the following competencies as the basis of what we expect our students to know and be able to do when they are graduated from PAUSD:

SLOs to be Measured by Report Card Grades:
1. Demonstrate knowledge of key concepts, principles, process, facts, and skills in the disciplines of language arts, history-social science, mathematics, science, physical education, visual and performing arts, foreign language, career-vocational education, and health / practical living skills.

SLOs to be Measured by the Rubrics:
2. Effective Communication Through Listening, Speaking, and Writing
3. Strong Research Skills
4. Ability to Integrate Knowledge Among Disciplines
5. Reading with Understanding
6. Critical and Creative Thinking to Solve Problems
7. Effective Use of Technology

WASC Accreditation History for Palo Alto High School

In the spring of 2015, Paly received a six-year accreditation from ACS WASC with a two-day mid-cycle visit in March of 2018.

LCAP Identified Needs and Description of Goals, Actions, and Services that Apply to the School

The following information is taken from our district's LCAP found at the following link: During the 2018-2019 school year, district leadership created a team to lead the LCAP process, including administrators from the departments of Research, Evaluation, and Assessment; Professional Learning; and Academic Supports. The district LCAP plan was completely redesigned, with the LCAP team and input from parents, administrators, classified, and certificated staff; the previous year's 13 goals were condensed to four goals: High Quality Teaching & Learning, Equity & Access, Wellness & Safety, and Governance & Compliance.

Committee dates and stakeholder input dates are stated on the PAUSD website at the following link. For the 2019-2020 school year, there are three scheduled advisory committee dates (November, February, and April) and two LCAP stakeholder input dates (November and March).

The table below includes the identified needs and goals taken from the district LCAP that apply to Paly, as well as the metrics that will measure progress and goals. Of the 62 indicators on the Student Group Report on the CA Dashboard on which PAUSD receives performance color gauges we had 18 red/orange and 12 yellow indicators in Fall 2018, which indicates "low performance" (red/orange) in 29% of the reported subgroup indicators. The Dashboard indicator for the district was at the level orange or red for the subgroups listed below, or yellow when the district overall performance was blue (demonstrating a performance gap of two levels).

LCAP Identified Needs (Performance Gap)	LCAP Goals & Actions to address identified needs	LCAP Measures (Annual Measurable Outcomes)
Graduation Rate: Socioeconomically disadvantaged (orange), English Learners (orange), Hispanic (orange), Two or more races (yellow)	To meet this need, PAUSD will continue to have designated counselors at each site to work on college readiness, AVID teams, and other targeted supports (Goal 2, Action 2.04). A redesign of the Special Education	2.P5.A) The high school graduation rate will maintain or increase overall and for red and orange subgroups. Hispanic, English Learners, and SED, 2 or more races.

	department will include a focus on supporting students with disabilities to graduate. (Goal 2, Action 2.08)	2.P7.B) Tutoring and enrichment opportunities will continue to expand, including summer school for unduplicated pupils who are underperforming.
Suspension: Students with disabilities (orange), Socioeconomically disadvantaged (orange), Hispanic (orange)	To meet this need, the district will provide guidance for on-site alternatives to suspension and support secondary sites in creating and implementing actions to address prevention, intervention, and disciplinary action for bullying and vaping/drug use (Goal 3, Acton 3.03).	3.P6.A) District-wide, suspension and expulsion rates will remain low and at/below 1%. Suspension rates will decrease, as indicated by a decrease in the "change" indicator and/or an improved color indicator on the CA Dashboard for student subgroups that were orange in fall 2018: Hispanic, SED, and SWD.
Chronic Absenteeism: Pacific Islander (red), Students with Disabilities (orange), Hispanic (orange), Homeless (orange), Two or More Races (orange)	The Board of Education will continue to receive monthly updates on rates of chronic absenteeism and implement attendance interventions and monitor and track student progress (Goal 3, Action 3.01).	3.P5.B) Districtwide, PAUSD chronic absenteeism rates will remain low (at or below 5%). Chronic absentee rates will show a decrease for subgroups whose chronic absentee rates are higher than the district overall.
College and Career Readiness (College/Career Indicator): English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged (all orange)	The district will continue work on improving A-G planning and tracking, as well as AP course enrollment. Additionally the district is expanding CTE pathways and expanding participation in programs offered in conjunction with local community colleges. The high schools will continue efforts to increase participation in 11th grade CAASPP testing as a college readiness indicator (Goal 2, Action 2.03).	2.P4.B) We will maintain student preparation for college and career, as indicated by increasing the percent of graduating students completing each of the following three metrics: completing A-G requirements, passing at least one AP exam with a score of 3 or higher and completing a state-approved CTE program of study. Graduates will continue to complete 1 CTE course as part of PAUSD graduation requirements. 2.P4.C) PAUSD will increase graduates who take at least 1 AP course by 5%. PAUSD will maintain the AP passing rate of 96% (score of 3 or higher)

		2.P4.G) 11th grade ELA CAASPP participation rates will increase by 10%. 2.P4.H) Level 4 CAASPP ELA and math performance for 11th grade will remain at about 70% as participation increases. 2.P7.C) Student participation in the Authentic Assessment & Research program will increase by 5%.
(LCAP local indicators)		3.P6.C) The number of students reporting that they have at least one caring adult at their school on the CalSCHLS survey will increase at all surveyed grade levels (5, 7, 9).

School Programs

Preparing Students for Postsecondary College / Careers

Courses offered at Paly present students with a wide selection of opportunities to achieve at the highest level. Our courses are grounded in the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). Graduation requirements meet entrance requirements at both the University of California and California State University systems (A-G requirements).

Paly offers 23 Advanced Placement courses (2 more since Spring 2015): AB Calculus, BC Calculus, Statistics, Biology, Chemistry, Environmental Science, Physics C, Computer Science, Computer Science Principles, Economics - Macro, English - Literature and Composition, English - Language and Composition, Psychology, US History, Chinese - Language and Culture, French - Language, Japanese - Language and Culture, Spanish Language, Spanish Literature, Music Theory, Art History, and Studio Art - Photography/Drawing. Additionally, Paly offers 33 Honors courses (20 more since Spring 2015).

Multiple electives inspire students to pursue their growing interests and passions - courses in Visual and Performing Arts, Foods, Interior Design, video production, journalism, statistics, problem-solving, java programing, and English electives such as the Literature of Sport and the Writer's Craft are available to all students.

Guidance Program

Palo Alto High School's three-tiered Guidance Program provides academic planning, personal counseling, and college and career advising for students. At the core of the guidance

department is the Teacher Advisor (TA) Program. The primary delivery of guidance materials and instruction is via the Teacher Advisors in the Wednesday and Friday Advisory periods. The Teacher Advisors serve as students' academic advisors and write students' counselor recommendations and/or school reports. The Teacher Advisors serve as students' first point of contact, followed by their grade-level counselors, and then college advisors. Teacher Advisors, counselors, and college advisors all work collaboratively in this successful guidance model.

Social Emotional Learning (SEL)

As technology and the professional landscape evolve into the 21st century, intra- and interpersonal skills are both increasingly valued and lacking. Social & Emotional Learning (SEL) is the process of supporting students in developing these skills & capacities so they can form healthier relationships with themselves, their work, and those they work with. Since 2017, we've been working to integrate explicit SEL teachings into our 9th and 10th grade Advisory classes. Lesson content has been adapted from nationally recognized high school SEL curriculum like School-Connect® and other resources rooted in research-supported topics like growth mindset. Lessons have focused on a variety of themes including the connections between happiness and success, mindsets and the brain, and setting and achieving meaningful goals.

Living Skills

The Living Skills course provides students with the knowledge and skills to make informed, responsible decisions about issues that affect personal wellness, establish and sustain healthy interpersonal relationships, develop resiliency for daily living as well as major life crises, develop and use critical thinking to analyze and question social influences, promote diversity, equity, and social justice, cultivate an understanding, appreciation, and practice of socially responsible behaviors, meet the California State Health mandate, and complete fifteen (15) hours of community service. Living Skills is a PAUSD graduation requirement for all students.

Student Support Programs

With AVID courses, Focus on Success, Summer Bridge, a Math Interventionist Specialist (started in the 2019-2020 school year) and homework help in the Math Resource Center after school, students are supported in their efforts to achieve an outstanding education. Additionally, our Special Education department practices full inclusion by staffing co-teachers in core academic subjects, offering a daily writing lab, academic planning and communication class in order to meet the needs of all learners. Below summarizes the various ways in which we support our diverse group of learners:

AVID

Since 2015, we have successfully grown our program from one section to five, and now serve over 70 students in our AVID program. Our AVID teachers are highly trained in AVID teaching strategies, having taken several AVID Summer Institute Strands. In addition we have AVID-trained administrators, counselors and teachers in all core academic areas. As part of the AVID program our students have not only had access to the rigorous curriculum of AVID, but have also had additional opportunities including SAT tutoring, in-house workshops on resumes and career selection, extra support and guidance from college and career counselors, summer

classes reserved for AVID students, and college visits to local colleges as well as trips to visit colleges in Southern California. Our AVID program receives support from both the campus and the district office.

Year	# of AVID Students	Total Paly Enrollment	% of Paly Students in AVID/FOS
2020-2021	72	2086	3.5%
2019-2020	105	2189	4.8%
2018-2019	99	2129	4.7%
2017-2018	84	2099	4.0%
2016-2017	131	2027	6.5%

Source: Infinite Campus

Blended Learning

Blended Learning courses feature a mix of instructional strategies that are delivered both online and face-to-face. A major goal of these courses is to allow students more flexibility in meeting the course requirements while developing 21st-century technology skills in a safe environment. In 2019-2020 there were 28 class sections running with the Blended designation in 17 unique courses at Paly. Approximately one-third of the student body was enrolled in a Blended Learning course, whose modality allows teachers to better differentiate and gives students more agency over their own learning.

The PAUSD Blended Learning program is special as it is a program led by fully credentialed teachers, who are experts in their content area. It is also the longest-running, continual Professional Learning program in the district. The district's Learning Management System (LMS) is used extensively by teachers who have been trained in the Blended approach, and these teachers are often called on to help support other PD initiatives in the district. As of December 2019, 55 Paly teachers have completed the PAUSD Blended Learning program and are better using technology integration in their courses. The Blended Learning program was paused for the 2020-2021 school year during distance learning but will look to be restarted in the 2021-22 school year.

Co-Teaching

We are in our 8th year of co-teaching in the Special Education program. General Education teachers and Special Education teachers work collaboratively in developing curriculum and planning activities to provide an accessible and rigorous learning environment for all students. Co-teaching allows for increased support and connections for independent students and those requiring more support to successfully access the general education curriculum. Using data to determine the effectiveness of co-teaching is an area of growth for the school.

English Learner Support/ELPAC *(English Language Proficiency Assessment for California)*

State and federal laws require that any newly enrolled students whose primary language is not English, are administered the initial ELPAC assessment; and students who are English learners

(ELs), are administered the summative ELPAC assessment. The Initial ELPAC has one purpose: To identify students who are ELs or are initial fluent English proficient (IFEP). The Summative ELPAC has two purposes: to determine the level of ELP of EL students and to assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English. All students whose primary language is a language other than English must take the initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1st, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to fluent English proficient (RFEP) (Source: CDE website).

Due to district guidelines, Paly does not have a formal English Language Development (ELD) program on campus. Students who test Novice or Intermediate English proficient on the initial ELPAC are given a choice to attend the ELD program at our sister school in the district, Gunn High School. If they choose to stay at Paly, the students receive their English language development support from their core content teachers. The EL students who choose to attend Paly and/or came from our feeder middle schools. EL students are administered the Summative ELPAC annually by the EL Coordinator until they are RFEP'd. If students score an overall 4 on the summative ELPAC test, they will be recommended for redesignation if they also fulfill the other district criteria.

Paly has a district-assigned EL coordinator who communicates directly with EL students and their teachers. The EL coordinator helps communicate student needs to teachers when necessary and assists in monitoring the academic success of Paly EL students, along with a designated assistant principal. There is no performance color for EL students on the dashboard as we only had 11 official EL students in the 2018-2019 school year (Source: California Dashboard, Access 12/13/19). According to the dashboard, 54.5% are making progress towards English Language proficiency.

Focus on Success
Focus on Success is a study and life skills elective, designed to support students in their core academic classes through lessons in organization, time management, study skills, goal setting, and by providing homework time and support from tutors.

Independent Study and Online Instruction
The Independent Study (Opportunity) program offers a wide variety of classes for students to fulfill their core graduation requirements if they were unable to do so in the regular classroom setting or if their former school did not offer a course that is required for PAUSD graduation. Other students enrolled in these classes require this alternative setting for health reasons. For example, if a student is healthy enough to leave the hospital setting, but may benefit from a transitional setting.

Some students in the Independent Study program complete classes through online programs such as Odysseyware. All students completing online courses are monitored and supported by the classroom teacher. Usually students take only one online course at any given time, and only

during the Independent Study class period. All Independent Study students are fully incorporated into Paly social and academic life.

Foothill Middle College and Dual Enrollment Opportunities

Paly partners with Foothill Community College for the PAUSD Middle College program and dual enrollment opportunities. The Middle College program is intended for juniors and seniors for whom the full comprehensive high school experience is not a good fit. Students take high school level core classes to fulfill their high school requirements with Middle College teachers and community college classes at Foothill. In partnership with Foothill College (CA), Paly is offering the following dual-enrollment college courses on our campus: Advanced Stage Tech, Early Childhood Education, Human Anatomy & Physiology, Introduction to Kinesiology, and Multivariable Calculus/Linear Algebra.

Math Intervention Specialist

In the 2019-2020 school year, Paly added a 20% Math Intervention Specialist. This specialist is also an experienced teacher in the math department and therefore has a deep knowledge of the curriculum and the support available at Paly. While the position is still being refined so that it can best meet the needs of our struggling students, the specialist currently does the following: meet with D/F students after progress reports, assist struggling students by describing the variety of resources they can access for help, meet with grade-level counselors to gather more information for D/F students, contact parents of struggling students, meet with students during tutorial for homework and test help, reflect on and refine the position to best meet the needs of struggling students. To start, the specialist primarily focuses on students in Algebra 2, Geometry and Algebra 1. This position was increased to 40% for the 2020-2021 school year to better support all struggling students in math.

Math Restart (2nd semester)

For a number of years (around 8-9), Math has offered a "restart" class every second semester. This class is for students who have failed Algebra 2, Geometry or Algebra 1 first semester. By re-taking the semester during the school year, a student would then only have to take one semester in summer school (3 weeks) in order to be "on track" with their peers the next school year. The restart classes offered each year are set at the end of first semester, when final grades are determined. This course was not offered in the 2020-2021 school year.

Math Tutoring

Four days a week the math department offers after school homework help in the MRC (Math Resource Center). This is always led and supervised by a math teacher from the department. For the 2019-2020 school year, there is an average of 5-10 students present every day. Students generally ask for help on homework or help reviewing for an upcoming exam. Math tutoring hours are posted around campus.

Support Programs for EL, HUR, SED, and SPED

- SAFE Student and Family Engagement Specialist - Our district has restructured its support for our HUR and SED students in the 2019-2020 school year. Our district Family

Engagement Specialist communicates with site administration to determine how to best support each school.

- Outreach Counselor: Works primarily with SED students and parents.
- EL Coordinator (20% for Paly) from the district office: This coordinator provides one-on-one support for teachers (through observations and conversations), one-on-one support quarterly for students (conversations around grades and support needed for academics), training for staff upon the request of administration, EL student academic progress is tracked throughout the year, attends meetings with EL students and parents to ensure proper support is provided in the classroom, and coordinates and administers ELPAC exam annually.
- Summer Bridge, a transition program for rising 9th graders, started in Summer 2012, and serves to better prepare targeted groups of rising 9th grade students for success in high school. Students invited to attend the Bridge program are generally those who fall into at least one of the following subgroups: First Gen, HUR, SED, SPED or VTP (Voluntary Transfer Program). The goal of this program is to give students who typically find less academic success than their peers the chance to build relationships with key Paly Staff, as well as to practice academic skills (English, Math and Guidance - Study Skills) that will help them succeed as 9th graders at Paly. Paly Staff who help coordinate this program include our Outreach Counselor, Guidance Counselor, and a College and Career Counselor support. Over the last three years, adjustments have been made in our counseling team so that our Outreach Counselor is now the Guidance Counselor for all Bridge students.

Innovative Course Sequences

Paly has created pathways which focus on career opportunities for students who would like to work directly after high school and for those who plan to attend two-year and four-year programs and colleges.

- **CTE Pathway** programs give students the chance to pursue multi-year programs in career and technical fields. We work closely with the district office to map out robust CTE pathways in alignment with California state CTE guidelines. Our CTE pathways include:
  - Automotive technology
  - Computer Science
  - Culinary science
  - Early childhood development (see below)
    - Includes dual enrollment for ECD
  - Engineering and robotics (under reboot during the 2019-2020 school year)
  - Health science
    - Includes dual enrollment for Kinesiology
  - Media Arts (see below)
  - Theater & stage production
    - Includes dual enrollment for Advanced Stage Tech
    - Paly added Audio Music Tech and Advanced Audio Music Tech this school year

- **Early Childhood Education Pathway:** In the Early Childhood Education Pathway (ECD), students develop practical skills, build a strong academic foundation of child development and understand the responsibility of working with young children. Twice per week students gain hands-on experience and apply their academic knowledge by engaging with young children in a preschool classroom. In the first-year course, students will create lesson plans and write a research paper on current trends in the field. In year two, students gain more responsibility as they run an hour of structured time with preschool students and they create a professional portfolio. Additionally, ECD pioneered our dual enrollment program last year. The two-year course sequence is aligned with four Foothill quarter classes.
- **Media Arts Pathway:** In the Media Arts Pathway, students move from introductory courses (Beginning Journalism and Introduction to Broadcast Journalism, for example) into Proficiency courses that include first year reporting on one of multiple publications (for example: feature magazine, newsmagazine, newspaper, web journalism, broadcast journalism). In their third year, they can take the capstone course — Media Leadership and Management (honors or non-honors) — where they learn how to be leaders and direct a publication staff for the year.
- **Performing Arts Pathways:** The Visual and Performing Arts (VAPA) Pathways allow students to engage the arts continuously and rigorously in their time here. Every discipline in VAPA, Theater, Music (Vocal and Instrumental), Ceramics, Painting and Drawing, Photography, and Film offer a distinct but defined pathway. Students receive foundational techniques in first and second year classes, eventually continuing to proficient and then advanced courses which include honors, CTE, and AP credit. By design, some classes overlap so students can receive a broad overview of the arts.
- **Social Justice Pathway:** A three-year program, begun in 2014, the Social Justice Pathway features self-direction and project-based learning in an interdisciplinary model rooted in community action and collaboration. Designed to be a school-within-a-school, students explore the theme of Social Justice within the context of the core college-preparatory and A-G approved curriculum. Students move together as a cohort through their English and History classes. In the 10th grade, students begin by determining the global and local issues for which they feel deep commitment, and then learn how to achieve transformative rather than temporary relief from these social problems through individual and communal action. The 11th grade has a domestic focus and students complete an action research capstone project in their 12th grade year.

TEAM

The Ninth Grade Interdisciplinary program Together Everyone Achieves More (TEAM) includes 75-90 students. TEAM encompasses the core subject areas of English, Biology and World History. The TEAM goals inspire community building, foster greater student/teacher interaction and strengthen connections between the disciplines.

Advanced Authentic Research (AAR)

Advanced Authentic Research (AAR) lets students explore an area of their own interest through a year-long, self-driven research project. Students in AAR learn how to conduct original

research in areas that matter deeply to them, whether in pursuit of their unique passion, or in their exploration of new interests. Students work with an expert mentor, design a research project, and present their results at the annual Celebratory Showcase. AAR also serves as the capstone for some of our CTE pathway programs and for Paly's Social Justice Pathway (SJP).

Diploma Distinctions

Seal of Biliteracy

The California State Seal of Biliteracy is an award given to a student who has demonstrated proficiency in two or more languages by the time he/she graduates from high school. Students must meet the following criteria in order to be awarded the Seal:

1. Complete all English language arts requirements for graduation with an overall grade point average of 2.0 or above; *AND*
2. Pass the Smarter Balanced Assessments in English Language Arts administered in grade 11 with a proficient score or above; *AND*
3. Be proficient in one or more languages in addition to English as demonstrated through **ONE** of three options (a-c):
   a. Passing a foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.
   b. Complete the district's approved consecutive four-year course of study in the same foreign language, and attain an overall GPA of 3.0 or above and **oral proficiency** in the language comparable to that required to pass an AP or IB examination (Completion of both 1A/1B courses in foreign language during middle school count towards 1 year of study)
   c. Pass the SAT 2 foreign language exam with a score of 600 or higher.

This program was implemented for the first time in the 2013-14 school year. Student transcripts and school data were analyzed, and any student who met the state criteria received the Seal. In 2019, 43 Paly students were awarded this recognition. Paly looks forward to continuing this program and honoring our students for linguistic excellence.

Golden State Seal Merit Diploma (GSSMD)

The GSSMD is a distinction defined by the state which recognizes public school graduates who have "demonstrated their mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and U.S. history, with the remaining two subject areas selected by the student" (Source: GSSMD CDE Website). The following number of students at Paly have received this distinction on their diploma over the last four years:

	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Number of Paly Graduates earning distinction	293	218	338	327	309

AP Capstone Program

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone comprises two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the discipline-specific study in other AP courses. The program uses an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. AP Seminar is inclusive of all students and has no prerequisites; the course is a prerequisite for AP Research. Paly added AP Seminar in 2017-2018, followed by AP Research in 2018-2019. In the class of 2019, we graduated our first 11 Capstone Diploma earners. This number will continue to grow in the coming years.

Schoolwide Learner Outcomes/Graduate Profile

A student survey was administered in January of 2020. A total of 1608 students (out of 2170) completed this survey. The demographic makeup of these students was consistent with the demographics of the school population. Additionally, each class had nearly equal representation in the survey, with slightly more freshmen than seniors. Students were specifically asked about the Paly SLOs:

- 68% of students agree or strongly agree that they learn about effective communication through listening, speaking, and writing in their classes. 25.8% of students were neutral. (SLO 1)

- 65.3% of students agree or strongly agree that they use research skills in their classes. 27.7% of students were neutral. (SLO 2)

- 54.8% of students agree or strongly agree that their classes help them integrate knowledge among disciplines. 34.3% of students were "neutral." (SLO 3)

- 76.9% of students agree or strongly agree that they are asked to read with understanding in their classes. 18.3% of students were neutral. (SLO 4)

- 72.1% of students agree or strongly agree that they are asked to use critical and creative thinking to solve problems in their classes. 21.3% of students were neutral. (SLO 5)

- 75.9% of students agree or strongly agree that they use technology in an effective way that has a positive impact on learning. 20.6% of students were neutral. (SLO 6)

Demographic Data

1. Socioeconomic status of the school according to the district data collections:
   a. Parent education level: More than 70% of parents hold both undergraduate and some type of graduate degree. (*Source: CALPADS*)

	Percentage of Parents in Total Population		
Highest Parent Education Level	**2016-2017**	**2017-2018**	**2018-2019**
Graduate Degree or Higher	70%	71%	72%
College Graduate	18%	17%	17%
Some College or Associate's Degree	4%	4%	4%
High School Graduate	4%	4%	3%
Not a High School Graduate	2%	2%	2%
Decline to State	2%	2%	2%
Grand Total	100%	100%	100%

No data is currently available for the 2019-2020 school year

    b. According to DataZone, 8.09% of Paly students qualify for free and reduced lunch in the 2019-2020 school year.

2. Student Enrollment:

Paly enrolls students in grades 9-12 and has seen student enrollment steadily increase over the last 6 years. Student enrollment has grown from 1994 students in 2015-2016 to 2086 students in 2019-2020 (*Source: DataQuest and DataZone*), an increase of 92 students over 5 years. The ratio of male to female students has been close to 50:50 for the last 5 years (*Source: DataQuest*). In order to accommodate this growing enrollment, many facilities have been updated and expanded over the last 6 years.

The table below shows the percentage of students in each grade level over the last five years:

School Year	Total Enrollment	Grade 9	Grade 10	Grade 11	Grade 12
2020-2021	2086	485 (23.2%)	553 (26.5%)	506 (24.3%)	542 (26.0%)
2019-2020	2189	566 (25.8%)	542 (24.7%)	546 (24.9%)	523 (23.9%)
2018-2019	2129	543 (25.5%)	549 (25.8%)	528 (24.8%)	510 (23.9%)
2017-2018	2099	558 (26.6%)	537 (25.6%)	510 (24.3%)	493 (23.5%)
2016-2017	2027	545 (26.9%)	525 (25.4%)	493 (24.3%)	474 (23.4%)

Source: DataQuest and DataZone

Enrollment by Ethnicity

While Palo Alto High School's ethnicity has become increasingly diverse over the last decade, our current student demographics do not reflect the broad ethnic diversity throughout both the County of Santa Clara and the State of California. White or Caucasian students continue to comprise the majority of students at Paly. Asian students represent the next largest group of students at Paly. Over the last 5 years there has been a slight decrease in the overall

percentage of white students and a slight increase in the overall percentage of Asian students. Hispanic and two or more races student categories have shown small increases as well.

Student Enrollment by Ethnicity from 2014-2019:

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2018-19	2,124	2.1%	0.2%	32.7%	0.8%	11.9%	0.7%	45.4%	6.3%
2017-18	2,072	2.5%	0.3%	32.3%	0.9%	10.5%	0.9%	45.9%	6.6%
2016-17	1,992	3.1%	0.5%	31.5%	1.2%	10.3%	0.9%	46.5%	6.2%
2015-16	1,994	3.3%	0.7%	30.2%	1.0%	9.4%	1.1%	48.9%	5.5%
2014-15	1,943	3.4%	0.6%	29.0%	1.2%	10.0%	1.0%	50.1%	4.7%

Source: DataQuest
No data is currently available for the 2019-2020 school year

Significant Student Subgroups

At Paly we have a number of significant student subgroups. Over the past three school years we have seen the following trends in these subgroups:

- Voluntary Transfer Students (VTP) - During the 2019-2020 school year, Paly had 108 VTP students, representing about 5% of the student population. (Source: District Office Enrollment)
- Socio-Economically Disadvantaged Students- Percentages have remained between 8-10% of the student population since the last WASC cycle. (Source: DataQuest)
- Our AVID/FOS population has increased since 2014: moving from 2.9% in 2014 to 4.8% in 2019-2020, with a high of 6.5% in the 2016-2017 school year. (Source: Infinite Campus)
- The district no longer identifies/designates GATE students.
- The number of students with a 504 Plan peaked at 13.4% in 2017-2018, and is currently 10.6% in 2019-2020. This represents an increase from the 7.1-8.0% we reported in our 2015 WASC report. (Source: Infinite Campus)
- The number of students with an IEP has slowly decreased over the last four years, going from 11.1% to 9.7% between 2016 and 2020. (Source: CALPADS. PAUSD REA Team February 2020)
- For the 2019-2020 school year, Paly offered 3 Special Day Classes (English, History and Math) for 26 students.
- Paly offers a Therapeutic Program, which enrolls about 25-30 students yearly.

English Learners

There is a large variety of languages spoken on campus due to our diverse community. However, at Paly we have a relatively small number of English Learners (EL). The number of English learners on campus was 0.6% of the Paly population in 2017-2018, 0.8% in 2018-2019, and 0.6% in 2019-2020. The main languages spoken by our EL population have been Spanish,

Mandarin, or "other non-English languages, " while fewer EL students speak Tagalog, Portuguese, Russian, and Swedish.

The table below shows the percent of the student body classified by language proficiency:

School Year	EL	IFEP	RFEP	English Only
2019-2020	0.6%	12.8%	17.4%	69.2%
2018-2019	0.8%	12.9%	16.9%	69.3%
2017-2018	0.6%	13.8%	16.1%	69.5%
2016-2017	1.6%	13.4%	15.1%	70.0%
2015-2016	1.7%	13.3%	13.9%	70.0%

Source: DataQuest and DataZone

Data on Addressing the Eight State Priorities

PAUSD data around LCFF 1, 2, 3, 6, 7, 9 and 10 for the 2018-2019 school year can be found in the following report presented to the Board of Education. This data cannot be aggregated by school site and represents the ratings for all schools in PAUSD.

LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)

Specifics on qualifications for staff can be found earlier in this chapter under staff descriptions.

Professional Learning Expenditures and Participation

Professional development is highly valued and supported both at the site and the district level. Staff are encouraged to learn and grow as professionals through ongoing practice. Extensive school and district resources have been dedicated to professional development.

- Schoolwide Initiatives
  - Paly's bell schedule provides multiple opportunities per week for PLC collaboration time, Learning Strands, Staff Meetings, and department meetings to occur on a regular basis.
  - Most staff are trained in Question, Persuade, Refer (QPR), an emergency protocol for suicide prevention.
  - The History department received a private donation for professional development, providing $10,000/year for the 2018-2019 and 2019-2020 school years.
  - Teachers are invited to attend AP seminars in the summer as a result of Paly consistently hosting the College Board Summer Institute.
  - Within the last two years site-budget for SDD has been limited and funding has primarily relied on monies from district-based initiatives (see below).

- District-based Initiatives
  - PAUSD adopted a Professional Development (PD) policy for all teachers in the district in the 2012-2013 school year. This policy requires staff to attend 18 hours

of PD every two years. All PD is documented on the website *mylearningplan.com*. Teachers can receive a $1200 stipend for completing 18 hours yearly. After the 2019-2020 school year, this policy was discontinued.

- ○ New Teacher Equity Training: All new teachers to the district, no matter previous experience, attend two years of Equity Series Training. This training helps teachers better understand the achievement gap and current initiatives as it relates to PAUSD.
- ○ The district offers a wide variety of professional development opportunities, especially in the area of educational technology. Teachers can sign up for full-day or part-day training(s) in areas such as classrooms use of Google suite, SmartBoards, iPads, Schoology (LMS), iMovie, 2.0 tools, and many more topics.
- ○ There are three scheduled full-day professional development days per school year. One before school starts, another in October (usually district-based), and the third in February (usually site-based). Due to the school closure and distance learning, the professional development calendar was changed for the 2020-2021 school year to include two professional development days before school starts in August and another before the second semester starts in January.
- ○ All current staff are required to participate yearly in the following online trainings through Keenan Safe Schools: Bloodborne Pathogen Exposure Prevention, Mandated Reporter - Child Abuse and Neglect, and Title IX Training.
- ○ Starting in June 2016, the district has coordinated PA-YOU!-SD professional learning institutes during the 3 days after school ends in June. All PAUSD employees are invited and attendance has grown over the years. Each year the institute is structured thematically and presenters from outside PAUSD who have had some influence in changing educational practices are invited as keynote speakers and session facilitators. Themes have included assessment, learning targets, standards based grading and supporting student growth. Experts from outside PAUSD who have delivered keynotes or facilitated smaller sessions include: Eric Twadell, Ken O'Connor, author of *Grading for Learning* and *15 Fixes for Grading* and Jan Chappuis, author of *Seven Strategies of Assessment for Learning*, and *Classroom Assessment for Student Learning*. Due to COVID-19 safety protocols, these end of year professional development opportunities are not being offered during June 2020.

School Safety and Facilities

School safety is critical and a high priority. Paly annually upgrades, reviews, and presents a School Safety Plan to the PTSA, Site Council, the Board of Education and the State. At least twice a year, we conduct two major emergency drills: Code Red (active shooter on campus) and Duck, Cover, and Hold (earthquake/emergency). Students, teachers, and staff regularly practice evacuation drills.

After our last WASC Self-Study process, we formally designated the half day after Back to School Night as "Safe and Welcoming Schools" day. Coordinated by administration, teachers review important items in the handbook (including bullying and Title IX), review procedures for classroom evacuation in the event of an emergency (fire alarm, code red, earthquake, other

emergency), and practice evacuating to the designated safety area around campus. In the 2019-2020 school year, administration refined our practices for evacuation. We now have two designated meeting locations (instead of one) for staff and students during any evacuation. Splitting the school into two areas creates a safer, less congested passage since not all staff are funneling through the same area.

In the last two years we have had two "shelter-in-place" situations. Staff and students have quickly and appropriately responded, prioritizing the safety and wellness of our students. After each situation the Crisis Response Team (CRT) convened (composed of administration, the wellness team and district office staff) to formally reflect on how the staff and students responded and how our response and administrative support could be improved in future events. Additionally, the team discussed support needed for students and staff who have been emotionally affected by the event. Feedback from staff is collected through the leadership team (Instructional Leaders) and more specific information is given at an after school meeting for all staff.

Daily safety practices include requiring all visitors to register at the main office, district office personnel to wear identification badges, and campus security regularly sweeping the entire campus to ensure a safe environment for all.

Traffic and pedestrian safety is another priority. With the help of the city of Palo Alto, Paly administrators plan and communicate safe pedestrian and bike routes to school. The crosswalk along the Churchill entry point to Paly was updated in the summer of 2019 to include a flashing signal when pedestrians and cyclists come to and from Paly. Additional speed bumps have been added to the parking lot in high traffic areas.

We would not be able to maintain our safe and clean facilities without the work of our outstanding custodial crew. Their countless hours and dedication is evident throughout the campus. Originally built in the early 1900s, the campus has undergone various expansions in the years since. In June 2008, the community generously voted to approve a $378 million capital bond measure for district facility improvements. Of that sum, $98 million has been allocated to improve our facilities and build additional classrooms/learning spaces on our campus to accommodate projected enrollment growth. In 2009, the Facilities Steering Committee developed a master plan for our campus, and the construction summary can be found in Chapter 1 of this report under "Construction Updates."

In August of 2019, guidance counselor offices and the College and Career Center were moved to the newly renovated Library. The new space offers increased confidentiality as well as a location that is more centralized, which has increased the amount of students accessing these resources.

Currently the science building is being renovated, adding four lab science classrooms that will replace the current four portable science classrooms. The project is estimated to be completed in January 2021. Following the science building updates, the tower building's infrastructure will be updated.

Our science courses meet the UC a-g course requirements for laboratory time and our science classrooms have designated laboratory space. A Lab Technician monitors the organization and disposal of chemicals, closely following all guidelines as outlined by OSHA and other local regulations. The chemical storage space is checked for compliance multiple times a year by district office staff, as well as occasionally by the Palo Alto Fire Department. All chemicals are properly labelled, stored and disposed of twice a year by a professional chemical disposal company.

The Facilities Steering Committee will continue to meet on a regular basis in order to assess progress of current construction and to plan for future updates to the Paly campus.

Standards-Aligned Instructional Materials

The selection and evaluation of instructional materials for all schools in PAUSD is explained in Board Policy 6161.1. This process is monitored closely by the Associate Superintendent of Educational Services Sharon Ofek, site-administrators, subject-specific steering committees, Instructional Leaders and community families.

LCFF Priority 2 - Implementation of Academic Standards

Each department at Paly has an Instructional Leader (IL) who helps to ensure that teachers in each department are working collaboratively to align with state standards. ILs meet monthly in steering committees with the other secondary school ILs for their specific subject. Formerly, ILs also met monthly districtwide with all ILs to undergo professional development specific to their role. With the IL role reduction following the 2019-2020 school year, the districtwide IL meetings have been discontinued. Steering meetings are now the main checkpoint the district uses to have conversations around how the curriculum at each school aligns to the appropriate standards for that subject. Like many districts in California, departments have been working on integrating common core standards into everyday instruction and rubrics. Here is how each department has specifically addressed their subject's academic standards:

- **CTE:** CTE is divided into 15 industry sectors. There are eleven "anchor standards" that cross all industry sectors. Each industry sector has at least two career pathways (over 50 in total) and each pathway has its own pathway standards. A summary of the Anchor Standards are as follows: 1: Academics , 2: Communications , 3: Career Planning and Management , 4: Technology, 5: Problem Solving and Critical Thinking, 6: Health and Safety 7: Responsibility and Flexibility, 8: Ethics and Legal Responsibilities, 9: Leadership and Teamwork, 10: Technical Knowledge and Skills, 11: Demonstration and Application Anchor standards 2–10 are aligned with Common Core English language arts standards. A chart can be found here. Teachers clearly articulate how their class is aligned to the academic content standards in their course syllabi.
- **English:** The English Department has been working deeply with the CCSS for the past six years. Each course-alike PLC works with the anchor standards to design their curriculum and common assessments. Many are now in the process of identifying learning targets to the assignments and assessments. In addition, the primary guiding work of the course-alike PLCs has been aligning curriculum—following agreements made about course guides for each course, including how the grades are calculated

(percentages of weighted categories) and late policies. Each grade report that comes out—progress reports, quarter and semester grades—is also a guide so that teams know how similar their grading practices are and can have conversations about those grading practices.

- **History/Social Science:** In July 2016, California's History-Social Science Framework rolled out its emphasis on the development of student content knowledge, discipline-specific inquiry, student literacy, and citizenship. In grade-level courses, (World History, Government, Contemporary World History, U.S. History, and Economics), content is organized around student-centered questions and includes discipline-specific support for student reading, writing and oral discourse, aligned to the ELD standards. The new framework incorporates language from Common Core and aligns its instructional approach to the C3's inquiry. Meeting regularly, the department continues to work together to include a number of possible sources that can be used to help students investigate content in-depth, and support a variety of strategies for teachers to assess student learning.
- **Math:** The math department went through every standard of the common core in order to ensure those topics were covered in every lane before students would be tested on it, mapping every standard to every course offered. All course-alike teachers have common syllabi, common homework calendars, and give common assessments.
- **PE:** Over the past six years, the physical education department has created common assessments and curriculum within each course (1 and 2). Students take written exams throughout the school year. Students communicate with peers using academic vocabulary when giving feedback relating to skills, learning rules of games and reading and reviewing articles. There are also opportunities for students to translate text into movement and to work together to create a finished product (i.e. freshman dance unit).
- **Science:** The high schools in PAUSD have decided to adopt the 3-course model for NGSS, integrating Earth Science standards into three core science classes (Biology, Chemistry & Physics). Intense collaboration between both high schools began in the Fall of 2018 and continued in 2019-2020 with Jody Bintz facilitating BCSC's 5 Tools for all PAUSD high school science teachers. A three-year plan that is supported and articulated in the district Promise has been developed for NGSS implementation. Additionally, support in and assessment of common core reading, writing and communication standards are integrated in all science classes in a variety of ways.
- **VAPA:** The National Core Arts Standards were released spring of 2018, while the frameworks will be released later in the 2019-2020 school year. These standards provide scaffolding in each standard category (Creating, Performing/Presenting/Producing, Responding, Connecting) from Kindergarten through advanced High School. Over the next year, Paly's VAPA department will connect these standards with our developed learning targets through project based learning and assessment. This year two department members will be attending a two-day workshop on the new VAPA standards and implementation strategies to bring back to the department. In addition to implementing new National Core Arts Standards, Paly's VAPA integrates Common Core into the art classroom on a regular basis. Visual Art classes create connections and write commentary on the historical context of works. Theater analyzes and composes monologues and screenplays to perform. Photography

integrates with social justice by designing posters integrating image and text that communicate ideas like mindfulness, respect for diversity, and environmental responsibility. The choir program developed a "Digital Program" (1 & 2) where students develop understanding of historical context, analyze musical texts and poetry, and create connections through visual art, poetry, journaling, and other artistic mediums.

- **World Language:** The World Language Department has been working closely with the national standards from the American Council on the Teaching of Foreign Language (ACTFL) for several years and now with the new California World Language Standards released in January 2019. The California WL Standards incorporate the five goal areas also known as the five Cs into three curricular strands – Communication, Cultures and Connections. Our approach to teaching and learning world languages is aligned with the ACTFL standards and our state standards and emphasizes communicative proficiency in the classroom. The first area of focus and one we are most excited about is alignment of our courses. We have made great progress and are continuing to arduously work on this. We have been creating common Thematic Units for all level 1 and level 2 courses across languages with common learning targets, can do statements, rubrics, formative, summative performance based assessments. We have also aligned our grading practices across the department as well as implementing a common course guide. Since we have a variety of languages offered and the Asian languages progress at a different rate we have agreed to have our level 3 and 3 Honors and level 4 be aligned by course alike and by language. So, this year we are currently working on level 3 and 3 Honors course- alikes and next year we will work on level 4.

Professional Learning Communities (PLCs)
Starting in the 2015-16 school year each department formed formal course-alike PLCs. During PLC time, teachers discuss curriculum for their classes. Each department's PLCs align their curriculum to the appropriate standards for their subject matter.

LCFF Priority 3 - Parent Engagement
A strength of Paly and PAUSD is our community's eagerness and willingness to be involved and provide input in school decision-making. Key opportunities for parent involvement and input include:
- **Facility Steering Committee**: A team of parents and community members, teachers, administrators, district construction contractors, and other staff, who meets monthly during the planning stage of future construction. The team reviews the budget, monitors existing progress of construction and prepares for future updates to school facilities.
- **Interview Panels**: Parents are included on the initial rounds of interview panels for the hiring of principals and other district-level positions.
- **PTSA Executive Board** meets monthly on campus and coordinates many outreach programs for parents including monthly principal coffees, parent networking groups for each grade-level, supporting the Wellness Committee, among many other supports.
- **Rise Together Foundation** was created to offer support to Paly graduates who need financial assistance in order to attend college. Parents help with outreach and fundraising.

- **Site Council** heavily involves parents in many site-based decisions related to school budget and the SPSA.
- **WASC Parent Group** members help bring another perspective to our focus group discussions as we closely examine various aspects of our school in Chapter 3 of our Self-Study.
- The district also offers a number of opportunities for parent engagement, including, but not limited to:
  - **Family Leadership Summit**: Provides tools and information on topics important to each child's academic achievement, health and well-being. Providing information on how to advocate for their children and have input and advice on how the district and schools can better support families and students. (2019, 2020)
  - LCAP community input meetings open to all PAUSD families.
  - Let's Talk: Parents who have concerns, complaints or questions can submit a topic and will be provided information about the best person or pathway to take in resolving their concern, complaint or question.

LCFF Priority 4 - Performance on Standardized Tests

School Performance Data and Results

Paly is a high performing high school and many of our students have traditionally scored very well in multiple standardized exams. Palo Alto High School has never been in Program Improvement, nor have we ever been under any state or federally imposed programs of improvement for student achievement. Paly does not receive Title I funds.

Advanced Placement Program

Paly has a robust and well established AP program. Currently, we offer 23 different AP courses (2 more since 2015). Below are some key AP data points.

- In the 2016-2017 school year, 58.0% of all exams taken nationwide earned a score of 3, 4, or 5 *(Resource: College Board Website)*. In the same year at Paly, 94% scored a 3 or higher. The percentage of students who scored a 5 was 47% (*Source: Paly School Profile*).
- In the 2017-2018 school year, 59.0% of all exams taken nationwide earned a score of 3, 4, or 5 *(Resource: College Board Website)*. In the same year at Paly, 94% scored a 3 or higher. The percentage of students who scored a 5 was 53% (*Source: Paly School Profile*).
- In the 2018-2019 school year, 59.6% of all exams taken nationwide earned a score of 3, 4, or 5 *(Resource: College Board Website)*. In the same year at Paly, 95% scored a 3 or higher. The percentage of students who scored a 5 was 54% (*Source: Paly School Profile*).

Advanced Placement Enrollment

Enrollment in AP courses prepares students for university level work. An assistant principal is in charge of maintaining course approval through the College Board portal. In 2018-2019, there were 1,333 students enrolled in AP classes. The total number of AP tests taken by all Paly students was 2,108. About 88% of our students who enrolled in AP classes take the end of the

year AP exam. Continued observation by staff is that our AP courses enrollment is not representative of the ethnic makeup of our students at Paly. Some ethnic subpopulations are under-represented while others are over-represented in our AP classes. Paly staff are committed to working towards AP course enrollment that mirrors our general population demographics. Illustrated below is Paly's AP enrollment for the past four years. The number of students enrolled for each subgroup represents the number of students in that particular graduating class who have taken at least 1 AP course during their time at Paly. The following subgroups are not shown on the table due to their low numbers in our student body population: American Indian/Alaska Native, Filipino, Hawaiian/Pacific Islander.

		Class of			
		2017	**2018**	**2019**	**2020**
	Number of students in graduating class	461	481	495	522
Overall	Number of students enrolled in at least 1 AP	395	403	413	425
	Rate	85.70%	83.80%	83.40%	81.40%
	Number of students in graduating class	42	67	67	89
SED	Number of students enrolled in at least 1 AP	22	34	38	49
	Rate	52.40%	50.70%	56.70%	55.10%
	Number of students in graduating class	144	167	167	177
Asian	Number of students enrolled in at least 1 AP	137	158	159	162
	Rate	95.10%	94.60%	95.20%	91.50%
	Number of students in graduating class	16	10	15	21
Black or African American	Number of students enrolled in at least 1 AP	7	3	4	10
	Rate	43.80%	30.00%	26.70%	47.60%
	Number of students in graduating class	40	44	54	61
Hispanic	Number of students enrolled in at least 1 AP	24	28	36	36
	Rate	60.00%	63.60%	66.70%	59.00%
	Number of students in graduating class	26	38	27	35
Two or More Races	Number of students enrolled in at least 1 AP	18	32	22	30
	Rate	69.20%	84.20%	81.50%	85.70%
	Number of students in graduating class	233	215	229	223
White	Number of students enrolled in at least 1 AP	209	181	191	185
	Rate	89.70%	84.20%	83.40%	83.00%
	Number of students in graduating class	42	47	49	75
IEP	Number of students enrolled in at least 1 AP	8	11	15	26
	Rate	19.00%	23.40%	30.60%	34.70%
	Number of students in graduating class	32	65	75	74
504	Number of students enrolled in at least 1 AP	27	48	59	60
	Rate	84.40%	73.80%	78.70%	81.10%

	Number of students in graduating class	21	22	29	33
VTP	Number of students enrolled in at least 1 AP	7	14	17	18
	Rate	33.30%	63.60%	58.60%	54.50%

Source: Infinite Campus (PAUSD REA Team Accessed February 2020)

Below is a summary of the implications and questions raised from Home Groups after analysis of the AP enrollment data:

- What are we doing to support our HUR students with 4-year plans that include APs and the support to be successful?
- Would looking at the number of AP classes students take help this conversation? Is there an even stronger ethnic divide between students who opt to take 2 or fewer APs and students who opt to take more than 2 APs?
- Who is being served by APs? Why are Latino enrollment numbers falling?
- The increased enrollment in AP could be that we are feeding the AP race, but it could also mean that we're making APs accessible to a far greater population than in previous years.
- Are students of color performing at levels comparable to other groups in AP courses?
- How many HUR students enrolled in AP courses took the exam?
- How many HUR students dropped an AP course after enrolling?
- What are the reasons for why fewer HUR students enroll in Honors and AP courses?
- Can more systemic outreach be done by teachers to HUR students and their parents?
- Can the addition of SAFE coaches (District coordinated program) help inform families about the benefits of these courses/tests?
- Regarding the decrease in enrollment among LatinX students, we wonder if older sibling/students' experiences have influenced their decision to enroll.
- We wonder if the decreased Paly enrollment in local CBO college-going programs (i.e. College Track, FCE, and EPATT) is making an impact on low enrollment in these courses.

SAT/ACT Results

Paly has a tradition of strong student scores on both the SAT and ACT exams. The percentage of students at Paly who take the SAT and ACT is far above the county and state average. Additionally, Paly students perform better than both the county and state average. In 2019, 352 students took the SAT and 231 students took the ACT. The tables below are included yearly on our School Profile to colleges:

ACT Scores Composite Average:

Year	2017	2018	2019
ACT Scores	29	28.2	28.2
National Scores	20.9	20.8	22.6

No data is currently available for 2020

SAT (1600 Scale) Averages:

Year	2018	2019	National and International Mean
Evidence-Based Reading and Writing	640	648	531
Math	656	683	528

National Merit Scholars and Recognition

Paly has an impressive number of students who qualify as commended scholars, semifinalists, finalists, or scholarship winners every year. Our school, district, and community are very proud of these student scholars.

National Merit Scholars:

	2017-2018	2018-2019	2019-2020	2020-2021
Class Size	485	503	525	538
Commended Scholars	71	67	73	74
Semifinalists	35	31	26	38
Finalists	32	31	25	38

Source: Palo Alto High School - School Profile

CAASPP

Paly student participation rate for 2016-2017, 2017-2018 and 2018-2019 has been below state requirements. Participation rate for spring 2017 was 16%, spring 2018 was 19% and spring 2019 was around 50% (Source: California Dashboard). As a result of low participation in 2017 and 2018, administration made adjustments for how exams were administered to 11th graders in 2019 by embedding testing into the regular school day, while 9th, 10th and 12th graders attended class. In addition, they increased communication to parents and students before the exam was administered. Administration hopes that with continued increased communication to parents and students, participation rates will continue to increase, eventually getting to the 95% participation required by the state. It is difficult to have meaningful conversations around data when participation rates are so low and don't evenly represent the student body population by subgroup. The table below shows our results from 2019 for all categories in which data is present on the dashboard. There were a number of categories for which not enough data was collected to report. Unfortunately due to COVID 19, we will not have any data for the 2019-2020 school year.

ELA							
	Total overall	**Asian**	**Hispanic/ Latino**	**White**	**2 or More Races**	**Disability**	**SED**
Total Students in Grade 11	513	169	63	221	34	69	53
# Students Tested	256	96	27	107	17	19	20
Exceeded (4)	59.38%	68.75%	33.33%	58.88%	64.71%	26.32%	25%
Met (3)	25.39%	26.04%	29.63%	25.23%	17.65%	26.32%	30%
Nearly Met (2)	6.25%	2.08%	14.81%	7.48%	5.88%	15.79%	15%
Not Met (1)	8.89%	3.13%	22.22%	8.41%	11.65%	31.58%	30%

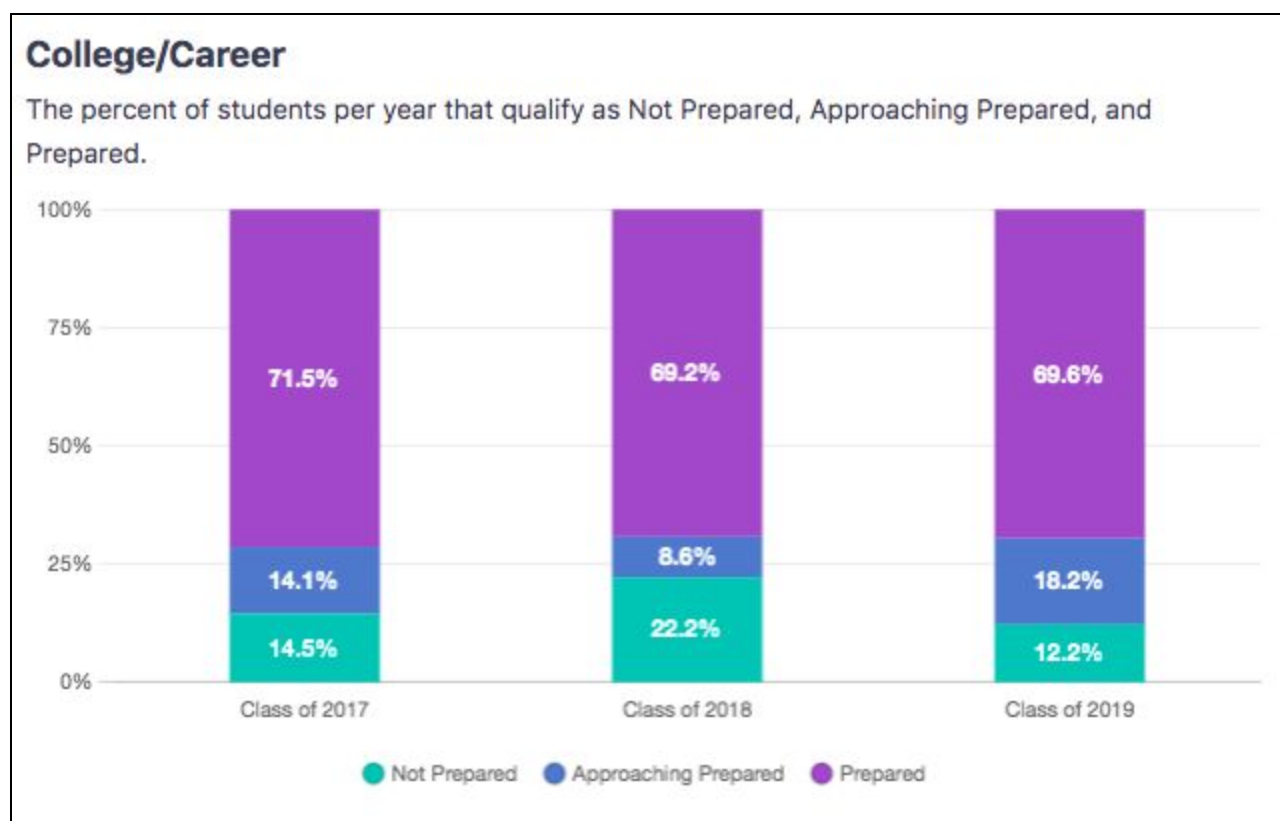| Math							
	Total overall	**Asian**	**Hispanic/ Latino**	**White**	**2 or More Races**	**Disability**	**SED**
Total Students in Grade 11	513	169	63	221	34	69	53
# Students Tested	245	92	27	102	17	20	20
Exceeded (4)	57.96%	73.91%	18.52%	58.86%	58.82%	20%	35%
Met (3)	18.78%	20.65%	18.52%	16.67%	17.65%	10%	15%
Nearly Met (2)	8.98%	4.35%	14.81%	11.76%	5.88%	15%	15%
Not Met (1)	14.29%	1.09%	48.15%	14.71%	17.65%	55%	35%

The following trends are observed in the data displayed above:
- Students classified as Asian, white or Two or more races score at level 3 and 4 more often than students classified as Hispanic/Latino, with a disability or SED.
- With the exception of Asian students, more students earned a 1 or 2 for math than for ELA, especially for Hispanic/Latino students and students with disabilities.

College and Career Readiness

College and Career readiness indicators as shown on the California Dashboard illustrate that we have room to grow in making sure that students from all subgroups reach the "prepared" level. From the class of 2017 to class of 2019 we have between 69.2% - 71.5% of all graduating students qualifying as "prepared." For the class of 2019, no subgroups identified in the red or yellow levels. Two subgroups identified in the orange level, including socio-economically disadvantaged (SED) students (33.8% prepared) and students with disabilities (22.6% prepared). The subgroups identified in the green level include Hispanic students (47.3% prepared) and White students (68% prepared). The only subgroup identified in the blue level were Asian students (86.1% prepared).

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

Source: California Dashboard (Accessed 12/12/19)

Home Group reflections on this data indicate that staff believe that our numbers are low based on the following observations: low CAASPP participation rate, not closely monitoring student's A-G completion, lack of advertising how to prepare for post-high school success with work in career pathways, and lower enrollment of SED, Hispanic and SPED students in AP courses. Further discussion and analysis of this data will better allow staff to understand where our students are lacking in their college/career readiness.

Placement Tests

The Math department uses placement tests for any student who is new to PAUSD. Before being placed in a math class, the student completes a test based on the math experience the student had pre-PAUSD. The math department IL shares the results and recommendation for math placement with the incoming student and guidance counselor for proper course placement. The placement recommendation is meant to help optimize a student's chance for long-term success.

The World Language department uses placements tests for a student who wishes to be placed in a course without having taken any language classes in PAUSD. These tests are often for students who are not currently enrolled in PAUSD, are native/heritage speakers, or who have had prior exposure. Based on the placement test, the student is placed, according to their proficiency, at the proper level.

English Learner Proficiency

Due to the low number of EL students (11), we have no performance color on the California Dashboard. According to the Dashboard (accessed December 12, 2019), 36.3% of EL students progressed at least 1 ELPI level, 18.1% of students maintained ELPI Level 4, and 45.4% of EL students maintained their ELPI Level 1-3. ELPAC data is described above under demographic data for language proficiency numbers.

Report Card Analysis

For every progress note and semester grade, our site Academic Technology Specialist downloads and shares data, informing departments about students who are struggling to find academic success in their classes (earning a D or F). Instructional Leaders receive the D and F list for their department, as well as the individual class GPAs average aggregated by teacher and subject area. The sharing of this data offers departments the opportunity to have discussions around alignment between teachers, as well as PLC discussions around next steps for helping students who are academically struggling. This data is consistently used by guidance counselors and Teacher Advisors, who are asked to have conversations with students who are earning multiple Ds and Fs. Counselors often initiate SSTs (Student Study Teams) for students consistently earning Ds and Fs. Administration plans on better clarifying how ILs should use the data in their department to have meaningful discussions around supporting our students who have not yet developed into more independent learners. Paly Administrators give periodic updates to the board around the use of D/F reports. The latest update to the board was given in January 2020. Below represents the percentage of D/Fs over three consecutive semesters. All students were only counted 1 time even if they earned multiple D/Fs.
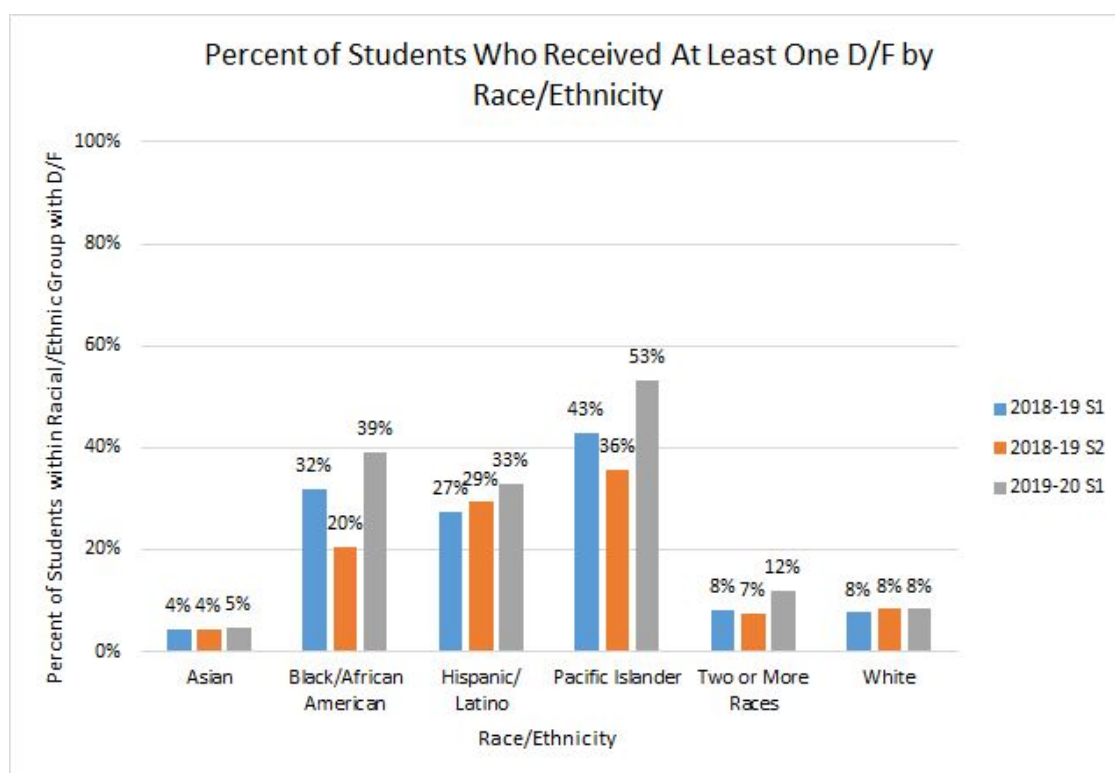
Percent of Students Who Received At Least One D/F by Race/Ethnicity

For instance, 4% of Asian students in S1 of 2018-2019 received at least one D/F compared to 32% of Black/African American students.

Total Count of D/F by Race/Ethnicity:

Race	2018-2019 S1	2018-2019 S2	2019-2020 S1
Asian	31	31	35
Black/African American	14	9	18
Hispanic/Latino	69	74	89
Pacific Islander	6	5	8
Two or More Races	11	10	17
White	74	80	78

2019-2020 S2 Pass/Fail only data omitted

Total Student Enrollment (N) by Ethnicity:

Race/Ethnicity	2018-2019	2019-2020
Asian	695	749
Black/African American	44	46
Hispanic/Latino	252	270
Pacific Islander	14	15
Two or More Races	134	142
White	964	933

Source: Infinite Campus, DataQuest (April 2020)

Home Groups shared the following implications and questions after analysis of D/F data:
- We need to work on differentiating instruction to reach struggling learners.
- What is the follow-up for students on the D/F list? Is anything being done to move them off this list (After school workshops? Workspaces during preps?)?
- How can we more systematically use D/F data to determine long-term trends and analyze what interventions may help most?
- What interventions can prevent this? What is the purpose of summer school?

During the 2019-2020 school year, the leadership team (Ed Council) has been working on better defining next steps for generation of the D/F list and how we as an entire staff can better support struggling students.

LCFF Priority 5 - Pupil Engagement
Graduation Rate

Another proud tradition at Paly is our high cohort graduation rate. The vast majority of Paly students graduate from our school and continue studying at institutions of higher learning. According to the California Dashboard, 97.6% of students graduated in 2017, 94.4% of students graduated in 2018 and 96.6% graduated in 2019. While our White and Asian student graduation rates are consistently in the "blue" range for both 2017, 2018 and 2019, our performance level increased for SED and Hispanic students (from orange to green) while our SPED student populations remained at orange (down from green in 2017).

It should be noted that many data sets for the class of 2018 showed lower success rates than previous or future years of students. Additionally, due to the low number of students in the following subgroups, specific performance color data is not available: American Indian, English Learners, Filipino, Foster Youth, Homeless, Two or more races and Pacific Islander.

Chronic Absenteeism

Students are determined to be chronically absent if they were enrolled for a total of 30 days or more at the selected reporting level during the academic year and they were absent for 10% or more of the days they were expected to attend. *(Source: Data Quest)*

Chronic absenteeism rate for Paly over 3 years by ethnicity:

Ethnicity	2016-2017	2017-2018	2018-2019
African American	9.7%	17.3%	29.5%
American Indian or Alaska Native	12.5%	0%	20%
Asian	2.4%	1.9%	4.9%
Filipino	0%	0%	13.3%
Hispanic or Latino	7.2%	5.9%	9.6%
Pacific Islander	17.6%	5.6%	33.3%
White	5.2%	5.5%	8.2%
Two or More Races	4.9%	5.1%	10.6%

Source: Data Quest (Accessed December 12, 2019)
No data is currently available for the 2019-2020 school year

While African American and Pacific Islander students represent less than 3% of our student population at any given time, they represent the highest percentage of students identified as being chronically absent. In addition, all groups saw an increase in their absenteeism rate for the 2018-2019 school year. In 2018-2019 student services and wellness took an initiative to improve attendance across the district. This included refining attendance codes and reporting practices at all sites. At the high schools, particular focus was given to teachers who had not

been taking regular attendance. An increase in reported absenteeism (see table above) was expected as more teachers complied with Ed Code in recording absences.

Chronic Absenteeism Rate Overall			
Name	**2016-2017**	**2017-2018**	**2018-2019**
Palo Alto High	4.7%	4.6%	8.9%
PAUSD	5.0%	5.1%	5.9%
Santa Clara	8.6%	9.0%	9.2%
Statewide	10.8%	11.1%	12.1%

Source: Data Quest   (Accessed December 12, 2019)
No data is currently available for the 2019-2020 school year

Dropout Rate – 2018-2019 5-Year Cohort Outcomes:

Name	Cohort Students	Regular HS Diploma Graduates	Non-Graduate Completers	Transfers	Dropouts and Non-Completers
Palo Alto High	491	471	5	0	15

Source: Data Quest (Accessed February 21, 2020)

Average Daily Rate of Attendance:

	2016-2017	**2017-2018**	**2018-2019**	**2019-2020 (Semester 1)**
Average Daily Rate	94.68%	93.74%	93.22%	94.64%

Source: Infinite Campus (PAUSD REA team accessed February 2020)

Attendance

The topic of attendance has been a continual conversation at Paly. Although PAUSD is a basic aid district and does not receive state funding based on Average Daily Attendance (ADA), attendance is an educational priority for the school and the district because it influences both the academic success of individual students and the overall instruction in the classroom. The conversations at Paly have been focused on the need for consistent attendance reporting in all classes, providing appropriate consequences for students with attendance concerns and examining the relationship between student attendance and student academic achievement.

Over the last 6-10 years, Paly has experienced a trend with selective student truancy. Selective student truancy can best be described as unexcused single period absences. While not always, these single period absences tend to be for classes in which a student has a formal summative assessment or in which a student doesn't feel like part of the classroom community. In the past it has been observed that many students who cut class still remain on campus, just in a location other than their classroom.

Teacher Steps for Absent Students:
- Online attendance monitoring (Infinite Campus) in the classroom - attendance taken within the first 15 minutes of class is ideal so that parents and other staff know which students are present in an emergency. Reminders are emailed daily around 3:00pm to teachers who have not submitted attendance.
- Teachers are encouraged to reach out to students who are absent - either through email or by recognizing them when they return.
- Teachers of students who are absent for longer periods of time are often in touch with guidance counselors to determine whether there are health concerns involved.
- Teacher access to semester and year-long attendance records through Infinite Campus helps teachers understand whether a student's absences are a result of strategic cutting or a larger issue in all classes.

Attendance Monitoring and Data:
- Starting in the 2019-20 school year, 3 calls (~10:30, 2:30, 6:30) home are made daily based on Infinite Campus class period attendance. These calls alert parents about student absences from class. A parent might receive 3 calls over the course of a day if they don't clear their student's absence after the first call.
- Parents have 72 hours to call in and excuse a class absence. These calls are received by our attendance staff and most absences are cleared with no issues. Only doctor notes can clear a student absence after 72 hours.
- After the third, sixth and tenth absence/cut a formal written Notification of Truancy is sent home to parents. This letter explains the process parents need to complete in order to clear their student's attendance.
- After more than 10% of absences, whether excused or not, a Chronic Absenteeism letter is sent home and then the district social worker connects with the families to see what support is needed.

Administration Support for Excessive Absences:
- Two Assistant Principals are in charge of monitoring attendance for students and are currently meeting to better refine this process.
- Weekly attendance reports are created by our data specialist and shared with administrators - cumulative absences due to health or unexcused are summarized. This information is also shared with guidance counselors and our wellness team. Administration has noticed that there are a high amount of SPED and students of color cutting classes.
  - In the Spring of 2019, 7 - 9th graders, 18 - 10th graders, and 17 - 11th graders had 50 or more cuts. Of these 42 students, 67% were SPED students.
- Student-administrator meetings:
  - The grade-level administrator and/or guidance counselor meets face-to-face with students who are consistently absent. Meetings are prioritized through the attendance data sent out weekly.
  - Additional student meetings are conducted for those with chronic absenteeism.
  - Attendance contracts are created on a case-by-case basis.

- ○ If conversations with an AP and guidance counselor do not prove effective and the student is classified as being chronically absent (missing 10% or more of the school days according to the *PAUSD Board Policy*), the district office will coordinate for the School Attendance Review Board (SARB) to get involved.
- Launched in the 2019-2020 school year, the Coordination of Services Team (COST) is a team that includes the principal, assistant principals, school psychologists, school counselors, health technician, and the mental health and wellness coordinator. COST meetings are held every other week as a forum to problem solve and create goals and action steps to address the academic, health, social, and emotional concerns of each referred student. The team collaborates by discussing the student's unique needs, identifying previous interventions, and exploring available resources. In COST, a systematic approach is taken to link each student to interventions and supports. Students are referred to COST by teachers and COST members after Tier 1 interventions have not been successful. Next steps include deciding on meeting frequency (as approximately 6-8 students are discussed each meeting), improving follow-up on referred students, and determining the appropriate and best ways to communicate this work to teachers.
- We no longer have Saturday School as a consequence for too many cuts.

LCFF Priority 6 - School Climate

The physical and emotional safety of students is a priority at Paly. The school maintains firm guidelines for student behavior both on campus and at school events. The site discipline team consists of three campus supervisors, four assistant principals, and the principal. At the beginning of each school year, the Student Handbook is reviewed by teachers during a designated period on our "Safe and Welcoming Schools Day" in August. The student handbook includes a section on student behavior and addresses school rules and consequences.

Suspension and Expulsion Rate

Expulsions are rare at Paly. According to Data Quest (accessed February 2020), there were 0 expulsions from 2016-2020.

The suspensions at Paly are generally in one of three categories: 1) Caused, attempted, or threatened physical injury, 2) Possession, use, sale or furnishing a controlled substance, alcohol, intoxicant, and 3) Disruption and/or defiance. The following data on suspensions at Paly is from the California Dashboard (accessed December 2019):

Suspensions Rate Summary:

	2016-2017	2017-2018	2018-2019
Suspension Rate	1.5%	0.9%	1.4%

California Dashboard Color Indicator Summary for Suspension Rate:

	Red	Orange	Yellow	Green	Blue
2017-2018	0	0	Asian	African American, Hispanic, SED, Student with Disabilities	Two or more races, White
2018-2019	0	African American, Hispanic, SED	Two or more races, White	Asian, SPED	none

No data is currently available for the 2019-20 school year

A number of practices implemented over the last 11 years to increase the safety of students at certain school events and during the school day have continued to prove effective. These practices include the use of breathalyzers (starting in 2007-8), which is utilized for every student entering a Paly dance; enforcement of consequences for past "traditional" practices that happen on campus such as pranks, streaking, and excessive class rivalries, especially during spirit week. Past efforts to eliminate these practices from campus has helped make the school a safer and more welcoming place for all students and staff.

California Healthy Kids Survey Data (CHKS) 2015, 2017
California School Climate, Health, and Learning Surveys (CalSCHLS) 2019
This climate survey was administered in the Fall of 2015, 2017 and 2019. Our Wellness Team uses the results of this survey heavily to assess how students are doing in regard to social-emotional health in the areas of School Connectedness, Academic Motivation, Physical and Social Safety, Mental Health, Substance Abuse, Sleep Habits, and other attitudes towards school climate-related issues. Results are used to guide the work of our wellness team. Results of the survey can be found on our district website.

Our Student Support Focus group (which includes our Wellness Team) took a close look at the CHKS data from 2017 and noted the following:
- 80-85% of students report earning mostly As and Bs, while 2-3% report mostly Cs and Ds or less.
- Though truancy goes up between 9th & 11th, nearly 75% of students report zero truancy with approximately 5% reportedly truant 2 times per month or more. Approximately 50% of students report being absent at least 1 day in the last month. Of those, a majority cite illness as the primary concern for absence. It should be noted that as students advance from 9th to 11th, the number of students citing emotional challenges as the primary concern for absence almost triples (5% to 13%) as does not enough sleep (7% to 21%), while feeling behind on schoolwork quadruples (3% to 13%).
- The report showed a disconnect between school participation and school connectedness.
- High expectations from adults are perceived to be very high for 9th graders and increases for 11th graders.
- 9th graders seem to feel that they have more input with a class environment/school activities than 11th graders.

- There is a very heightened interest in doing as well as one can in school.
- Students tend to feel safe at school.
- There is a low level of harassment across a wide spectrum of metrics.
- Having a caring adult on campus is high/moderate for 9th graders and increases for 11th graders.
- About ⅓ of students report "Caring Adults" as "high" (under 10% report "low"). About 60-70% (pretty to very much) report "someone who really cares about me" (higher for juniors). About 75% (pretty to very much) say someone "believes I will be a success."
- Less than 20% of students report "Meaningful Participation" as "high" (around ⅓ report "low"). About 65% (pretty to very much) say they "do interesting things". About 45% (pretty to very much) say they "do things that make a difference".
- About 65% of students (agree to strongly) say they feel connected to school in these ways: "feel close to people," "happy to be here," "feel part of school."
- Around 40% of students report "Academic Motivation" as "high" (under 20% report "low"). About 60-65% (agree to strongly) say "I try hard because I'm interested." This is a bit lower for juniors.
- Overall, 9th graders generally feel less safe with 22% feeling "neither safe nor unsafe" and "unsafe" compared to 14% of 11th graders.
- For both 9th and 11th graders, the main reasons for harassment were "race, ethnicity, or national origin" and "gender."
- Alcohol use doubles from 9th to 11th grade: 15% to 32%.
- Marijuana use more than doubles from 8% to 22%.

2019-2020 CalSCHLS Results: In November 2019, we had a 72% response rate to the CalSCHLS Survey administered during Tutorial. The REA Team's report to the board (REA: Board Report) noted the following trends for 9th and 11th graders in our district over the last 6 years (2013-2019):
- School connectedness has decreased since 2013, going from 75% to 65%.
- School connectedness by ethnicity is fairly consistent between 9th and 11th grade, except it appears LatinX students feel more connected in 11th (69%) than in 9th grade (54%).
- By 11th grade school connectedness by sexuality is fairly even across all groups (straight, non straight, not sure).
- Over the years connecting with an adult on campus has stayed fairly consistent for our students in 9th (66-69%) and 11th grades (68-77%)
- Student academic motivation has also remained consistent over the last 6 years for 9th and 11th graders: ranging from 75-59% of students identifying as being academically motivated most of the time.
- Students report that 74-78% of the time they are helped to meet high expectations by their teachers.
- When looking at high expectations by race, White students report being helped to meet higher expectations at a slightly higher rate than Asian, LatinX and mixed students.
- There has been a declining trend over the last 6 years of students reporting feeling safe at school - with a high in 2015 and a lot in 2019 (70% of 9th graders, 78% of 11th graders).

- There also appears to be a number of students who feel safe in regards to gender identity.
- Verbal harassment is reported to be lower by 9th and 11th graders than it was for middle school students, which shows a positive upwards trend. However, when broken down by sexuality, those who identify as "non straight" report a higher level of verbal harassment than others. Furthermore, female students, those who identify as "non straight" and Latino/a students all report higher levels of verbal harassment than others.
- 6% of 9th graders and 11% of 11th graders report that they vaped in the last month.
- Around 15% of 9th and 11th graders report suicidal ideation in the last year. Those students identifying as "not straight" or "not sure" (sexuality) showed a higher percentage of suicidal ideation than their peers.
- There is an upward trend of chronic sadness (feeling sad for more than 2 weeks in the last year) for both 9th and 11th graders over the past 6 years. Those students who identify as "not straight" or "not sure" (sexuality), showed higher percentages of chronic sadness than their peers. Females reported a higher chronic sadness rate than males.

Referrals: Discipline and Academic Honesty

Home Groups received and discussed data around referrals for academic dishonesty and other behavior in the Fall of 2019.

Referrals over the last 3 years:

Behavior	2016-2017	2017-2018	2018-2019
Academic Dishonesty	31	11	44
Locally Coded*	5	11	37
State EC Offense**	-	-	58
Other***	101	100	47

Source: Infinite Campus (PAUSD REA), retrieved February 2020

No data is currently available for the 2019-2020 school year

* Locally coded: attendance, damage to school property, class defied, defied authority, electronic equipment, inappropriate object, others, parking violation, possession/use/sale or furn a intoxication, roughhousing, teasing, violent behavior

** State EC Offense: Sexual Harassment, committed an act of hate violence, harassment or intimidation, terrorist threats, caused/attempted/threatened physical injury, used force or violence, possession, salor sale of dangerout object or substance, property camage, theft, possession oor use of tobacco products, obscene acts/profanity/vulgarity, disruption/defiance, sexual assault

***Other: attendance, brandishing a knife, bullying, caused physical injury, as well as anything in the above two categories.

Overall Observations and Questions: Staff noted a large spike in behavior issues during 2018-2019 school year, while 2017-2018 school year had a lower academic dishonesty rate compared to other years. Some Home Groups noted that they have seen an increase in all behavior issues on campus and suggested that we need to enhance the culture in order to

respond to this increase. In addition, Home Groups noted that clear policies and procedures communicated to all staff/students/parents regularly might be helpful so that students and parents understand expectations, and teachers better understand what supports and next steps are available to them.

Student Participation Data in Co-curricular Activities and Campus Life

In addition to the enduring academic preparation that we offer students, we also endow our students with far-reaching life experiences beyond the classroom through a wide range of excellent extra curricular opportunities. Students at Palo Alto High School participate in athletics, student leadership, the performing arts, an extensive student media program, as well as a variety of student-created, faculty-advised clubs.

There are over 103 chartered clubs in the 2019-2020 academic year. ASB has adjusted how they monitor clubs over the last few years to ensure that clubs are meeting regularly and to better articulate the expectations for club participation. A thorough spreadsheet showing how ASB monitors clubs during the 2019-2020 school year can be found at this link.

Significant achievement (award winning) of student activities can be found on the 2020-2021 Paly Profile sent to colleges. This School Profile is updated yearly by an individual in the guidance department through feedback from all Staff on campus.

Athletics

For the 2019-2020 school year, we have an estimated 1000 students enrolled in athletics, which means around just under 50% of our students participate in extracurricular athletics at some point in their tenure at Palo Alto High School. As such, the Athletic Department is an integral part of the total educational process of Palo Alto High School. Athletics provides our students with opportunities for self-discipline, self-sacrifice, and loyalty to the community, the school and the team. All seasons offer a "no cut" sport. Paly is a member of the Santa Clara Valley Athletic League (SCVAL) and offers both girls and boys equal sports opportunities during all three seasons at both the junior varsity and varsity levels. All Athletics have been paused during distance learning.

LCFF Priority 7 - Access to a Broad Course of Study

College and Career Indicator (CCI) on the Dashboard

College and Career readiness indicators as shown on the California Dashboard (College and Career Indicator (CCI) indicate that we have room to grow in making sure that students from all subgroups reach the "prepared" level. From the class of 2017 to class of 2019 we have between 69.2% - 71.5% of all graduating students qualifying as "prepared." For the class of 2019, the subgroups identified in the red, orange and yellow levels include socio-economically disadvantaged (SED) students (orange level: 33.8% prepared), students with disabilities (orange level: 22.6% prepared). The subgroups identified in the green level include Hispanic students (47.3% prepared) and white students (68% prepared). The only subgroup identified in the blue level were Asian students (86.1% prepared).

The following observations were made by Home Groups in the Fall of 2019 (based on data from 2016-2018):

- Of all socio-economically disadvantaged students, only 34% are designated as Prepared, which is a 14.7% decline (from 2017-2018).
- While the class of 2017 preparedness score increased by 4.5%, the class of 2018's Preparedness score dropped by over 2%.
- Students with disabilities preparedness score increased by 5% while most other groups decreased over time.

The following Implications/Questions were collected from Home Groups in the Fall of 2019:

- Smarter balanced assessments are included in determining college readiness, however Paly has a large percentage of students opting out of taking these assessments. How might this opt out culture be affecting each group's College and Career Readiness score?
  - Would looking at the ethnic breakdown of those students who opt out help answer questions about some of the gaps in the College and Career Readiness scores?
- Would the inclusion of SAT/ACT scores as part of *Additional Criteria* indicate that many more of our students would be designated as *Prepared*?
- How many students designated as *Not Prepared* actually matriculated to college?
- Are Middle College students included in these stats?

CSU/UC A-G Eligibility

Most students at Paly meet the CSU/UC A-G college entrance requirements upon graduation from Paly. Paly is committed to ensuring that students are aware of these requirements and we support our students in meeting the requirements. Our district's Research, Evaluation and Assessment Team is also committed to reviewing data around A-G completion for our graduates yearly ([Class of 2019 Board Presentation](#)). Students formally begin to learn about the CSU/UC A-G eligibility requirements in their freshmen year advisory classes (although many students now report learning about them in middle school). One advisory class is dedicated to students creating a four-year plan of study for Paly, measured against the CSU/UC A-G requirements (now Paly graduation requirements). Freshmen students share and discuss this plan with their Teacher Advisor and their parents or guardians. Students revisit and revise this four year plan every year in advisory. Overall A-G completion rates for the class of 2019 are 85.4% (Class of 2014 rate was 84%).

Note: Our student information system was mis-coding student A-G information before the class of 2018, and therefore the data we have is not accurate and thus not presented below.

Home Groups reviewed the following A-G data in the fall of 2019.

Paly: Percent of All Graduates Who Met A-G
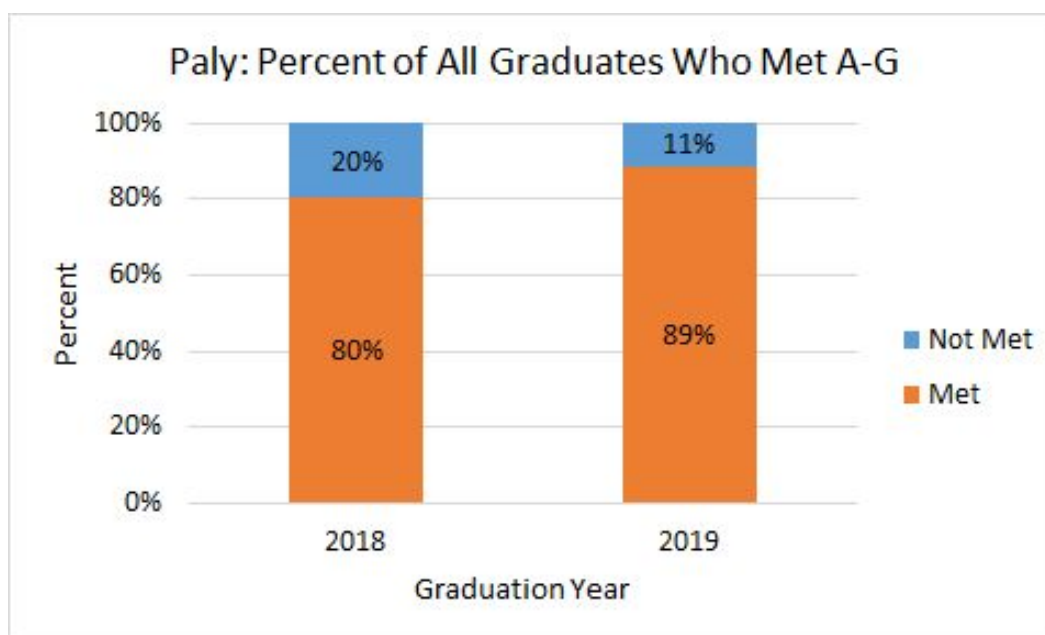
Paly: Met A-G?	Class of 2018	Class of 2019
Not Met	*20%*	*11%*
Met	*80%*	*89%*
Class Size	472	486

Source: Infinite Campus (PAUSD REA Team April 2020)

Illustrated in the graph above, Paly graduates are meeting A-G at a rate of about 85%. The district is committed to reviewing A-G data yearly with a goal of increasing the percentage met in all subgroups. The students who graduated but did not meet A-G were lacking in the following areas:

- 11 in English
- 8 in Science
- 6 in Math
- 7 in History
- 4 in World Language
- 1 in Fine Arts

Some students did not meet in multiple content areas and are duplicated in the counts above. (Source: District REA Team, April 2020)

Paly: Percent of SPED Graduates Who Met A-G
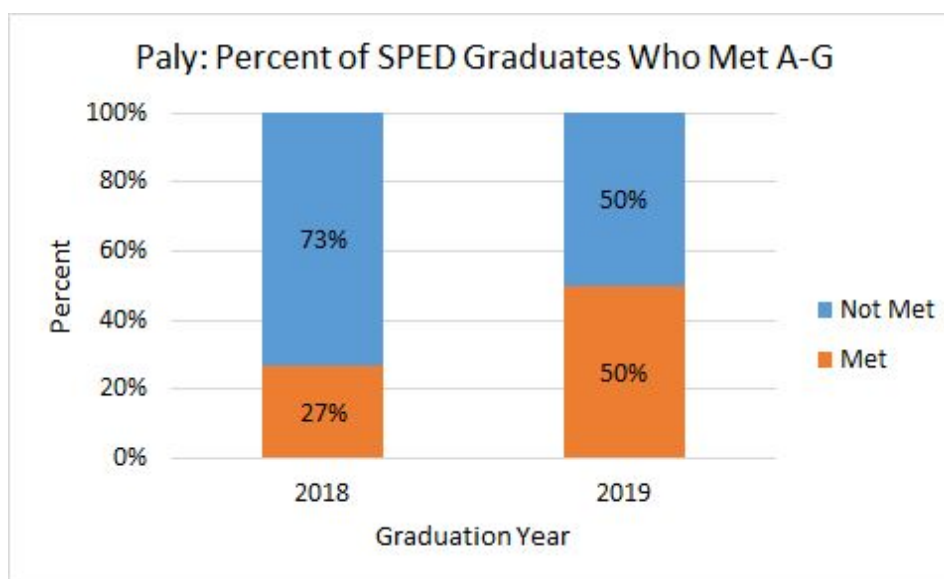
Paly: SPED Met A-G?	2018	2019
Not Met	73%	50%
Met	27%	50%
Total SPED enrollment	49	46

Source: Infinite Campus (PAUSD REA Team April 2020)

The total percentage of students with IEPs at Paly has decreased from 11.1% in 2016-2017 to 9.7% in 2019-2020 (Source: CALPADS. 2019-2020 data is as of February 24, 2020). While Home Groups noted that the trend for 2019 shows improvement in the percentage of SPED students meeting A-G, the percentage of SPED students meeting A-G is still much lower than the overall percentage of Paly graduates meeting A-G. The greatest room for improvement in this data set remains in helping SpEd students meet their English, Math and World Languages A-G requirements.

Due to sample size (N) being less than 10 students, the following ethnicities are not included in the graphs below: American Indian or Alaskan Native, Filipino, and Pacific Islander.
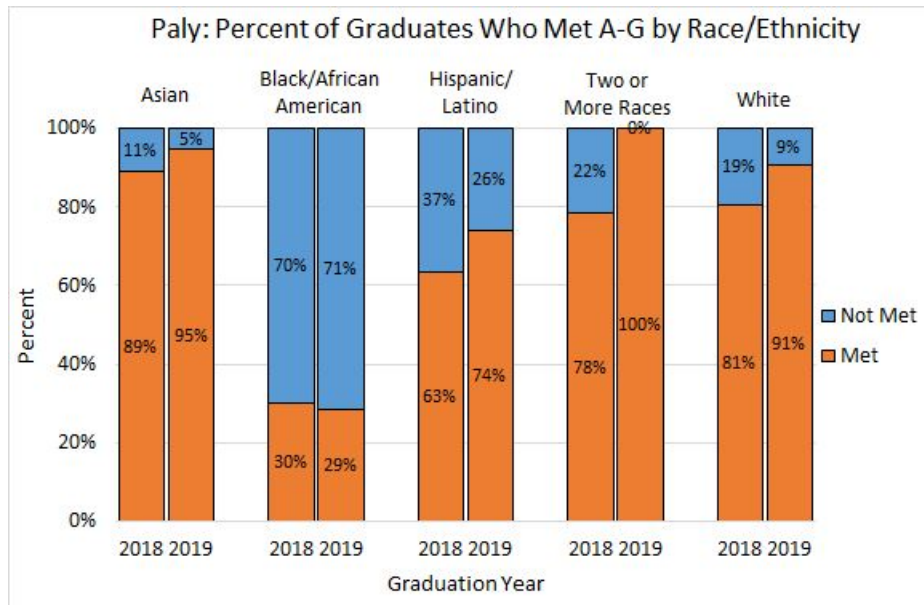
N Value by Ethnicity and Graduation Year:

Race	Graduation Year	
	2018	*2019*
Asian	165	167
Black/African American	10	14
Hispanic/Latino	41	50
Two or More Races	37	26
White	211	225

Source: Infinite Campus (PAUSD REA Team April 2020)
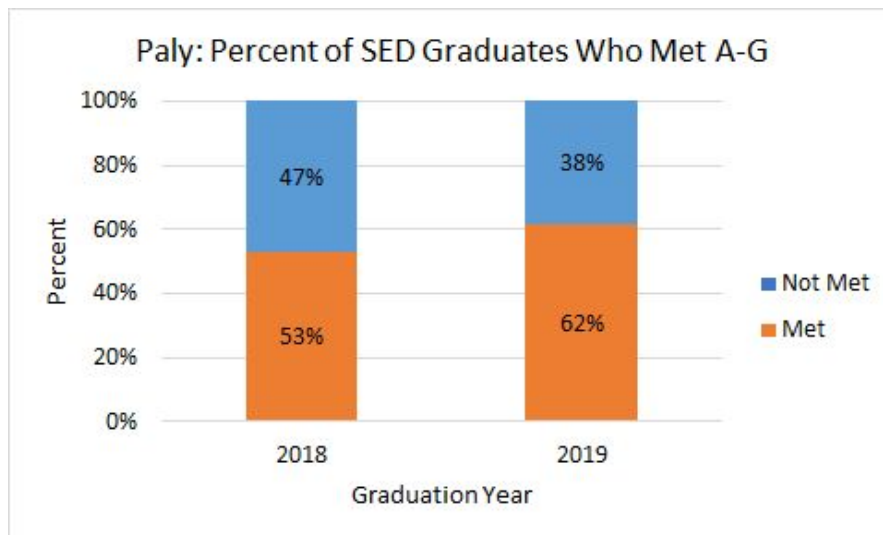
Paly: SED Met A-G?	2018	2019
Not Met	47%	38%
Met	53%	62%
Total SED enrollment	62	63

Source: Infinite Campus (PAUSD REA Team April 2020)

While Asian and white student groups are meeting or exceeding the school average of meeting A-G, SED, Black and Hispanic populations are far below that average. There has been a slight increase in the percentage of Hispanic students meeting A-G for the class of 2019. Home Groups made the following comments in response to the data:

- We continue to inadequately support our HUR students to be A-G eligible.
- There is the most room for growth in the by-ethnicity numbers, suggesting if we focus on African-American and LatinX students we are likely to see the most impact on overall numbers of minorities (and students) meeting their A-G requirements.
- Instead of focusing on support for all students and all learners, perhaps we need to focus specifically on interventions for students of color, even though they are underrepresented on our campus. [Which, given the low numbers, should be very easy to do.]
- Would increasing the celebration of other cultures through school-based activities help students of color feel more included and thus find greater success in the classroom?
- Would adjusting curriculum to be more culturally diversified help students of color find more success?

The following observations and questions were collected when Home Groups reviewed the above A-G completion data in fall of 2019:

- English was the biggest stumbling block to being A-G eligible, likely a result of needing 4 years.
  - Perhaps more English support/interventions are needed (writing workshop, drop in afterschool with teachers)?
  - What year do students struggle with meeting English A-G? Is it mainly Senior year?
- We need to work on differentiating instruction to reach struggling learners (non-Asians/white, SPED).
- Perhaps an increase in our co-teaching model with lower class sizes can help build better systems of support.
- Perhaps more targets and systemic support in 9th and 10th grade classes will help to build a stronger academic foundation.

LCFF Priority 8 - Other Pupil Outcomes
Expenditures Per Pupil
In the 2019-2020 school year, the expenditure per pupil that the district allocated to Paly was $115. For the last two years, the amount the district has allocated per pupil was around $100.

The funds are then distributed to each department depending on the need for supplies, resources, and equipment. The principal, assistant principal and budget secretary discuss and decide on the amount of money each department is allocated per pupil at the start of each school year. Textbook funds include $50,000 per year allocated by need as determined by the assistant principal. In addition, Paly has a Pupil Retention Grant of $10,997/year to help with after school tutorial costs (such as Math Resource Center tutoring) and an Art Block Grant of $22,683/year to cover VAPA expenses.

Paly also receives the following supplemental allocations from the district:
- Athletics (transportation costs) - $50,000/year.
- AVID - $13,272/year, which primarily covers in-class tutoring
- Competitive Events - $2500/ year (state championship costs/playoff costs)
- Commencement - $23,000/year.
- Music Equipment Repair - $3000/year.

Monies from Other Funding Sources, Grants, Foundations
Paly receives a generous amount of funding from multiple sources.
- Partners in Education (PIE) Foundation donations are used to fund Certificated Staff (i.e. Teacher Advisor Coordinator and Teacher Advisor program, Guidance Tech, TA Stipends, Wellness Outreach Worker, Sources of Strength Training and Support, TA Steering Committee Stipend, Academic Technology Staff, and other STEM teachers)
  - 2018-2019, approximately $962,044
  - 2019-2020, approximately $1,050,000
- School Site Council allocated $23,671 for the 2019-2020 school year, most of which is earmarked for professional learning
- PTSA budget is approximately $180,000 per year
- Technology Refresh fund (from State): approximately $120,000 per year
- ASB Fundraising
  - 2018-2019
    - Stanford Parking: $18,519.20
    - Student Body Cards: $10,260
    - Parking Permits: $20,050
  - 2019-2020
    - Stanford Parking $29,115.73
    - Student Body Cards $8,565
    - Parking Permits: $19,315
- Other Donations
  - Publications - $7,560 (2018-2019), $7,125 (2019-2020)
  - Career Month - $5,433 (2018-2019), $5,120 (2019-2020)
  - Community Service/Engagement - $5,499 (2018-2019), $6,400 (2019-2020)

Perception Data

Focus Group Interviews

A number of focus group interviews were conducted in the 2019-2020 school year. Groups who participated included: Black Scholars United, First Generation, LatinX, Sources of Strength, WASC Parent Group, and WASC Student Group. The qualitative data from these Focus Groups was summarized into themes and then reviewed in both Ed Council and Home Groups in February of 2020. The qualitative data was used to refine indicator A/B/C/D/E findings, evidence, areas of strength and growth. A summary of the qualitative data can be found in the appendix of this report.

Student Survey

A student survey was administered at the start of January 2020. 1670 students participated and responses were used to inform our work during our Chapter 3 Focus Group meetings. A summary of the survey responses have been included earlier in this chapter (SLN feedback) and were also used and linked in Chapter 3.

Challenge Success *(2016, 2017, 2018; 2020 - cancelled due to COVID19)*
Student Fishbowls: 11/17/2016, 1/17/2017, 10/24/2018

District Climate Survey Spring 2020
Overview
Board Report

Summary of Profile

Implications of the Data with Respect to Student Performance

A vast majority of our students perform at a high academic level, whether it is looking at SAT/ACT scores, graduation and A-G completion rate or AP test scores. However, we continue to notice gaps in achievement when comparing Asian and White students with our Black and LatinX students, as well as our IEP and HUR special populations. This gap is consistent across our district and continues to be a top priority for our district. With the development of additional programs and equity teams at the district level, we expect to have continued guidance and support in finding new ways to better support our struggling students.

Less quantitative is our continuous concerns about the mental health of our students. Focus Group Interviews, conversations with school psychologists, CalSCHLS survey data and Advisory survey data all highlight the continued need to keep supporting the high anxiety felt by many of our students. We expect COVID 19 and the long shelter in place to increase the number of students who need wellness support. While students acknowledge staff have worked on a number of ways to help reduce student anxiety (Wellness Center, teacher flexibility and understanding with due dates, etc), we know as a community we cannot let up in these efforts. We will continue to support our community and students in recognizing and asking for help.

Preliminary Major Student Learner Needs

The leadership team went through several iterations of preliminary major Student Learner Needs (SLNs), soliciting feedback from Home Groups between each version. Details for each version can be found in the preface. Below is the final version of our preliminary major SLNs before we considered areas of growth identified by Focus Groups in Chapter 3.

- Supporting students who are struggling in literacy (based on A-G data), mental health (based on CalSCHLS data) and grades (based on D/F data).
- Increasing the academic achievement of HUR, SPED and SED students, for which the data showed decreased levels of achievement compared to other Paly students.
- Supporting and valuing students as they pursue a diverse set of postsecondary options (engagement data, student survey data, Advisory Focus Group data, CalSCHLS data).
- Increasing the number of students who feel part of the Paly community – having an authentic and meaningful connection with peers and adults at Paly (based on attendance data, CalSCHLS data, Advisory Focus Group data, Focus Group responses).

Important Questions Raised by
Analysis of Student Performance and Demographic Data

In addition to the questions from Home Groups, which were included earlier in this chapter, as Ed Council discussed the preliminary Major Student Learner Needs, the following questions surfaced:

- What are systematic ways we can better coordinate support for our most struggling students?
- Are there ways we can more regularly monitor our progress as we look towards building our next action plan?
- What are some ways we can better measure our progress for implementation of processes and programs meant to help with student anxiety?
- What are ways in which we can celebrate student individuality, with an emphasis on the idea that there is not one perfect pathway to post-secondary options (and adulthood)?
- How can we increase school-connectedness for all students?

CHAPTER III

SELF-STUDY FINDINGS
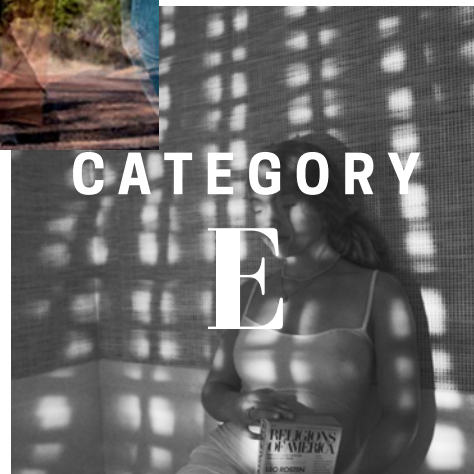
CATEGORY A

CATEGORY B

CATEGORY C

CATEGORY D

CATEGORY E

CATEGORY A
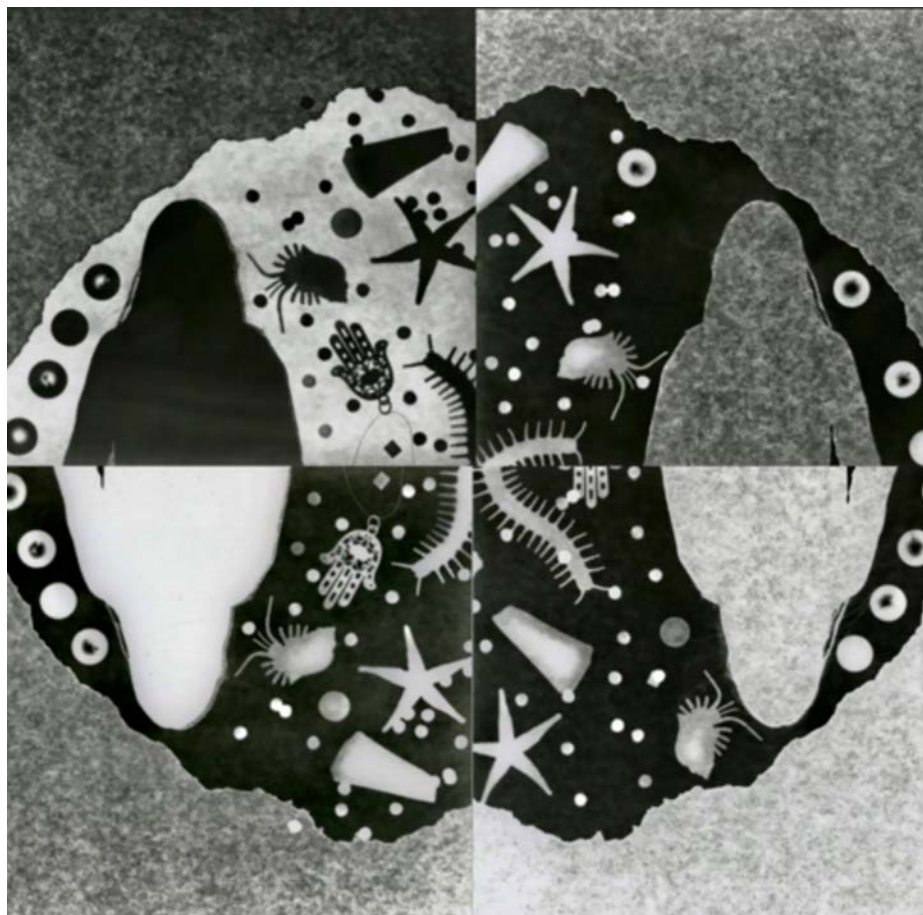
ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

FOCUS GROUP A:
Organization: Vision and Purpose, Governance, Leadership, Staff, Resources

Name	Department
Kindel Launer	*Group Leader/English*
Katya Villalobos	*Group Leader/History/Social Science*
Chris Kuszmaul	*CTE*
Theresa McDermott	*CTE*
Melissa Laptalo	*English*
Shirley Tokheim	*English*
Sima Thomas	*English/Library*
Eric Bloom	*History/Social Science*
Mary Sano	*History/Social Science*
Daniel Shelton	*History/Social Science*
Joanna Hubenthal	*Living Skills*
Herb Bocksnick	*Mathematics*
Cynthia Chen	*Mathematics*
Deanna Chute	*Mathematics*
Radu Toma	*Mathematics*
Jacob Halas	*PE*
Sefika Eris	*Science*
Sam Howles-Banerji	*Science*
Brittany Axelrod	*SPED*
Pamela Lin	*SPED*
Ruth Theuri	*SPED*
Josh Bloom	*Student Support/Science*
Crystal Laguna	*Student Support*
Elizabeth Spector	*Student Support*
Jeff Willner	*VAPA*
Magdalena Rivera	*World Language*
Nelson Gifford	*Athletic Director*
Krissy Ludemann	*Classified*
Brent Kline	*Administration*
Audrey Ganz	*Student*
Cindy Liu	*Student*
Sydney Pang	*Student*
Simon Firth	*Parent*
Ninel Kushchenko	*Parent*

CATEGORY A:
Organization: Vision and Purpose, Governance, Leadership, Staff, Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A1.1	
Findings	**Supporting Evidence**
The school has initiated a vision and mission revamp several times in the last 6 years but has not completed the process of updating it. With changes in leadership, this work has been in flux since it takes a targeted period of time to gather stakeholder input. There are stakeholders ready to participate in the process of changing or affirming our vision and mission statement from 2014 but there hasn't been a targeted, organized effort to do at this time.	Mission & Vision in Paly Course Catalog, page 3 Core Purpose and Values Paly Course Catalog, page 4; Student Handbook page 2

The site has used two documents consistently throughout this time: the school's core values and is four critical questions that guide our cycle of teaching and learning.	PAUSD Promise PLC Handout

A1.2	
Findings	**Supporting Evidence**
While we have not started the process of refining our mission and vision, our school does have strong parent groups who are ready to help. Currently, we have strong participation with our WASC staff, student, and parent groups who are helping us narrow down our Schoolwide Learner Outcomes. The same process for reflecting within our WASC Groups will be employed to build a comprehensive stakeholder committee for vision/mission work. School leaders and staff have come together multiple times over the last 6 years to reflect upon and discuss the school's mission and vision. This began with schoolwide involvement in the Spring of 2014 as we prepared for our last WASC report, collected student voice in Spring of 2017 through "ReenvisionEd," continued again with our own staff in October 2017 during an SEL/Wellness-oriented professional development day, and again during a February 2019 SEL/Wellness oriented professional development day. In 2019, the principal tasked the school's SEL and School Climate TOSAs to review all the collected input and identify prominent themes. From this review, three buckets were created to capture these ideas: 1) Finding Meaning & Purpose in Academic Learning, 2) Developing Life Skills & Focus Beyond Academics, and 3) Creating and Maintaining Effective Systems and School Culture. The latter included improving systems of communication, accountability, grading and assessment as well as more equitable support and practices for HUR, SPED, low-SES, and students struggling with health & well-being. Succinct mission/vision statements have yet to be created from anything done since 2014.	School Site Council In this folder (Mission/Vision Summaries) are summaries of thoughts & ideas generated from each of the three processes referred to in 2014, 2017, and 2019.

A1.3	
Findings	**Supporting Evidence**
The district LCAP is available on the district website. The PAUSD Promise, a districtwide strategic plan, is aligned with the LCAP and is regularly discussed at board meetings, in the Superintendent's weekly communication, district and site leadership team meetings, staff meetings, and parent meetings. The community is invited to participate in the annual LCAP stakeholder engagement process.	District LCAP PAUSD Promise

The school vision, mission, and SLOs are in the course catalog and other site communications. These efforts reach a self-selected group of engaged community members, but the LCAP, PAUSD Promise, Vision, Mission, and SLOs are not pervasive in raising awareness for or understanding of the overall school and business community. Making these statements more concise and memorable would likely increase awareness. At this time we don't directly engage students with vision, mission and student learner outcomes outside of reviewing them in the student handbook, nor do we directly engage our business community with vision, mission and student learner outcomes outside of involving them in events such as our Career Speaker Series. Parents are directly involved in the School Site Council which engages with schoolwide data to help shape the SPSA goals. The SPSA goals often overlap with our vision/mission, SLOs and LCAP. The school community is fully engaged with the WASC process of developing SLOs and will also be engaged when we start the process of updating our mission and vision statements.	SPSA goals

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between the Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A2.1	
Findings	**Supporting Evidence**

There are several key methods for stakeholder involvement in the district:
  1. The district has a web application called "Let's Talk" to encourage stakeholder input and feedback
  2. Public comment at school board meetings
  3. Public meetings in the district Local Control and Accountability Plan (LCAP) process.
The district communicates about these opportunities and events in the Superintendent's Weekly messages to all families.
 	
In addition, the school communicates about site and district events through a wide variety of methods, including the Parent Teacher Student Association (PTSA) weekly Paly Link bulletin, principal coffees, and PTSA grade level communications, the student-produced InFocus news broadcast, and Schoology messages. The School Site Council (SSC) meets regularly, the district Board of Education has a student representative from each high school and the Associated Student Body (ASB) and other student organizations also are consulted periodically to provide feedback to site and district initiatives. Through these numerous methods of information distribution, we hope that all students, families and community members have access to the information and a way to be a part of the community dialogue.
	Let's Talk
	
	Superintendent updates
	
	Paly Link
	InFocus
	Board Meeting Calendar
	School Site Council Meetings
	ASB Meetings
	PTSA Minutes

A2.2	
Findings	**Supporting Evidence**
Board meetings are live streamed on video and minutes and materials are posted online. The School Board currently functions as a body that passes down decisions with little communication about what is already being done at school sites. The School Board should function as a body that makes recommendations based on research that can be discussed and implemented by stakeholders. It would also be useful to have a forum to follow-up and check on the effectiveness of policies that have been implemented. Much of the communication to staff and implementation of initiatives has traditionally been done by department Instructional Leaders but now that the district has reduced the IL position, going forward the Assistant Principals will take on more of this responsibility. The Principal meets with parent groups including PTSA and School Site Council on a monthly basis to talk about schoolwide and	Board of Education Board docs Board Policies PAUSD Promise Site Council Website

districtwide initiatives and goals (ex. Palo Alto Promise, Alignment, D/F grade list, Standards-Based Teaching and Learning). The Principal holds monthly staff meetings and also publishes a weekly online communication. Both of these platforms are often used to pass along decisions, expectations, and initiatives from our governing board.	PTSA Minutes - posted in tower building

A2.3	
Findings	**Supporting Evidence**
The school leadership is well versed in the UCP process. As a result of the Title IX issues in the past (as discussed in Chapter 1), the district has spent extensive time and resources on making sure district administration is trained in the UCP process. In addition to the extensive training, the district has hired a Title IX Coordinator to streamline the investigative process. Each secondary school has a site administrator who attends monthly meetings in order to stay up to date with policies. Staff also receives online training regarding Title IX each year and a copy of the UCP document is posted in each classroom and workspace. It would be beneficial to implement regular communication from the site administrator about policy updates and the status of resolved or unresolved complaints.	Uniform Complaint Procedures (district website) Safe and Welcoming School Day Keenan SafeSchools online training module for staff

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A3.1	
Findings	**Supporting Evidence**
a. Assessing data to determine student needs: Paly's leadership teams (including all bodies listed below and department instructional teams) assess a variety of data points to determine student needs including student course enrollment selections to inform master schedule, attendance data to inform interventions and disaggregated D/F/I lists at the progress periods to assess impact on gaps in achievement. There is strong interest in developing a systemic approach to data review (i.e. MTSS), with the understanding that we cannot address the critical learner needs and the inequities that inform our site goals in the absence of measurable targets and cycles of inquiry. **b. Collaboratively determining and implementing strategies and actions:** There are two leadership bodies who collaboratively determine and implement *strategies and actions.* The "Administrative Team" includes the principal, four assistant principals, two school psychologists, the wellness coordinator, the athletic director, and the student activities director. This team meets weekly. Agenda items include both short term and long term planning. Examples of strategies/actions vetted through this team are master calendar decisions, models of discipline and evaluation of best practices. The "Ed Council" is a diverse, multi-disciplinary team that includes the Instructional Leader (IL) from each department, teachers on special assignments, the WASC Coordinator and the entire administrative team (listed above). This team collaborates and serves as the instructional leads of the school. The purpose of this	 Administrative Team Meeting schedules, agendas, and meeting minutes Ed Council Meeting schedules, agendas, and meeting minutes

team is to promote aligned and equitable practices across departments and the culture and climate of the school falls within the purview of this group. Examples of strategies/actions vetted through this team are new course offerings, findings from any committees such as bell schedule or TA steering and all major school decisions. The IL job description currently lists the following functions: Recruiting and hiring of staff, support and coaching of staff, course offerings, basic and supplementary texts, summer school offerings, staff development, new and innovative programs, standards and assessment, participate when requested in K-12 curriculum deliberations, assist with learning recommendations, if applicable. Over the past five years the role of the IL has changed significantly, with the time given to the position cut in half and the job description was recently updated to reflect these changes. The major shift was that ILs previously evaluated teachers but currently they are only coaches who work with teachers voluntarily. **c. Monitoring results and impact on student success:** Both of the leadership bodies listed above monitor the results and impact of various initiatives on student success. More metrics regarding student success need to be monitored going forward.	IL job description

A3.2	
Findings	**Supporting Evidence**
The School Plan for Student Achievement (SPSA) is developed annually by the School Site Council (SSC) and the goals align with the district Learning Continuity and Attendance Plan (LCP) and the district plan, called the PAUSD Promise. Both the SPSA and the LCP develop actions based on analysis of student data on the California Schools Dashboard, with the SPSA addressing site areas of need/performance gaps and the LCP addressing district areas of need/performance gaps.	Site SPSA District LCP California Schools Dashboard: District Data California Schools Dashboard: Palo Alto High School Data PAUSD Promise

A3.3	
Findings	**Supporting Evidence**
The school leadership consistently demonstrates a shared decision making process for processes that affect the day to day life of students. Some major examples of groups and committees with diverse membership groups tasked with creating and implementing programs include:	

Advisory Steering Committee: During the 2019-2020 school year, the principal charged a group of teacher advisors and Advisory program coordinators/administrators to design a process that would include all stakeholders to provide input on how to shift the current Advisory program towards better meeting student needs.	[ASC Documentation](#)
Engineering Pathway Creation: During the 2019-2020 school year, the school partnered with district staff, admin, teachers, parents and NAF, an organization who helps schools become future ready. The team is currently working to design a new Engineering pathway. So far, the school will offer a beginning Engineering course for the 2020-2021 school year.	[Course Catalog](#)
D/F list Intervention Strategies: The Math department has an Intervention Specialist who coordinates interventions with students on the D/F list. Teachers in PLC groups also may identify and work with struggling students. There is no district or school plan for D/F Intervention strategies.	
Innovative Scheduling Committee (ISC): The ISC began in the 2017-2018 school year and consisted of a balanced group of stakeholders including admin, teachers, parents and students. The group spent over a year researching and designing a schedule that would be most beneficial for our students. The ISC recommended a proposed schedule at the end of 2018 for the 2018-2019 school year and has since worked in a smaller subset group to make minor modifications to the existing schedule based on feedback and reflection. This Committee has since disbanded as the district has moved towards aligning secondary schedules across the district.	[2018 ISC Meeting Agendas](#)
Creation of Wellness Center: In the wake of the 2014-2015 suicide cluster, both high schools were charged with creating Wellness Centers that could provide a pathway to coordinated continuity of care for students and promote a culture of wellness as an upstream preventative measure in addition to responding to downstream mental health needs. During Winter & Spring of 2016, a cohort of PAUSD student support and wellness staff visited multiple schools in the Bay Area to learn more about their wellness centers and coordination of services. Those visiting committees included admin from both Gunn and Paly, both schools' Mental Health and Wellness Coordinators and Wellness TOSAs, district administrators overseeing Student Support Services, school board members, and a local clinical psychologist. These visits inspired the structure and	[Responding to Suicide Contagion](#) [Suicide Postvention to Prevention](#) [What is the Wellness Center (flyer)](#) [Wellness Center 101](#) [Wellness Center PiE Grant (2017)](#)

formation of Wellness Centers at both Gunn and Paly, which opened in the Fall of 2016. The Paly Wellness Center has been open for four years and serves as a valuable hub for triaging & referring Tiers 2 and 3 mental health support, as well as housing our school nurse, coordinating Tier 1 wellness outreach efforts (through our Wellness Outreach Worker), and providing a safe quiet space for students to come when they need to decompress in a space staffed by friendly knowledgeable adult faces that can help them connect to help if needed. Since we have moved into distance learning, the Wellness Center has continued providing support to our students over Zoom sessions. **Multi-Tiered Systems of Support Team:** During the Fall of 2017, 16 staff members attended a conference in New Orleans for creating MTSS structures. This group met several times following the conference and began structuring an MTSS program at Paly, but, due to administrative turnover, the work in this area was paused. In Winter 2021, the group was re-convened with plans to restart the program underway.	 RTI/MTSS group meeting Agenda

A3.4	
Findings	**Supporting Evidence**
Internal Communication: Principal publishes weekly newsletter, regular meetings of Ed Council to disseminate information, Student communication via Schoology learning platform **Planning:** Weekly meeting of Admin Team, biweekly meetings of Ed Council, and regular meetings of Instructional Leads with their departments to discuss and disseminate information. Teacher PLC groups also meet weekly to plan and look at student data. **Resolving Differences:** When conflicts arise with student issues, the culture of the school is always to start with the teacher and then bring in the Assistant Principal and then Principal if needed. We do have other resolution practices in place with the teachers' union, restorative justice for discipline and title IX matters.	Weekly Principal newsletter Ed Council Meeting Notes Example

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A4.1	
Findings	**Supporting Evidence**
Both Site and district staff work together to do a thorough screening of potential candidates. The process for hiring qualified candidates may include multiple rounds of interviews and a demo lesson (for teachers). District HR staff do a thorough post interview process and facilitate the discussion with staff around the qualifications and potential of each candidate.	
The district onboards new staff members with mandatory sessions on basic tools, systems, support structures and school culture. These sessions occur the week before school is in session and throughout the year for new staff.	PAUSD Induction program for new teachers
The site admin team created a staff handbook for quick reference. This document has not been updated for several years.	Paly Staff Handbook

A4.2	
Findings	**Supporting Evidence**
The district provides two full-day professional development days per year, with time dedicated to communication and training on both district and site initiatives that align with the SPSA, LCP, and PAUSD Promise. Further focus on student needs would be beneficial on PD days. The focus for high schools is on supporting district and site goals related to high quality teaching and learning, wellness & safety, and equity and excellence, which includes academic and college and career readiness for students. Teachers use My Learning Plan to learn about, plan and sign up for Professional Learning Opportunities. The school also offers periodic Learning Strands, which is an opportunity for staff throughout the campus to present and learn from each other. These Learning Strands are not consistent in the types of offerings presented. It would be helpful if Leadership refined these opportunities to be more theme-based around specific topics. Professional Learning Community (PLC) time for teachers to plan and examine student data occurs approximately 2 times per week throughout the school year.	[Learning Strands options August 2020](#)

A4.3	
Findings	**Supporting Evidence**
The school and district provide quality PD opportunities for staff members including custom sessions through My Learning Plan, site-based teacher-led Learning Strands and occasionally during staff meetings. For district PD, staff registers through mylearningplan.com, where they have to identify the district goal and classroom changes they hope to see as a result of the PD. After each PD, staff complete a post-PD survey. However, no data or information is collected by staff down the road to determine the impact each PD opportunity has had on student performance. PLC groups have shown marked improvement in alignment over the past several years due to the increased collaboration time. This has been especially important during the school shutdown as teachers use the increased time to work together and create new lessons for the distance learning format.	

A4.4	
Findings	**Supporting Evidence**
The school administration team (1 principal and 4 assistant principals) implements formal evaluations of certificated and classified staff in accordance with union and district policies. The admin team divides certificated Teacher evaluations by department. Non-tenured teachers receive three formal observation cycles (pre-observation, observation, post-observation) three times per year and tenured staff receive an evaluation every two years, which may include a formal observation cycle or a reflective evaluation. Each evaluation consists of a pre-conference, an evaluation and a post conference. Teachers receive written feedback through a digital platform called Teachboost and also receive a rubric grade for each teaching standard. The admin to staff ratio has made it difficult for most tenured staff members to get an evaluation when they are on cycle. Implemented in the 2020-2021 school year is a goal setting exercise for teachers. Teachers identify 2 areas of growth and meet with the department administrator to discuss accomplishment of these goals. Classified staff receive annual performance evaluations. The admin team divides classified teacher evaluations. Classified members are evaluated one time per year with a checklist of work habits and also qualitative feedback on their performance. In addition, administrators conduct classroom walkthroughs/informal observations. Beyond formal evaluations, administrators vary in the frequency of their informal classroom observations and how these are used to promote staff professional growth. Department instructional leaders' (ILs) district-defined job responsibilities currently do not include formal supervision or evaluation, but, if invited, they can visit colleagues' classrooms and provide feedback. This is a challenge for promoting professional growth of staff because ILs are rarely asked to observe and admin can only visit so many classrooms. The ILs do lead their department meetings, which includes supporting departmentwide and course-specific continuous improvement and teacher professional growth outside of evaluation.	

A4.5	
Findings	**Supporting Evidence**
The school uses several ways to inform staff of policies and procedures, including a handbook and websites (Schoology). A graphic organizer outlining administrative responsibilities is emailed	Schoology Staff group Paly Staff Handbook

to staff at the start of every school year and this is helpful to show which admin is involved with the various tasks and groups on campus.	List of Administrative Responsibilities

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A5.1	
Findings	**Supporting Evidence**
The school receives funding from several different "buckets", including discretionary allocation, Partners in Education (PiE), Site Council, and rental income. Additionally, we are fortunate to have numerous programs across campus that are supported by 501C Booster Clubs. Discretionary income is mainly decided upon by the	PiE Rental Income Discretionary Allocation Site Council Funding

Assistant Principal in charge of finance, with discussions with the principal and the budget secretary. PiE, our Ed Fund, is used mainly for salaries, with only specific categories of employees being eligible to be paid from this funding source. Site Council money typically goes towards staff development opportunities. The outside booster clubs provide their individual groups the ability to have some robust organizations like Robotics, Athletics, Journalism, Speech and Debate, etc.	Boosters Website ● Sports Boosters ● Music Boosters ● Drama Boosters ● Robotics Boosters ● Journalism Boosters ● PTSA Donation

A5.2	
Findings	**Supporting Evidence**
School sites in this district are free to decide how and where money is spent. The discretionary budget is developed mainly by the assistant principal and budget secretary, with input from the departments, with discussions on expenditure rates and future needs. The assistant principal discusses the budget often and reports back to the departments at least once each semester. Balances are kept in real time in a document available to all.	2020-2021 School Budget

A5.3	
Findings	**Supporting Evidence**
We use a centralized system called Palyfix to request facilities maintenance and we typically get same-day responses to those requests. The Paly custodial staff is the pride of the district and are well loved and appreciated by staff. The site also has a strong relationship with the district maintenance department. Our school has gone through upgrades for the past 20 years, with support from three different bond measures, as well as a significant donation from a parent in order to help fund the construction of our $44 million gymnasium. Additionally we have built a state of the art theater, a media arts center, and a two-story classroom building. Currently, we are constructing an additional four classrooms for our science building as enrollment has grown. In the future, Paly will be renovating the Tower Building, which houses administration, adult school, and wellness.	

A5.4	
Findings	**Supporting Evidence**
The school is well funded in order to obtain the current technology needed for the teachers and students to maximize their efforts in	

school. In Fall 2017 Paly went to a one-to-one computer to student ratio.

Paly provides a textbook for each student to take home for each of the classes that use a book. Classroom sets are sometimes available as well. There are a number of science textbooks that need updating and textbook adoptions are underway for AP Biology, AP Chemistry and AP Environmental Science. The AP Physics textbook is also in dire need of an upgrade.

The process for new textbook adoption begins in Steering committees, where ILs and administrators determine and prioritize which courses need new textbooks. If there are funds available for new textbooks, a textbook committee that consists of teachers, students and parents will form. This committee looks at all available options and then makes a recommendation to the district.

The process for requesting and acquiring materials begins with teachers discussing the need with the Instructional Leader who then makes the determination as to whether funds are available. If funds are available and the IL gives the go-ahead, a list of items is given to the department secretary who purchases the items. Science classes are able to do interesting and fulfilling experiments and projects due to being well-funded.

A5.5	
Findings	**Supporting Evidence**
Professional development occurs in different ways. The district provides mandatory and optional professional development related to human resources, such as sexual harassment and bloodbourne pathogens training. Additionally, the entire district has received training on Title IX protocols. Prior to the 2020-2021 school year, the district provided a stipend when teachers completed 18 hours of approved professional development every two years. This stipend is no longer available.	
Instructional leaders attend monthly meetings to receive updates and information on the direction the district is going. As the Instructional Leader role has been scaled back, the number of districtwide IL meetings has been reduced but subject-area Steering Meetings still occur monthly.	January 2021 Science Steering Agenda and Notes
New teachers attend several days of training at the beginning of their careers in the district.	

At the site level, some funding is provided for teachers to go to conferences. In the past, teachers have attended AVID training, the Learning Forward Conference, Multi-Tiered Systems of Support training, Google Apps for Educators and Leading Edge Certification. An anonymous gift was given to the Social Science department over the last two years and the teachers have attended conferences as a team. The Science Department also sent teachers to a Project Lead the Way training and the entire department took part in a districtwide NGSS training. While funding for conferences has decreased in recent years, there are several opportunities for staff to develop new skills and techniques. There is a need for more follow-up from teachers bringing back what they learned from these trainings to the whole school.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.

Areas of Strength:

1. Paly has stakeholders, including students, parents, staff and community, who are eager to participate in the formation of a mission and vision statement (1.1).
2. Paly has excellent facilities and material resources (5.3).
3. We have high quality staff and leaders who are passionate and committed to our students (4.1).
4. The increased amount of PLC time has given course-alike teachers time to work towards alignment (4.2).
5. We have successful cross-disciplinary teams, such as TEAM and the Social Justice Pathway, and are building cross-disciplinary CTE pathways (3.1).

Areas of Growth:

1. There has been tremendous turnover in administration over the past few years and that has made it difficult to establish and mission/vision. School leadership is overtasked and understaffed to fulfill their many roles on campus. This has been exacerbated this year by the reduction in the Instructional Leader position and forced the administrators to shoulder more responsibilities (3.1).
2. There is a need to revisit the mission and vision statement and make a clearly articulated and actionable statement that can be embedded into the culture of the school (1.3).
3. The decision making process from the district leadership down to the school staff does not currently involve input and feedback from all stakeholders (2.1).

CATEGORY B

CURRICULUM

FOCUS GROUP B:
Curriculum

Name	Department
Hunter Reardon	*Group Leader/English*
Andrea Struve	*Group Leader/History/Social Science*
Hilary McDaniel	*CTE*
Brian Wilson	*CTE*
Sarah Bartlett	*English*
Richard Rodriguez	*English*
Keith Tocci	*English*
Justin Cronin	*History/Social Science*
Zander Davis	*History/Social Science*
Steve Foug	*History/Social Science*
Kenneth Tinsley	*History/Social Science*
David Baker	*Mathematics*
Zachary Barnes	*Mathematics*
Kathi Bowers	*Mathematics*
Sheri Mulroe	*PE*
Sheila Morrissey	*Science*
Randy Scilingo	*Science*
Alicia Szebert	*Science*
Cecilia Walsh	*Science*
Rachel Dial	*SPED*
Christina Dias	*SPED*
James Hamilton	*Student Support*
Selene Singares	*Student Support*
Alyssa Bond	*VAPA*
Steven Ferrera	*VAPA*
Margo Wixsom	*VAPA*
Marina Alvarado	*World Language*
Carla Guerard	*World Language*
Teruko Kamikihara	*World Language*
Margaret Reynolds	*Administration*
Kimi Lillios	*Student*
Anna Mickelson	*Student*
Tina Mondragon	*Parent*
Anjani Sarma	*Parent*

CATEGORY B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

B1.1	
Findings	**Supporting Evidence**
There is sufficient time and resources allocated to professional development aligned with best practices. One example would be a handful of science teachers attending a training on the Next Generation Science Standards (NGSS) to further their knowledge and expertise regarding research-based instructional practices to meet students' needs. Then, the entire science department took part in a six day retreat with Gunn teachers to align on NGSS standards using the 5 Tools process for translating the NGSS. This training is	NGSS 5 Tools Workshop Science Department NGSS meeting notes

| part of the PAUSD Promise. The goal of this process is to come up with a shared curriculum across Paly and Gunn for some of the NGSS standards to be implemented this year. The district provided this training with the expectation that the two schools would align their curriculum, something they haven't done in the past.

Teachers also participate in regular development opportunities (learning strands, Edtech week, professional development sessions, guest speakers, etc.) geared toward improving technology skills, introducing new resources, sharing instructional practices and incorporating relevant educational research. Every teacher participated in a course called "Modern Pedagogy for all Modalities" in the Summer of 2020. This 10+ hour district-designed, teacher-led training aimed to improve teacher skills for remote instruction; modules included instruction on the use of Schoology features and other digital tools for formative assessment.

There has been demonstrated progress towards alignment of best practices in standards-based grading in some departments. With increased collaboration time for teachers, further curriculum alignment based on current educational research and thinking is possible.

There is increased access for all students to a rigorous curriculum, including the additions of AP Language, AP Computer Principles, AP Research, AP Seminar and Honors level classes in VAPA. This rigor continues in distance learning. | PAUSD Promise NGSS Plan

Modern Pedagogy for all Modalities course overview

Foreign language department alignment work

Student Work Evidence Folder |

B1.2	
Findings	**Supporting Evidence**
Paly's high school graduation requirements align with the UC/CSU A-G eligibility requirements and include Career Tech Education as an additional graduation requirement. Unit Plans for most classes lay out clear expected learning outcomes in the form of learning targets or standards covered throughout the unit. Paly has many AP, honors and dual enrollment course offerings with an open enrollment policy for some AP and honors courses. Inclusion for special education students has been a consideration for all courses, with some courses being co-taught (Algebra, Geo, Alg 2, English 9A, English 10A, Bio, Physics). Additionally, other	PAUSD graduation requirements (Course Catalog, P.11) and Paly- specific UC-Approved Course List. Bio H Unit Plan French 2 Unit Plan Government Guiding Questions and Learning Targets

supportive structures have been implemented to meet the needs and goals of all learners on campus. The pathway to 4 year colleges is discussed in great detail in Advisory and the program is working to expand its discussion of 2 year colleges and other post-secondary options. The Advisory program has undergone major changes over the past two years and is working towards serving all students, regardless of their post-high school path.	List of AP, Honors and Dual Enrollment Courses in the Course Catalog

B1.3	
Findings	**Supporting Evidence**
In examining the evidence presented from WASC Home Groups, we observed that students demonstrated knowledge of key concepts, effective communication, and effective use of technology across all departments. VAPA and English both contributed strong examples with projects that highlight the concepts being taught and the outcome of student learning. We also found that Advanced Authentic Research aligns with multiple skills within the CA Academic Frameworks and SLOs. During distance learning, Paly opened up PAUSD+, a program that brought a handful of students with internet issues or lack a quiet space to work back on campus for classes. While this initiative helps narrow the access to materials gap for HUR students, more is needed to narrow the achievement gap HUR students face in college and career readiness.	Home Group Evidence Folder (Student Work) Supporting evidence displays classroom observation data that demonstrates over 60% mastery of the key SLOs listed in the link. AAR Posters Project Shows a strong degree of congruence between the actual concepts and skills taught, the academic standards, and the SLOs.

B1.4	
Findings	**Supporting Evidence**
Paly has many CTE/CCE classes that also satisfy A-G academic courses. Many of our academic courses use career-oriented skills. Additionally, most academic classes prepare students for CTE pathways. We are in the beginning stages of fleshing out how our CTE pathways can further integrate academic courses into their curriculum. Two examples of cross-curricular assignments developed by teachers across different departments occur in the Social Justice Pathway (SJP) as well as in TEAM. In SJP, a cohort of English and	Course Catalog examples include the Advanced Authentic Research course that uses statistics as a primary research format criteria. The Social Justice Pathway requires

History courses taken over three years, students explore the theme of social justice within the context of their courses. In this course, there are multiple examples of crossover projects created by the two teachers, including a C-SPAN project that overlaps between the US Government and English 10 courses. See the link to the right for 4 examples of cross-curricular examples from SJP. In TEAM, the 9th grade interdisciplinary cohort of 75-90 students where students take English, Biology and World History from the same teachers, teachers are regularly creating curriculum that interweaves and connects between the three different disciplines. The TEAM teachers collaborate on various off-campus and in-classroom interdisciplinary activities. Paly has an extraordinarily large journalism program that connects students with that career pathway on a daily basis. The journalism courses and Advanced Photography course use current events to examine social science topics as the foundation for projects. In addition to focusing on current events, Advanced Photography courses also use science data to examine landscape and climate reality issues, applying learnings to visual illustration and graphic information projects.	students to take Advanced Authentic Research to complete their action research, preparing students for identifying social justice issues in the world through action research projects. [SJP Cross Curricular Examples](#) [TEAM Strategic Planning](#) Student publication websites: [C Magazine,](#) [Arts & Culture](#), [Viking Sports Magazine](#), [Paly Voice](#), [Campanile](#), and [Verde Magazine](#).

B1.5	
Findings	**Supporting Evidence**

The following are examples of how the Paly guidance team articulates with feeder schools, local colleges, universities and technical schools:
 	
● **Guidance Articulation with Middle schools:** There are multiple times when guidance speaks with parents and students of incoming freshmen, including:
   1. 8th grade Parent Night (for incoming 9th grade parents) held in late January
   2. 8th grade Course Selection Night (for incoming 9th grade parents) held in early February
   3. Group presentations given to all 8th graders at feeder schools
   4. 1:1 follow-up meetings (to group presentations) with all students from feeder schools
   5. 1:1 meeting with all new and/or returning to PAUSD students and parents beginning in March
   6. Transition meetings with all students and parents of students with IEPs and 504s beginning in March
   7. TEAM informational night held in February
● **Middle College:** Foothill Middle College is a nontraditional
	[Guidance Home Page](#)
	
	[Parent Night Presentations](#)

high school program serving juniors and seniors from the Mountain View Los Altos Union High School District and Palo Alto Union School District. The Middle College program targets bright, college-bound students who may not be performing up to their full potential, or students who are looking for a change from the traditional high school environment. Students typically apply in March of their Sophomore or Junior year and remain in the program until graduation. The district is currently looking to expand this program so that it can accommodate more students from PAUSD.	[Middle College - Foothill](#)
● **CCC Articulation with Colleges/Universities:** The College and Career Center counselors meet with college representatives and coordinate visits for students each fall. They discuss news and updates in staffing and policies specific to Paly. In addition, they invite college representatives to PAUSD's biennial college fair, send follow up cards to reps who visit in the fall, attend local college-hosted counselor information sessions, network at WACAC SLC and NACAC national conferences, attend college counselor tours, subscribe to NACAC elist and Silicon Valley Public High School Google group to stay informed, and attend fall counselor conferences (CSU, UC, community college, College Board, ACT, CSAC [financial aid].	[College & Career Center](#) web page
● **8th Grade Articulation Meetings:** Every spring Special Education case managers visit middle school to meet with 8th grade students with IEPs, parents and middle school case managers to review IEPs and plan courses and support classes for 9th grade.	
● **AVID Articulation:** Paly AVID teacher and students visit middle school AVID classes to promote the Paly program. Additional recruiting is done in the summer during the Summer Bridge program. AVID teachers collaborate with College Advisors regarding college information by coming into the classroom to do presentations, assist with college tours and provide workshops outside of classroom scheduled time. The Paly AVID teacher follows their grade cohort all 4 years.	[PAUSD AVID Program](#)
● **Dual Enrollment:** In recent years there has been increased collaboration with Foothill Community College to increase the dual enrollment opportunities for Paly students. This communication has been in collaboration with and greatly supported through our district office. We offer the following dual enrollment classes: Early Childhood Development,	

Advanced Stage Tech and Design, Human Anatomy and Physiology and Sports Medicine.

In addition, Paly has increased support for incoming 9th grade students through our Summer Bridge Program with students recommended by middle school counselors. During the program students refine their skills in Math and English. In the Guidance section of the program students learn about A-G requirements, strengthen their student skills and learn about resources available at their respective high schools.

There are multiple opportunities provided for SPED students through Paly or PAUSD to engage with community partners and resources:

- The Veterans Affairs (VA) offers students CTE credit for volunteering at the Hospital during the school day. Students are given training to perform a specific job (hospital escort, retail, clerical, etc). Shifts at the VA correlate with the student's schedule at Paly and transportation to and from is provided.
- Foothill College partners with Paly SpEd to make the transition from high school to junior college easier for students. They provide 2 or 3 field trips for seniors second semester to get a tour of the campus and meet with a counselor to help them with registration, orientation, and signing up for classes. Students who participate in this program also take a "SpEd" class their fall semester of freshman year at Foothill to support them in their transition. Foothill and Paly also provide high school juniors with a field trip opportunity so they can see the campus and determine if it's a place they would like to attend after high school.
- Our district works with local agencies who are willing (district staff reach out to employers in the areas of interest to the student) to get students that are in special education job experience. These agencies (i.e. CVS, PetSmart) give students a job but the district pays their wages for a maximum of 3 months. After three months, the employer can either hire the student and take over paying wages or the student finishes their work experience. This is a great way to get students work experience with guidance.
- We have a District Transition Specialist who organizes relevant field trips for students in special education. They visit vocational programs, big businesses, job fairs, etc.
- Depending on the student's disability they can partner with the Department of Rehabilitation to get students ready for life

Special Education Home Page

PAUSD Work Experience Program

| after high school and they also continue to support the students post-graduation. On occasion, some students who have matriculated from Paly still receive coaching and support from the DOR to obtain jobs, buy appropriate work attire for jobs, etc. | |

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

B2.1	
Findings	**Supporting Evidence**
Students have access to an extensive 94-page Course Catalog and course selection worksheets during the course selection period in January through March. During this course selection period, classroom teachers, school counselors and Teacher Advisors (TAs) offer guidance on courses and answer course selection questions. Students have a huge selection of courses to choose from and would benefit from more opportunities to learn about all of the course offerings.	Paly Course Catalog 2021-22

Student course selection and 4-year plans are discussed and monitored by TAs in Advisory. Each topic is covered at least once per year. Prior to the course selection Advisories, TAs attend a meeting featuring the Instructional Leaders (ILs) from each department who share information about new and updated course offerings. ILs answer any questions about courses and pathways within their department to prepare the TAs to support their advisees during course selection.	TA/IL Retreat Slides
The Viking Guide is prepared by the staff of the Palo Alto High School Guidance Department to serve as a resource for students during their last year and a half before graduation. The Guide is intended to serve all students, no matter what their post high school plans. This guide is used and referenced in several advisories.	Viking Guide
Students and parents get access to Naviance in 9th grade. Naviance is a tool that is integrated into Advisory lessons to introduce college and career exploration tools, survey students on Post High School plans, add colleges to students prospective lists, amongst other features. There are also a number of surveys in Naviance that students take throughout their time in Advisory.	Naviance Screencast demos on using Naviance
The College and Career Center helps students plan for post-graduation opportunities in the following ways: ● Providing 45 minute one-on-one student meetings to discuss post high school plans ● Advertise off campus events such as college fairs, job fairs, community college fair ● Military reps schedule a table session on the quad ● Advertise events on InFocus, Paly link, email students, CCC hallway board of opportunities and events	College and Career Center
First Generation (to college) students are provided extra support through one of our guidance counselors. A First Gen club was created to support students in the college application process, including assisting with the exploration process and workshops to go over scholarship applications. One-on-one help is also offered to complete the college application process. In addition, there is a First Gen parent night session to offer extra support and information to First Gen families, and First Gen students have the opportunity to go on a Southern California College Tour in collaboration with AVID students and teachers.	
Paly hosts a PSAT day for all 11th graders and 10th grade AVID	

students in October. The ACT is offered districtwide to AVID, First Gen and HUR students. With distance learning, we are not giving these tests this school year.

Living Skills is a one semester PAUSD graduation requirement. The course provides students with knowledge and skills that will enable them to make informed, responsible decisions about issues that affect personal health and well-being, establish and sustain healthy, rewarding interpersonal relationships, manage life crises and cultivate the understanding, appreciation, and practice of democratic values and behavior appropriate for a responsible community member. The Living Skills course also requires 15 hours of community service to be completed during the year the class is taken.

B2.2	
Findings	**Supporting Evidence**
For a schoolwide WASC survey, about 70% of students rated their classroom experience with real-life problems as 3 or greater (on a 5 point scale). The school offers a wide variety of real-life projects across multiple departments, including: - In Econ courses, students take their knowledge of economics and government practice in a development project. The project is then presented to professionals. - AP vocals prepares students for auditions and entrance into music academies. - In Biology, students have a lab focused on diagnosis of diabetes as a way of teaching students to analyze data making real-world connections to biomedical issues commonly in the population. Student work showed student use of data to diagnose diabetes in subject - In several math courses, students participate in a finance project that has students use exponential function and logarithms to plan their future, including taking loans, paying for college and their first home. Most courses have open enrollment, meaning that any student may sign up for them. Students are guided through the course selection process with either the "Suggested Course Preparation" or the "Prerequisites" for each course. There are a few higher level courses that have prerequisites that must be taken before signing up for the course; for example, a student must take Chemistry or Chemistry H before enrolling in AP Chemistry.	[Home Group Evidence Folder (Student Work)](#) for all of the following: Student survey found evidence of real-life problems in course work. [Urban planning Econ project](#) AP Vocals in VAPA [Biology diabetes lab](#) [Finance project](#) helps students apply math skills to practical life skills [Course Catalog](#)

B2.3	
Findings	**Supporting Evidence**

Paly offers a 3-tiered model for guidance services. The Guidance Team provides academic planning, personal counseling, and post-high school advising. At the center of the model is the Teacher Advisor (TA) Program, where the main delivery method is through regular, mandatory advisory classes. The Guidance Team providing these services consists of:
 	
    ● Teacher Advisors (TAs), who serve as the primary contact person for students, parents, and staff; conduct weekly advisories by grade level; facilitate academic planning and more
    ● School Counselors, who work with TAs to identify students requiring extra academic and or social emotional support; support teachers and parents
    ● College and Career Advisors, who meet with juniors and seniors regarding post high planning. In addition, students with IEPs receive guidance from and are directed to appropriate services by their case managers.
 	
Advisory is the primary way in which staff helps students develop and monitor 4-year plans, talk about educational goals and college and career goals. All students will have 2 TAs during their time at Paly; one for 9th grade and another that will stay with them from 10th-12th grade.
 	
The 9th grade Advisory curriculum is designed to help students acclimate to high school. There are several Advisories focused on creating successful habits, including how to stay organized with a planner, how to study for tests, how to read/understand their transcript, how to access supports available, and how to develop effective time management skills. In addition, several SEL lessons are designed to help students understand themselves and build relationships within their advisories, including: how to change negative habits, the power of self-talk, and defining happiness. Other 9th grade advisories inform the students about how to be successful in high school, helping them attain their post-high school goals by: creating a 4 year plan, introducing Naviance with a lesson on Career Exploration and teaching how to read their transcript including an explanation of graduation versus CSU/UC eligibility requirements. During course selection Advisories in February, freshmen meet in smaller groups to ensure everyone has time to discuss the appropriateness of their selections with their TAs. Guest
	Description of three-tiered guidance system
	
	The Viking College & Career Guide outlines guidance services available on campus.
	
	The Master Calendar includes all of the Advisory meetings
	
	PAUSD FUTURES Secondary Services

Sophomores come to an Advisory to share their experiences about sophomore year. They cover everything from what they would suggest and what they'd avoid, to some of their favorite things about their year. There are also several "Open Hours" advisories strategically placed throughout the year. These align with the end of grading periods giving the TAs a chance to call in students individually with whom they'd like to speak. It's also a great time for student-initiated meetings to get to know their TA. An end of the year Guidance Services survey is given to get feedback on Advisories and services offered. Our 10th-12th Grade TAs each have an Advisory group from each class. Students alternate attending weekly Advisories.

10th grade Advisories include more SEL themed lessons on: habits and the brain, changing habits, the power of self-talk, and finding happiness. There are more lessons devoted to high school and post-high school planning, including: reviewing their transcript for errors and to confirm they are on-track for graduation and post-high school plans, again discussing graduation requirements versus CSU/UC eligibility requirements; a Naviance lesson on how to build a resume for employment and college applications; revisiting and updating their 4 year plans using their completed classes and projecting which classes they want to take throughout high school; selecting courses from a course catalog and worksheet of available classes and entering their choices in Infinite Campus with the support of their TA; hearing from junior guests who come to share their experiences; and learning about summer school, community service opportunities, and work permits. An end of the year Guidance Services survey is given to get feedback on Advisories and services offered.

The focus of Advisory shifts in 11th grade. Time is spent reviewing transcripts, confirming that graduation and college eligibility requirements are being met, and 4 year planning with course selection. Meeting with their TA individually is highly encouraged. One first semester Advisory lesson is about College Entrance Testing and includes a PSAT discussion. During the second semester, juniors are prepared for the college application process and post-Paly life. They start the semester with an orientation to the College & Career Center and there is a follow-up Advisory lesson. Other specific lessons are about: letters of recommendation (and the difference between and a teacher letter and counselor letter); an introduction to the Viking College & Career Guide; the college application process for both Community Colleges and 4 year

institutions; post-high school options including 2 year college, 4 year college, gap years, and employment; college essay lessons, including case studies of actual essays and what the admissions officers are looking for and how to best share about yourself; work permits, summer opportunities, and volunteer opportunities; and visits from seniors sharing their experiences. An end of the year Guidance Services survey is given to get feedback on Advisories and services offered.

12th grade Advisory is full of post-high school information. Seniors check their transcripts for accuracy and review graduation vs CSU/UC eligibility. They are given an explanation of Early Decision versus Early Applications. NCAA Clearinghouse information is shared. Financial Aid, Scholarships, Grants and the FAFSA are all explained. Several advisories are set aside for senior check-ins for individual questions and application help. Students hold an anti-senioritis discussion on how to finish high school strongly. Advisors discuss final transcripts and next steps. An end of the year Guidance Services survey is given to get feedback on Advisories and services offered. The senior survey has additional questions about the College & Career Center services.

B2.4	
Findings	**Supporting Evidence**
Strategies and programs which help facilitate transition to college, career and other postsecondary high school options for students primarily occur through advisory lessons junior and senior year, as well as with individual student appointments in our CCC (College and Career Center). Senior fall advisory lessons focus on supporting seniors who are in the midst of college applications. To best prep students for college applications, senior advisory topics include: transcripts, "to do" calendar checklist, standardized testing explanations, college application process for 2 and 4 year colleges, Common Application vs non-common App, financial aid/NACAC and scholarships. In the May of senior year, students complete a guidance evaluation and graduation survey. The feedback from both these surveys are used to evaluate the effectiveness of the advisory lessons and support offered to students. The feedback is used to adjust advisory lessons for the following year. The CCC plays a key role in one-on-one support for students outside of advisory, in regards to college and career choices. These counselors have tailored discussions with students about post-secondary options, including financial aid packages and	College & Career Center

scholarship applications. In addition, they have hosted specific sessions for community college application completion, common application completion and other areas as needed for our students. There is a strong need for more focus on the value and strengths of local community colleges as the main focus in Advisory has been on A-G requirements and 4 year college preparedness.	[Curriculum & Career Education](#)
The Viking Guide is a manual prepared by the staff of the Palo Alto High School Guidance Department to serve as a resource for students during their last year and a half before graduation. The Guide is intended to serve all students, no matter their post high school plans. This guide is used and referenced in several advisories.	[Viking Guide](#)
In addition, Paly helps provide parents with pertinent information which may help their student in transitioning to college, career or other post-secondary high school options. Guidance and the CCC host two parents nights every year for each grade-level. The topics for each parent night are grade-appropriate. Starting junior year, information about post-secondary, college and career options and transitions are discussed. In addition, the CCC sends out many emails to parents and students, providing detailed information to help guide families through the college application process and other post-secondary options, opportunities and transitions. Each year students are given an end or the year survey about that year's Advisory lessons and Guidance Dept. services. Results are reviewed and used to help choose lessons/themes for the following year's Advisory calendar. The final survey given to exiting seniors also asks that they reflect on their experiences with the Advisory/TA program from all 4 years of high school.	[Parent night presentations](#)

ACS WASC Category B. Curriculum

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.

Areas of Strength:
1. Paly has a variety of programs which allows students access to a massive assortment of course choices, electives and Career Technology Education classes (2.1).
2. A large number of Paly students meet requirements for graduation, are UC/CSU eligible, and pursue college after high school (1.2).
3. Paly has an extraordinarily large journalism program that connects academics with the career pathway on a daily basis, preparing students for life after graduation in the

process. In addition to the Paly journalism courses, there are also many other research-based classes for students on campus, such as Advanced Authentic Research and AP Research (1.4).

4. Paly provides many opportunities for academic rigor through the use of AP and honors curriculum accessible to all students who enroll in those courses (1.1).

Areas of Growth:

1. Although there are many real life connections being made in the curriculum, there was a pattern seen amongst all disciplines at Paly. Overall, the curriculum needs more reinforcement on the connection(s) between real life and readings/activities completed in the classroom. This would help to make the outside world tangible for all students (2.2).

2. Although access to a variety of programs affords students and their families many choices in course selection, Paly has room to grow in communicating those choices to students and families. More specifically, Paly needs a more robust way for students and families to get the information they need to make informed decisions about the courses they take or the programs they choose to enroll in (2.1).

3. Paly's Advisory program does not currently demonstrate the values and strengths of the local community colleges. It instead seems to focus on A-G components and 4-year college preparedness within the program's post-high school planning lessons; however, this does not represent the needs of all learners on campus (2.4).

CATEGORY C

LEARNING AND TEACHING

FOCUS GROUP C:
Learning and Teaching

Name	Department
Steve Gallagher	*Group Leader/History/Social Science*
Aparna Sankararaman	*Group Leader/Science*
Rachael Kaci	*CTE*
Rod Satterthwaire	*CTE*
Lucy Filppu	*English*
Joshua Knowles-Hinrichs	*English*
Kari Snell	*English*
Ben Bolanos	*History/Social Science*
Jaclyn Edwards	*History/Social Science*
Melinda Mattes	*History/Social Science*
David Rapaport	*History/Social Science*
Judy Choy	*Mathematics*
Charlotte Harris	*Mathematics*
Steve Marsheck	*Mathematics*
Dave Peters	*Mathematics*
Peter Diepenbrock	*PE*
Jason Fung	*PE*
Aswini Avadhani	*Science*
Keith Geller	*Science*
Tara Vereyken	*Science*
Jenny Crane	*SPED*
Chris Geren	*SPED*
Celeste Jauregui	*SPED*
Liz Mueller	*Student Support*
Isabel Phillips	*Student Support*
Vivian Trach	*Student Support*
Sue La Fetra	*VAPA*
Sarah Thermond	*VAPA*
Kevin Duffy	*World Language*
Liyuan He	*World Language*
Christy Resinger	*World Language*
Michelle Steingart	*Administration*
Madison Abbassi	*Student*
Asha Mehta	*Student*
Demece Garepis-Holland	*Parent*
Anna Itoi	*Parent*
Victoria Thorp	*Parent*

CATEGORY C:
Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1 Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

C1.1	
Findings	**Supporting Evidence**
Based on a student survey, the vast majority (~90%) of students say their learning is relevant and challenging. In Math courses, students create extensive presentations that explain and analyze data and students use presentation tools to analyze data precisely. In Chemistry, classes use lab work paired with prior student knowledge acquired in past lessons and through life experiences to discover a gas constant. This is done in place of just giving the student the value of the gas constant. Students instead are challenged to learn through doing. In CTE courses, students are able to determine what they research and present based on their own preference of what is relevant to their own interests and values. Once they choose a topic, students	WASC student survey: Challenging and Relevant Work Descriptive Statistics presentation Chemistry assignment CTE Evidence

use many forms of presentation (powerpoint, research, presentations, etc) There are also numerous other examples of students engaging in challenging and relevant work in the HSS, VAPA, English 10 and World Language Departments	HSS Evidence VAPA Evidence English Evidence World Language Evidence

C1.2	
Findings	**Supporting Evidence**
Based on a student survey, almost 70% of students feel that teachers clearly state learning targets. Teachers regularly provide rubrics and scoring guides for assignments to give students clear guidelines and expectations for their work. Based on teacher observations of other teachers learning targets are often, but not always, made clear. Three primary areas where the learning targets are posted include: top of each assignment, embedded on the test (prior to each section), and posted on the whiteboard in the classroom. A physics teacher uses a rating scale tool at the start of each unit and students must rate their understanding of each learning target. This teacher will encourage students to refer back to the rating scale throughout the unit for self-reflection. Classroom observers found that in many cases teachers communicated learning targets by either listing the targets on the front board explicitly or through verbal prompts and previously established performance expectations. This practice was not observed to be in practice by all teachers, though many also arranged activities that caused students to explicitly address learning targets. As we started distance learning in March of 2020, teachers implemented new strategies, including adding the learning target to the title of each folder with their course so students can see the target as they open their Schoology folders. Folders are then set up by unit and for each set of learning targets.	WASC Student Survey: Learning Targets World Languages Presentational Writing Rubric English 9A Literary Analysis Partial Essay Scoring Guide Art Spectrum Still Life Rubric Classroom snapshot:Responses for "What are the Students Doing?"

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

C2.1	
Findings	**Supporting Evidence**
Science teachers have had the opportunity to attend a training on the Next Generation Science Standards (NGSS) to further their knowledge and expertise regarding research-based instructional practices to meet students' needs. All teachers have been provided with access to a projector, laptop, Chromebook, and iPad carts. Most classrooms have a document camera for projecting digital or original source materials. Access to such hardware allows teachers to implement multimedia lessons and students to engage in multimedia coursework. Classroom observations provided anecdotal data on differentiated learning opportunities for students are addressed through the instructional approaches, including observations of class presentations, debates, ELD/SDAIE techniques, experimentation, fish bowls, graphic organizers, guided practice, independent	NGSS 5 Tools Workshop Classroom observations

practice, inquiry based activities, jigsaw, journal writing, literature circles, mind mapping, peer editing, QAR (question-answer-relationship) strategies, reflective discussions, research projects, role play, scaffolding, simulations and webquests. Paly gathers information from incoming students to determine additional technology needs. The school provides Chromebooks to students who do not have access to a computer at home so that the school maintains a 1:1 learning environment for all students. During the school shut down due to Covid, students could also come to campus to access the district WiFi. Teachers participate in regular development opportunities (learning strands, Edtech week, professional development sessions, guest speakers, etc) geared toward improving technology skills, introducing new resources, sharing instructional practices and incorporating relevant educational research.	
Teachers regularly differentiate their lessons to meet the needs of their students. In classroom observations, teachers were regularly seen having students engage in collaborative learning activities, flexible-pace learning activities and providing options for completing independent work.	Classroom observations differentiation results
As we have moved into distance learning in March, teachers have become more proficient in using technology tools to help facilitate learning. For example, teachers have become adept at using Zoom breakout rooms to have students engage in conversations and work through problems together. In science, teachers have started using Pivot and Gizmos to help students with scientific phenomena in lieu of in-person labs. They envision using the programs in some capacity even when we return to in-person teaching.	Differentiated and scaffolded Chemistry activity

C2.2	
Findings	**Supporting Evidence**
Based on a study survey, 72% of students agree or strongly agree that they are engaging in creative or critical thinking The following includes examples of students demonstrating creative and critical thinking within all types of instructional settings using a variety of materials, resources and technology beyond the textbook: ● In BC Calculus, there is an emphasis on student choice and individualized learning. Students can solve integration	WASC Student Survey: Creative or Critical Thinking Chapter Test BC Calculus

problems through a variety of choices and methods, all in service to the same answer. ● An example of experimental design in Biology includes students investigating the effects of different variables on photosynthesis using elodea plants. Three factors that can influence the rate of photosynthesis include the amount of carbon dioxide, light intensity, and light color. The rate of photosynthesis can be measured by the number of bubbles produced by the plant. The students are encouraged to write a hypothesis for the Photosynthesis experiment that relates the independent and dependent variables, and give a reason why you expect this relationship. ● In theater, students create a design for a costume utilizing color, practicality, and creativity that an actor could wear for a role on the stage, modeled after something that currently exists in another form of media. ● In Econ courses, students synthesize and interpret "everyday" economic data through measurement, analysis and narrative. The results are blog posts describing their process for interpretation. Students also perform computational analysis of changing GDP of countries, then interpret the meaning of those numbers and how they change. Students first fill in a chart to reflect learning. India is used as an example. ● In business law students demonstrate their understanding of Civic Power. They first research civic laws, write reflections and then create an Adobe Website presenting their particular law. ● In Early Childhood Development, students apply understanding of the Montessori Model by designing their own Montessori toy or learning object and using it with preschoolers. ● In World Language courses, students are tasked to understand the message of a poet (in the target language) through exposure to the poem itself and a video of the poem being read aloud. In order to analyze the poet's writing structure, students were instructed to highlight all the infinitives. Next they wrote their own stanza by following the poet's form and structure which was later shared in table groups. Through this process, students work to understand the message of the poet and to create their own writing following a given structure. This activity encompasses interpretive, interpersonal, and presentational tasks.	Student work provided. Student Example #1 Student Example #2 Student Example #3 Costume for Cars Costume for Pete's Dragon Costume for Alina Starkov Costume for The 100 Student blog post on the Economics of waste here Research/Adobe Website Relia Object, Texts, Reflection student work World Language Poetry activity

C2.3	
Findings	**Supporting Evidence**
All of the following are examples of students demonstrating that they can apply knowledge and skills at higher levels and depths of knowledge: ● In Physics courses, students engage in a series of sound labs requiring experimental design, collaborative discussion, and application of learned concepts. ● Through the Paly Journalism programs, Students produce a number of publications, where they learn the process of gathering and reporting news, including the organization required to be a student publication. ● In Spanish courses, students independently research assigned Spanish-speaking countries and created advertisements to meet specific groups of travelers' needs. Students also participate in debate to highlight the merits of their itineraries. Students need synthesis of knowledge from the investigation and reasoning skills to participate in the debate. ● In English, students research multiple perspectives about both sides of an issue, demonstrate close reading and listening skills and work together to apply and formulate an opinion based on their new, deeper understanding. Students engage in a debate and/or write an argumentative paper to defend their position. ● In Early Child Development (a CTE course), students have a debate with the question "Should the United States offer universal preschool?". Students are required to research and defend their position using at least 3 sources. There were multiple rounds that gave students the opportunity to practice defending different positions. All of the students participated in the class discussion and they demonstrated their ability to reason, work together to explain and defend a particular stance, to discuss the problems and limitations of each perspective and most importantly they used multiple sources of evidence to support their ideas from academic articles to their textbooks to their personal experiences in the preschool setting. ● AP Art History engages in a field trip where students learn how the form of architecture follows function and present their findings to the class. ● Students wrote political blogs in Government to have a better understanding about the roles/functions of the legislative and executive branches	Applying: Sound Lab 1 Sound Lab 2 Sound Lab 3 Analyzing: Paly student publications Synthesizing: Spanish Itinerary Debate Evaluating: Art vs. Artist Debate in English Evaluating: ECD Structured Debate Analyzing: Architectural field trip Applying: Political Issues Blog

● AP Psychology students work in groups on a real-life project in which they conduct original research and produce a paper in an academic format according to APA style guidelines. This work is conducted by seniors and demonstrates the culmination of the History/Social Science department's research and writing skills. ● In AP Calculus BC, students apply how an infectious disease spreads within a population, a scenario that is outside the AP curriculum.	Analyzing: AP Psych Lan. Dev. Project Applying: AP Calculus Infectious Disease

C2.4	
Findings	**Supporting Evidence**
Last year (2020) was the 12th annual Palo Alto High School Career Lunchtime Speakers series. The speaker series is a two-week period where invited professionals from a wide range of fields share stories about their current careers, their unique and often winding paths they took to get there, and how that has fulfilled them in their lives today. This series gives our students some different perspectives about finding how and what kind of a career they may be interested in pursuing. Students self-select to drop in during lunch to hear a speaker and get a chance to ask questions toward the end of the presentation. Our goal is to encourage students to pursue what intrigues them, what they could be passionate about, and to give them an in-person connection to adults who have found fulfillment in their work.	Career Month Speaker Series 2020
Palo Alto High School students document approximately 35,000 hours of community service each year, whether for the President's Award or for transcript recognition. Paly gives 250-300 President's Volunteer Service Award (PVSA) each year, for students who have 100 or more verified hours of service in 12 consecutive months. Roughly one-third of Paly students receive transcript recognition for 100 or more hours of verified service by the beginning of their Senior year. Our students share their passions and find a sense of purpose through volunteer work in more than 150 various organizations in the local, national, and international communities. Paly holds an annual Service Day each Spring, which gives students an opportunity to engage in volunteering for the day and earn community service hours. Approximately 200 students participate in full day off-campus volunteer opportunities as well as on-campus activities for those who can only make it for part of the day. To wrap up the event, there is a reflection wall for students to share their	Community Service Fair/Day Info and Dates

experiences. This event is organized by YCS-Interact Club in partnership with the Key Club. The Paly YCS-Interact club hosts a service fair every fall for students to learn about and meet local service organizations. Students have the opportunity to visit 15-20 booths during lunch to ask questions to better understand how they can earn community service hours towards Living Skills, President's Award, or just to get involved in their community. The Work Experience program combines classroom instruction with part-time paid student employment. Students develop work habits, attitudes, self-confidence, job-related skills, and a portfolio. The course follows the California Department of Education guidelines and covers the following curriculum: career exploration, job/work cycle, labor law, economic awareness/financial literacy, and soft skills. Exploratory Experience is a course that combines in-class learning with an unpaid off-campus internship. Students have the opportunity to explore their specific career interests through direct observation and hands-on experience. Professionals or individuals with established expertise serve as mentors in their specific fields for students in this program. Placement in this program is limited to experiences that are developed/approved by the Work Experience Teacher Coordinator and excludes community organizations such as clubs, private lessons, and non-career-focused service. Students need to have an internship (unpaid) in place prior to the start of the course. The Work Experience Teacher Coordinator can meet with interested students the semester prior to the start of the course to help students to locate positions. Naviance is an online tool that offers students various options to explore career interests. There are a few advisory lessons which help students explore some of the tools offered in this online system. There are also additional college search tools students can utilize when researching colleges, including Bigfuture and CollegeXpress. These additional tools are discussed during one on one sessions between students and Paly College and Career Counselors.	[Course Catalog](#) - Work Experience Explanation on page 40 [Bigfuture](#) [CollegeXpress](#)

ACS WASC Category C. Learning and Teaching

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.

Areas of Strength:

1. There are many research-based activities that require students to apply, synthesize the knowledge, and use reasoning skills to indicate deeper understanding of multi-subject problems (2.3).
2. A majority of students report feeling challenged and say they do relevant work (1.1).
3. We have a large variety of multi-modal learning taking place in our classrooms. Students are creating websites, marshalling resources to deepen research, synthesizing across texts, making art (2.2).
4. A majority of students (72%) feel that they are encouraged to think critically in order to solve problems (2.2).
5. In most classes, students are engaged with real world applications above and beyond the standards (2.3).
6. Overall, students believe that their learning is targeted and they know what growth is expected of them (1.2).
7. Teachers have access to a wide range of learning opportunities that facilitate innovative technology use and curriculum development (2.1).

Areas of Growth:
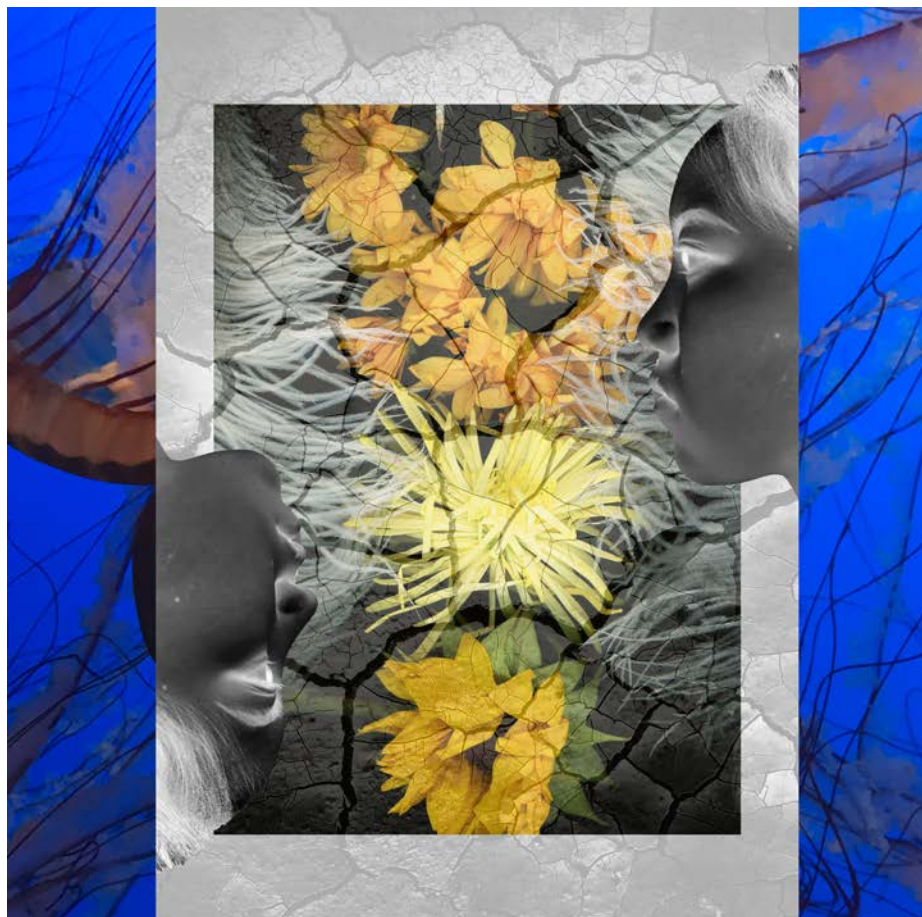
1. There is a need to develop strategies to encourage more student participation in Career Readiness and Real World Experiences activities (2.4).
2. As a school and school community, it would be beneficial to define what is challenging and relevant work (1.1).
3. Develop skills necessary for reading for understanding at grade level (2.2).

CATEGORY D

ASSESSMENT AND ACCOUNTABILITY

FOCUS GROUP D:
Assessment and Accountability

Name	Department
Chris Bell	*Group Leader/CTE*
Lizzie DeKraai	*Group Leader/English*
Paul Kandell	*CTE*
Erin Angell	*English*
David Cohen	*English*
Millie Gonzalez-Balsam	*English*
Karin Kolb	*English*
Grant Blackburn	*History/Social Science*
Jack Bungarden	*History/Social Science*
Caitlin Evans	*History/Social Science*
Chris Farina	*History/Social Science*
Scott Friedland	*Mathematics*
Gabrielle Juan	*Mathematics*
Sharla May	*Mathematics*
David Nguyen	*Mathematics*
David Duran	*PE*
Vivian Byun	*Science*
Nicole Loomis	*Science*
Jamie Fanciullo	*SPED*
Jeff Haun	*SPED*
Korynne Headley	*SPED*
Whitney Aquino	*Student Support*
Janet Cochrane	*Student Support*
Eric Tomlinson	*Student Support*
Kate McKenzie	*VAPA*
Gregory Miller	*VAPA*
Michael Najar	*VAPA*
Pilar Badillo	*World Language*
Trevor Crowell	*World Language*
Caterina Porcella	*World Language*
Tom Keating	*Administration*
Heidi McIntosh	*Student*
Natalia Trounce	*Student*
Karen Alter	*Parent*
Radhika Dhall	*Parent*
Alpa Shah	*Parent*

CATEGORY D:
Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

D1.1	
Findings	**Supporting Evidence**
We use Infinite Campus for our student data and it includes grades, transcripts, assessments, attendance and designations (EL, 504, IEP, health).	
For the First Quarter grading period in 2019-2020, 20% of students had at least one D or F. Chronically absent students receive twice as many Ds or Fs as compared to other students. Hispanic students are also overrepresented on the D/F list. When broken down by department, Math, Science and History/Social Science had students with the most Ds and Fs.	D/F lists distributed quarterly to the Leadership group
Collective GPA, SAT, ACT, CAASPP scores are shared on the School Profile.	2020-2021 School Profile
AP performance data shows strong BC Calculus, Physics C and Stats scores, amongst others. All exams average to 3.5 or higher.	AP Test Scores 2014-2018

D1.2	
Findings	**Supporting Evidence**
World Language deploys an informal evaluation for incoming students, through a short written exam and an oral proficiency test in the target language. Further, there is course alike alignment throughout all languages in summative assessments levels 1 through 3H, with plans to work on levels 4 and AP. There is department alignment in course guides, rubrics, and grading scales for all languages. Much of the alignment in this department was made possible by having valuable PLC time. The same can be said for the other departments where course (and departmental) alignment was seen.	Same course guides, rubrics, assessments and activities for coursealikes
All science teachers took part in a six day retreat with Gunn teachers to align on NGSS standards using the 5 Tools process for translating the NGSS. This training is part of the PAUSD Promise. The goal of this process is to come up with a shared curriculum across Paly and Gunn for some of the NGSS standards to be implemented this year. The district provided this training with the expectation that the two schools would align their curriculum, something they haven't done in the past.	PAUSD Promise NGSS Plan
Coursealikes in the Math department are fully aligned with the same tests, calendars, homework, grading scales and there is Co-teaching in the regular graduation laned classes.	Alg 2/Trig H Course Guide

In the History/Social Science department, there is strong alignment in terms of tests, projects, calendars, homework and grading scales in most coursealikes, including AP Psych, Economics and World History. The department is also working on the various methods which have had the greatest impact on student success, including the incorporation of more formative assessments in correcting students who have made errors in learning critical initial skills. Co-teaching and calibrating assessments between World History/10th grade history and Special Education has also taken place and has been successful. World history is also moving towards more benchmark quizzes for practice with retakes available.

Alignment within the English Department was a priority several years back and they worked significantly to align course-alikes and make progress on vertical alignment. Also, all 9th grade teachers teach a highly-structured writing program and 9th and 10th grade courses are de-laned. AP Language and Composition was also created to be an "accessible" AP class with concerted effort among 10th and 11th grade teachers to recruit HUR students to enroll in an AP course.

In the PE department, there is strong alignment in the course guide, grading and assessments.

In the Science department, there is strong alignment in the course guide, grading and assessments.

CTE teachers created a common assessment rubric/tool that has been deployed only occasionally but arguably has informed their teaching practice significantly in setting objectives for student achievement.

In VAPA, there is strong alignment across the district, with all district 9th grade performance classes and Art Spectrum having common learning targets across the district. There are 6-12 learning targets in every performance lane that were created by all the teachers across the district.

The Social Justice Pathway aligns their curriculum across disciplines between History/English, regularly creating assessments together. Statistics and AAR are also involved in cross discipline curriculum with the pathway.

US History Course Guide

Examples of common Course Guides in English Courses:
AP Lang Common course guide
English 9A
English 10A

English PLC Meeting notes show alignment discussion:
AP Lang PLC meetings
English 9A PLC Notes

PE Course Guide

Chemistry Course Guide

Paly CTE Common Reflective Self-assessment tool

Aligned Course Outline Format for all VAPA Courses

AAR Course Guide

In the Special Education department, all of the Educational Specialists use the same assessment tools for evaluation of eligibility of student needs for Special Education services. All IEP goals are also formulaic in measurement (accuracy/trials/4x yearly) and individualized based on students' needs that have been identified through these assessments.	PAUSD Special Education Handbook

D1.3	
Findings	**Supporting Evidence**
There is a D/F list that is generated after each progress note. This list is shared with guidance staff, Teacher Advisors and the Math Intervention Specialist. The list is intended to inform staff of students who are struggling in various classes and are in need of a team-focused intervention(s). The Teacher Advisor (TA) Program meets with students regularly and monitors student progress towards graduation. Guidance Counselors also regularly monitor student progress, including evaluating student scheduling to ensure that students are on track for graduation. Starting in their freshman year, students create a four year plan towards graduation that they update yearly. Special Education Case Managers are in close communication with content teachers and school counselors to ask for feedback, hold IEP meetings, and monitor student progress. There has been limited analysis done on the link between attendance and grades. There is also a lack of reinforcement or follow-up with students with poor attendance and an unclear attendance policy. Individual or small groups of teachers in some departments collect, monitor, and analyze data on student performance and progress. For example, teachers in the Math Department use this data to inform and recommend students about appropriate course selections and laning.	The D/F List Math Intervention Specialist Job Description Three-Tiered Guidance System Four Year Plan SPED Department, IEP Goals, Individual Transition Goals, Vocational Surveys, Alignment with Dept Of Rehab, Workability, Alternative Graduation Options, Community College Week, Yeary 4 year plan review, Modifications/ Accommodation

D1.4	
Findings	**Supporting Evidence**
New courses have been added in English (AP Language) and Science department (Human Anatomy and Physiology) in recent years.	Course catalog

A standards based grading policy has been adopted by the entire World Language department. The district has begun discussions on moving all teachers towards standards based grading. At this time, however, there is no systematic assessment process that runs through all departments or a standards-based approach used by all. Test retakes are offered in many Math and Science courses while revisions are offered in other departments. There are a number of "Blended" courses offered on campus that give students differentiated access and a wide range of options in how they access the curriculum. Special education programs offer a special graduation. These students meet California standards but not Paly standards to graduate if needed and can graduate with 130 units (AB 167). There is a general lack of awareness about graduation requirements amongst some students as well as a lack of support for non 4-year college bound students. The focus in Advisory has always been around 4-year colleges and students should hear more about other options.	World Language PLC rubrics PAUSD Blended Learning website AB 167

D1.5	
Findings	**Supporting Evidence**
The Innovative Schedule Committee was put together in the 2017-2018 school year to re-assess the school bell schedule. Through research and discussion, this group of staff, student and parent stakeholders worked together to design a schedule that would meet the needs of the school. As a result, "C" Days (7 period days) were eliminated at the start of the 2018-2019 school year. Distance Learning resulted in an re-implementation of a C day format. Surveys regarding the current format went out to students and over 1000 students responded. In this survey, over 72% of students who responded to the survey say that they spend at least 80% of their time in front of their computer screens. Staff survey results also reflect the challenge of the C day schedule during distance learning. 63% of teachers felt exhausted or very exhausted at the end of a C day distance learning schedule. We adopted a new schedule based on these results that was then modified to a distance-learning schedule in the 2020-2021 school year to best fit the needs and health of our community.	I.S.C. Report Student Survey Results as of 9/23/20

A Math Intervention Specialist was added during the 2019-2020 school year. A second release period was allocated in 2020-2021 to work with a greater number of students.	Math Intervention Specialist Job Description
Teachers have flexibility when choosing their professional development needs based on their understanding of student achievement data and observations of their students, seeking alignment with site and district strategic goals. An example of a professional development opportunity based on district goals would be the Learning Summits the district regularly creates that give teachers options to choose what they would like to learn more about in relation to the district goals, including equity, classroom management and the future readiness of students.	My Learning Plan Teacher website

Learning Summit 3.0 options |
The school operates a new Testing Center which provides students on IEPs or 504 plans an alternative testing environment, if appropriate to the individual. The Testing Center also serves as a great resource for students who miss school for health reasons and need to make-up a test or quiz. Many students take advantage of the testing center during a prep period or lunch break, or after school. The Testing Center remains open until 5:00 pm. It has been re-opened for small groups of students while the school is in distance learning.	
In Fall 2020, PAUSD+ was initiated to serve as a resource for HUR students who need access to an internet connection and a quiet place to work. There is a discussion as to how best to include students who are struggling in other areas.	
To determine the need of co-taught classes across subjects, the school does an evaluation of student needs. Further development of a system of interventions to assist struggling students is needed.	

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

D2.1	
Findings	**Supporting Evidence**
Teachers throughout campus use a wide and varied array of formative and summative assessments methods to guide, modify and adjust curricular and instructional approaches, including: benchmark quizzes, whiteboards/writing on desks, Think-pair-share, popcorn and called on responses, Repeat after me, Call and response, Exit tickets, Google Forms/quizzes, Schoology quizzes, practice quizzes on paper, quick writes, thumbs up/down, rate using your fingers, welcome work, students responses to questions, discussions, brainstorm lists, problem solving on board, celebratory dance. In summer of 2020, teachers completed a 10+ hour district-designed, teacher-led training to improve skills for remote instruction; modules included instruction on the use of Schoology features and other digital tools for formative assessment. All of the following are specific activities that teachers use to guide, modify and adjust curricular and instructional approaches: ● VAPA: Key signatures Assessment ● SpEd: Self-Efficacy Assessment ● H/SS: 1st Amendment, Due Process & Equal Protection Quiz ● English: Formative assessment feedback on the quote unit	Classroom Snapshot Data Student Work examples from each activity

- CTE: AP Research Study Execution Check-in
- Science: Chemistry Demonstration of Student Achievement
- WL: Interpretive Listening Activity
- Math: Bell Ringers, Formal Tests/Exams, IXL.com, DeltaMath.com

In a student survey, approximately 77% of students report the majority of their teachers are using assessment results to make class better and help students figure out what to study more. In the same survey, 89% of students reported that their teachers give feedback that helps them learn or improve on future assignments. All students should be encouraged to communicate more with teachers when they have questions or want a clearer understanding of classroom practices.	WASC student Survey: Using Assessment to inform instruction

D2.2	
Findings	**Supporting Evidence**
From a student survey, 63.7% of students feel that teachers give feedback that helps them improve. Teachers throughout the school use a variety of tools to provide students with feedback on their work, including grading of submissions on paper and to Schoology, Google Drive, TurnItIn, Grademark. Bigger assignments, such as papers, also show scaffolding and feedback as the work is developed. Teachers also use formative assessments to plan for instruction day to day. Teachers throughout the school also strive to be timely with their feedback, with some departments even making guidelines about not assigning a new paper until the previous one is graded. However, there was consensus in the parent focus group that feedback is not timely enough, with exams sometimes shown to students for only a short period of time and not allowing them an opportunity to see what they did wrong. Parents also feel there are also some instances where students do not know their grade in the class before the final exam. This is the perspective from the parents and does not necessarily take into account in-class and synchronous feedback. Within the current Distance Learning context, teachers are giving more formative assessments; however, secure summative assignments are not able to be given. Teachers are spending a lot more time providing feedback on formative assessments.	WASC student Survey: Using Assessment to inform instruction (graph 2) Examples of student work and feedback across the school Parent group evidence

ACS WASC Category D. Assessment and Accountability

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.

Areas of Strength:

1. There has been a lot of work towards alignment in each department. Scheduled "PLC/Meeting" time has been valuable to make this happen (1.2).
2. There is a wide range of student options/choices with differentiated access for students (blended courses, for example) (1.4).
3. There are many teachers/counselors/TAs supporting students' plans and monitoring growth (1.3).
4. The collaborative process that led to the new schedule and elimination of C days (1.5).
5. Teachers at Paly utilize a variety of formative and summative assessments, delivered through many methods and tools, to assess student learning, provide feedback, and guide future instruction (2.1).

Areas of Growth:

1. There needs to be a focus on developing a system of interventions to assist students who are not learning AND improve attendance and reduce truancy (1.5).
2. There needs to be a clear and shared understanding of expectations for standards-based learning and grading (1.2).
3. There is a need to share best practices for assessment and feedback across campus (2.1).

CATEGORY E

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL AND ACADEMIC GROWTH

FOCUS GROUP E:
School Culture and Support for Student
Personal, Social-Emotional, and Academic Growth

Name	Department
Arne Lim	*Group Leader/Mathematics*
Doyle Knight	*CTE*
Mimi Park	*English*
Marc Tolentino	*English*
Alanna Williamson	*English*
Chris Eggert	*History/Social Science*
Steve Sabbag	*History/Social Science*
Debbie Whitson	*History/Social Science*
Natalie Docktor	*Mathematics*
Ruby Ibanga	*Mathematics*
Jonathan Kessler	*PE*
Stacy Kofman	*PE*
Liz Brimhall	*Science*
Michael Lupoli	*Science*
Michael Mishali	*Science*
Bridgette Malatesta	*SPED*
Apryl Pascua	*SPED*
Betty Tran	*SPED*
Sandra Cernobori	*Student Support*
Charles Taylor	*Student Support*
Tracey Atkinson	*VAPA*
Brittney Kerby	*VAPA*
Angela Ambrosio	*World Language*
Jing Xu	*World Language*
Greer Stone	*ASB*
Debbie Henry	*Classified*
Keith Worrell	*Classified*
Jaelyn Mitchell	*Student*
Kylie Tzeng	*Student*
Blossom Hunter	*Parent*
Amy McCarter	*Parent*
Heidi Mickelson	*Parent*
Oindrila Ray	*Parent*

CATEGORY E:
School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

E1	
Findings	**Supporting Evidence**
There are counselors and mentors for some targeted ethnic groups at Paly, including a Pacific Islander family engagement specialist and a Bridge Counselor for LatinX and all First Generation college students. We currently have no outreach specifically for African American families. Students and teachers concur that finding balance between feedback and pressure is important for the students. There are multiple booster groups at Paly, including boosters for sports, journalism, arts, robotics, theater and music. There are tight connections with parents within the TEAM program. TEAM supports incoming 9th grade students by building a small cohort of students and teachers as they enter high school. Student feedback has always informed the teaching and learning in the program. There are many technology resources available to the school but technology access has been an ongoing challenge for some families. There is an expectation that every student and parent can access all communications on Schoology as well as the weekly	WASC student Survey: Using Assessment to inform instruction Boosters groups TEAM, Social Justice Pathway, Bridge programs

emails sent out to families. The PAUSD+ program was instituted during the school shutdown for students who lack strong internet access at home to be able to access their synchronous online classes. There has always been a strong relationship between the school and parents, with multiple parent nights throughout the year. However, there is always conversation about strengthening these relationships as many parents are not able to make it to these parent nights. Suggested bolsters include having more community forums and increasing the number of back to school functions. There could also be more programs available like the Social Justice Pathway where a cohort of students and families is built and connection occurs between parents and the school.	Parent Night Presentations

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

E2.1	
Findings	**Supporting Evidence**
In terms of Internet safety, there have been increasingly more secure internet policies and practices, including firewalls, a requirement to sign-in to access the PAUSD wifi network and teachers using a two-step process to sign into their computers.	Each teacher was given a Yubikey, a device used for two-step sign in on computers

In terms of the physical environment, there are a few issues with some of the older buildings, including the occasional rat, the lack of heat in certain buildings, intercom issues in certain rooms, and fire alarms that can be triggered for no apparent reason.	
There have been a number of steps taken over the years to address and curb bullying, including multiple student lessons in their Advisory classes and teachers taking yearly training on how to recognize and handle bullying. Along with anti-bullying lessons, students also have several lessons around proper use of social media.	Advisory Anti-Bullying Lesson
Teachers are also trained in the Title IX Procedures with an online training every school year. The school also follows normal Uniform Complaint Procedures.	UCP and Title IX procedures
With the increased use of Zoom during distance learning, teachers have added security to avoid Zoom "bombings", including only allowing "authenticated users" and forcing all students to enter class meetings in a "waiting room" before being added.	

E2.2	
Findings	**Supporting Evidence**
Students have multiple opportunities to make connections with fellow students and adults on campus, including in Advisory, extracurricular activities, after school curricular activities (choir, debate) and student run clubs. In the shift to distance learning we are bringing groups of students together online and in small cohorts on campus for clubs, extracurriculars, athletics, and after school curricular activities. This will continue to change based on county health and safety guidelines.	
There has been a big emphasis placed on increasing access to mental health services for students. Students know about and use the Wellness Center on a regular basis for their mental health. There are also multiple Advisory lessons throughout the year that address stress and student mental health. In distance learning, staff is adjusting to the needs of students to identify at-risk students and provide them online services.	Wellness Center
There is still more work to be done to address the students who do not feel safe at school and who they can go to if they don't feel safe. At this time not all students (~15%) feel they have an adult they can go to on campus despite this specific goal of the role of Teacher Advisors. More exploration is needed around whether students feel	Healthy Kids survey results

like the campus is cliquey and why students tend to gravitate towards peers who look like them. We have student fishbowls where input from students about our campus is collected through moderated discussions. The Principal Advisory Committee is a new group this year made up of students who meet with the principal throughout the school year to discuss student expectations and needs. There is a Bullying protocol listed on the district website that is long and not super accessible for students in order to figure out what to do if they feel unsafe.	 Bullying protocol

E2.3	
Findings	**Supporting Evidence**
There is a healthy community within advisory of teachers working together and contributing to build a better program. Many students show they trust teachers and feel supported by teachers. Students have noted there seems to be a hierarchy amongst subject areas, with Math and Science seeming to have a greater priority than the other subject areas. This could be due to a broader community emphasis on science and technology. While the relationship between students and teachers has always had a level of trust and safety, it can often feel like there is distrust between parents and teachers with parents often going to outside resources for tutors or guidance for the college admissions process. Over the years there have been general feelings of mistrust amongst staff. Sometimes this mistrust is within departments but mainly it is between the school and the leadership at the district level. New teachers do often report feeling welcomed to the school. Campus is very departmentalized though we have an Event and Activities Specialist who provides events to bring staff together.	Sample agenda for weekly TA meeting Healthy Kids survey results Student Interview Feedback

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement <u>alternative</u> instructional options and personalized, multi-tiered approaches to student support focused on learning and <u>social emotional </u>needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff <u>assess</u> the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

E3.1	
Findings	**Supporting Evidence**
We have a Coordination of Services Team (COST), which is a group of school professionals that meet every other week as a forum to better understand students' needs and explore appropriate supports. The goal of the team is solution-focused. Staff collaborate to address the academic, health, social, and emotional concerns of each referred student by discussing their unique needs, identifying previous interventions, and exploring available resources. Using data, an action plan is created to link each student to a system of support with the intent to promote growth and maximize access to a variety of resources and interventions. The team includes assistant principals, school psychologists, school counselors, health technician, mental health and wellness coordinator and other pertinent staff connected to the students and systems of support as needed.	

For student academic support, we have Tutorial multiple times per week for students to get help from their teachers as well as Advisory, where students can meet individually with their Advisor near grading periods to receive guidance and assistance in improving their performance in their classes. We also have a Peer Tutoring Center where students can sign up to get tutoring help from other students who volunteer to tutor in their areas of expertise. Our math department also offers after school math tutorial four times per week. There are some concerns about whether some struggling students are comfortable approaching their teachers or use tutorial to its full extent. Often the students who need extra time with teachers aren't coming to tutorial to get help.	[2020-2021 Schedule with Tutorial 3 times per week](#)

E3.2	
Findings	**Supporting Evidence**
The following 3 items are alternative instructional options available to students: ● Summer school is run by the district for 6 weeks with 3 weeks per semester course at either Gunn or Paly. Summer school allows students who earned a D or F in a graduation or 4 year college requirement to repeat the course, earn credit and raise their GPA. School counselors register all students who have a D or F semester grade during the school year for the summer courses. In addition to remedial courses, Living Skills, Economics and math bridge classes are offered for students who are interested in alleviating their academic schedules during the year or to "jump ahead" in a math class and go up a lane. Registration for these courses are done by families, have limited enrollment, and are available on a first-come, first-serve basis. ● Home and Hospital Instruction is available to students after 10 consecutive health absences with a doctor's note. Both a health plan and a release of authorization from family is required for this alternative instructional option. Five hours per week of instructional support is offered, regardless of how many classes are being taken through HHI. The teachers are connected with the students HHI teacher to coordinate the course of study for each student. ● There is a Hospital School for students hospitalized at Stanford Hospital. The counselor is the point person between the Hospital School Teacher and the student's Paly teacher. School work is coordinated for up to 30 days with the Paly teacher.	[District Summer School Information](#)

The following 2 items are all ways Social-Emotional Student Support is provided:	
● 7 to 8 SEL lessons per year are formally delivered through Advisory. These lessons have been adapted from School Connect curriculum and additional research around adult/adolescent success and well-being. There is a need to integrate SEL into more classes across a wider curricular scope. SEL shouldn't just be something that happens only in Advisory.	[SEL lessons in 9&10 Advisory](#)
● The Wellness Center provides a variety of supports. There is Tier 1 support through Wellness awareness campaigns as well as Sources of Strength Open Meetings. Tier 2 support is provided by the Wellness Center for struggling students via one-on-one counseling services.	[Sources of Strength](#)

E3.3	
Findings	**Supporting Evidence**
Multi-tiered systems of support (MTSS) applies to attendance, academics, and social-emotional well-being. We have a systematic approach to monitoring student attendance, including weekly grade level admin-counselor check ins about students on an absence and cut list and follow-ups with individual students, starting with student meetings, then including parents, completing a school attendance review team (SART) contract, and then referring students to the school attendance review board (SARB) if attendance does not improve. However, this system has not notably improved student attendance. The school struggles with being a basic aid district, meaning that our funding is not tied to students' average daily attendance (ADA) and therefore resources have not been focused on improving student attendance. Some teachers and teaching teams review data on student academic performance and implement Tier 1 interventions like scaffolding or giving more frequent feedback in the classroom to support student success but these practices vary across the school. We have various Tier 2 (supplemental, outside of the classroom) resources to support students who are struggling academically, including a mandatory tutorial period multiple times per week, peer tutoring center, math homework help, and 1:1 private tutoring available to low-income, first-generation students through district office funds. However, we do not systematically evaluate the effectiveness of these resources, and we do not have a schoolwide, coordinated, multi-tiered system of student academic support.	

Examples of how we assess the effectiveness of the multi-tiered support system and its impact on students success and achievement include: ● The injection of SEL lessons into Advisory beginning in 2017 raised questions about the purpose and function of the Advisory program in meeting student needs. In early 2019, surveys were given to all students and teacher advisors to evaluate this and get specific feedback about SEL & Wellness. This informed the formation of Focus Groups that in turn resulted in a summary report of findings and recommendations. ● In late 2019, a committee was formed composed of teacher advisors, Advisory program coordinators, the SEL TOSA, and AP over Guidance to make recommendations for changes to the program that better serve the needs of students and support their success in school and beyond, as well as how those changes might be implemented over the next few years. The ASC worked in two phases, focusing first on accumulating background knowledge in late 2019 and then developing recommendations in early 2020. A report of the committee's recommendations was presented to Ed Council in March 2020. ● Each year students are given an end of the year survey about that year's Advisory lessons and Guidance Dept. services. Results are reviewed and used to help choose lessons/themes for the following year's Advisory calendar. The final survey given to graduating seniors also asks them to reflect on their experiences with the Advisory/TA program from all 4 years of high school. Many students reported dissatisfaction with the SEL lessons in Advisory, reporting that they were repetitive, not relatable and disconnected from one to the next. Going forward, we have created an Advisory feedback committee to get direct feedback from students about their advisory experience. ● A survey of the Voluntary Transfer Program (VTP) found that transportation needs to be improved, trust and expectations for the students needs to be higher and that the students need more support and education around college readiness. It was also concluded that many classes that specifically appeal to VTP students (American Writers of Color, Sports Lit) have not been offered due to low enrollment and the schoolwide emphasis on AP classes.	Advisory Program Review (2019-2020) Advisory Steering Committee (ASC) VTP Feedback

E3.4	
Findings	**Supporting Evidence**
The school has a large number of clubs across a wide range of interests with more than half of the students participating in clubs daily or weekly. We also have a Club Day twice a year that gives students a chance to see all available clubs and sign up for ones that interest them. This fall, we hosted our first ever Virtual Club Day on Zoom to provide students an online club day experience. Clubs for fall 2020 will all be held virtually over Zoom. Clubs are all student-run with teachers advisors but our Student Activities Director works to organize and monitor the clubs. In recent years, the Student Activities Director has added a tiered system that helps teachers understand the level of commitment required if they choose to advise the club.	Student Extracurricular Activities Survey results

Virtual Club Offerings |
Programs such as SJP and TEAM involve high level of co-curricular and extra-curricular activities and teacher and student engagement both	Social Justice Events TEAM
We also have a large athletics program with at least one no-cut sport in each season. Some sports do have cuts which means not all students can participate in the sport since there is no intramural program.	
Stanford Live and VAPA relationship (Treemonisha, King's Singers workshop, etc.)	Treemonisha Website Kings Singers Website

ACS WASC Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.

Areas of Strength:

1. The Wellness Center provides drop-in mental health support with highly qualified staff. It is well utilized by students and helps reduce the stigma of mental health issues promoting early intervention and self-advocacy (3.3).
2. Student-Teacher relationships are based on trust according to survey reports (2.3).
3. Many elective programs at Paly provide access to a wide range of interests for students in their learning both academically and extracurricularly. TEAM, SJP, Visual & Performing Arts, Student Publications in Media Arts, ASB, Student Clubs, and sports. These allow more opportunities for student/teacher engagement (3.4).
4. The 3-Tiered Guidance System in conjunction with the Wellness Team works to support all students and meet their needs (3.3).

5. Support Programs for students and parents: New Family Engagements Specialists help connect HUR families more to Paly resources. Support programs like SPED, AVID, co-teaching, and Tutorial exist at Paly; SJP and TEAM and small learning communities within Paly allow for greater student/parent engagement, learning, and well-being; Regular Parent Information Nights (two per grade level per year) are offered and coordinated through Guidance/College & Career Counseling. College workshops offered to support students with various applications, interviews, etc (1.1).

6. Programs and training educate staff and students on formal procedures for maintaining a safe learning environment. These programs include Advisory, UCP procedure, Social Media responsibility, Title IX, and Academic Honesty (2.1).

7. We have yearly trainings and co-curriculars that promote discussions amongst students and staff. (Challenge Day, Camp Unity, SJP, AVID) (2.3).

Areas of Growth:

1. Proactive Communication at Paly could be improved between all stakeholders, with outreach to HUR students in regards to Honors/AP classes, around Parent Education nights for those who cannot make it and for HUR and families in EPA, providing communication in multiple languages, around school events like Challenge Day, and around Paly policies (including lane changing policies) and protocols. In addition, proactive communication with the district around transportation issues for VTP is needed (2.2).

2. Advisory Program: A number of needs were identified in regards to the advisory program including: (a) Desire for increased Student/Teacher Advisor connection, as well as parent and TA connection; (b) Advisory Steering Committee recommendations will need to be implemented and we need whole staff buy in and support from new principal/administrative team. (c)Advisory end of year survey shows student dissatisfaction with many current aspects of Advisory, such as SEL lessons (3.2).

3. Tutorial policies, attendance, and best practices should be modified and clearly communicated to all stakeholders so that it best meets the needs of students and teachers. There is an expressed need to separate tutorial from advisory (3.1).

CHAPTER IV

SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNING NEEDS

CHAPTER IV:
Summary from Analysis of
Identified Major Student Learner Needs

> **WASC Criteria:**
> **Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

Preliminary SLNs

In January 2020, the Paly Ed Council discussed the trends noted by Home Groups after data analysis, which resulted in the identification of the following preliminary major student learner needs. Trends noted by stakeholders at Data Night (hosted by Site Council in January 2020) also support these preliminary student learner needs:

- Supporting students who are struggling in literacy (based on A-G data), mental health (based on CalSCHLS data) and grades (based on D/F data).

- Increasing the academic achievement of HUR, SPED and SED students, for which the data showed decreased levels of achievement compared to other Paly students.

- Supporting and valuing students as they pursue a diverse set of postsecondary options (Engagement data, student survey data, Advisory focus group data, CalSCHLS data).

- Increasing the number of students who feel part of the Paly community – having an authentic and meaningful connection with peers and adults at Paly (based on attendance data, CalSCHLS Data, Advisory Focus Group Data, Focus Group Responses).

Next, in February 2020, Focus Groups were formed and they began to collect evidence and address the indicators and look at areas of strength, areas of growth and necessary next steps. After multiple meetings and refinements in Spring and Fall of 2020, their findings are summarized in the table on the following pages.

Summary of Areas of Strength and Growth by Criteria Category

Category A: ORGANIZATION	Category B: CURRICULUM	Category C: INSTRUCTION	Category D: ASSESSMENT	Category E: CULTURE
Areas of Strength	**Areas of Strength**	**Areas of Strength**	**Areas of Strength**	**Areas of Strength**
1. Paly has stakeholders, including students, parents, staff and community, who are eager to participate in the formation of a mission and vision statement. 2. Paly has excellent facilities and material resources. 3. We have high quality staff and leaders who are passionate and committed to our students. 4. The increased amount of PLC time has given course-alike teachers time to work towards alignment. 5. We have successful cross-disciplinary teams, such as TEAM and the Social Justice	1. Paly has a variety of programs which allows students access to a massive assortment of course choices, electives and Career Technology Education classes. 2. A large number of Paly students meet requirements for graduation, are UC/CSU eligible, and pursue college after high school. 3. Paly has an extraordinarily large journalism program that connects academics with the career pathway on a daily basis, preparing students for life after graduation in the process. In addition to the	1. There are many research-based activities that require students to apply, synthesize the knowledge, and use reasoning skills to indicate deeper understanding of multi-subject problems. 2. A majority of students report feeling challenged and say they do relevant work 3. We have a large variety of multi-modal learning taking place in our classrooms. Students are creating websites, marshalling resources to deepen research, synthesizing across texts, making art.	1. There has been a lot of work towards alignment in each department. Scheduled "PLC/Meeting" time has been valuable to make this happen. 2. There is a wide range of student options/choices with differentiated access for students (blended courses, for example). 3. There are many teachers/counselors/TAs supporting students' plans and monitoring growth. 4. The collaborative process that led to the new schedule and	1. The Wellness Center provides drop-in mental health support with highly qualified staff. It is well utilized by students and helps reduce the stigma of mental health issues promoting early intervention and self-advocacy. 2. Student-Teacher relationships are based on trust according to survey reports. 3. Many elective programs at Paly provide access to a wide range of interests for students in their learning both academically and extracurricularly. TEAM, SJP, Visual & Performing Arts, Student Publications in

Pathway, and are building cross-disciplinary CTE pathways.	Paly journalism courses, there are also many other research-based classes for students on campus, such as Advanced Authentic Research and AP Research. 4. Paly provides many opportunities for academic rigor through the use of AP and honors curriculum accessible to all students who enroll in those courses.	4. A majority of students (72%) feel that they are encouraged to think critically in order to solve problems. 5. In most classes, students are engaged with real world applications above and beyond the standards. 6. Overall, students believe that their learning is targeted and they know what growth is expected of them. 7. Teachers have access to a wide range of learning opportunities that facilitate innovative technology use and curriculum development.	elimination of C days. 5. Teachers at Paly utilize a variety of formative and summative assessments, delivered through many methods and tools, to assess student learning, provide feedback, and guide future instruction.	Media Arts, ASB, Student Clubs, and sports. These allow more opportunities for student/teacher engagement. 4. The 3-Tiered Guidance System in conjunction with the Wellness Team works to support all students and meet their needs. 5. Support Programs for students and parents: New Family Engagements Specialists help connect HUR families more to Paly resources. Support programs like SPED, AVID, co-teaching, and Tutorial exist at Paly; SJP and TEAM and small learning communities within Paly allow for greater student/parent engagement, learning, and

				well-being; Regular Parent Information Nights (two per grade level per year) are offered and coordinated through Guidance/College & Career Counseling. College workshops offered to support students with various applications, interviews, etc.
				6. Programs and training educate staff and students on formal procedures for maintaining a safe learning environment. These programs include Advisory, UCP procedure, Social Media responsibility, Title IX, and Academic Honesty.
				7. We have yearly trainings and co-curriculars that promote discussions

				amongst students and staff. (Challenge Day, Camp Unity, SJP, AVID).
Category A: ORGANIZATION	**Category B:** CURRICULUM	**Category C:** INSTRUCTION	**Category D:** ASSESSMENT	**Category E:** CULTURE
Areas for Growth	**Areas for Growth**	**Areas for Growth**	**Areas for Growth**	**Areas for Growth**
1. There has been tremendous turnover in administration over the past few years and that has made it difficult to establish and mission/vision. School leadership is overtasked and understaffed to fulfill their many roles on campus. This has been exacerbated this year by the reduction in the Instructional Leader position and forced the administrators to shoulder more responsibilities. 2. There is a need to revisit the mission and vision statement	1. Although there are many real life connections being made in the curriculum, there was a pattern seen amongst all disciplines at Paly. Overall, the curriculum needs more reinforcement on the connection(s) between real life and readings/activities completed in the classroom. This would help to make the outside world tangible for all students. 2. Although access to a variety of programs affords students and their	1. There is a need to develop strategies to encourage more student participation in Career Readiness and Real World Experiences activities. 2. As a school and school community, it would be beneficial to define what is challenging and relevant work. 3. Develop skills necessary for reading for understanding at grade level.	1. There needs to be a focus on developing a system of interventions to assist students who are not learning AND improve attendance and reduce truancy. 2. There needs to be a clear and shared understanding of expectations for standards-based learning and grading. 3. There is a need to share best practices for assessment and feedback across campus.	1. Proactive Communication at Paly could be improved between all stakeholders, with outreach to HUR students in regards to Honors/AP classes, around Parent Education nights for those who cannot make it and for HUR and families in EPA, providing communication in multiple languages, around school events like Challenge Day, and around Paly policies (including lane changing policies) and protocols. In addition, proactive communication

and make a clearly articulated and actionable statement that can be embedded into the culture of the school. 3. The decision making process from the district leadership down to the school staff does not currently involve input and feedback from all stakeholders.	families many choices in course selection, Paly has room to grow in communicating those choices to students and families. More specifically, Paly needs a more robust way for students and families to get the information they need to make informed decisions about the courses they take or the programs they choose to enroll in. 3. Paly's Advisory program does not currently demonstrate the values and strengths of the local community colleges. It instead seems to focus on A-G components and 4-year college preparedness within the program's post-high school planning lessons; however, this			with the district around transportation issues for VTP is needed. 2. Advisory Program: A number of needs were identified in regards to the advisory program including: (a) Desire for increased Student/Teacher Advisor connection, as well as parent and TA connection; (b) Advisory Steering Committee recommendations will need to be implemented and we need whole staff buy in and support from new principal/administrative team. (c)Advisory end of year survey shows student dissatisfaction with many current aspects of Advisory, such as SEL lessons.

	does not represent the needs of all learners on campus.			3. Tutorial policies, attendance, and best practices should be modified and clearly communicated to all stakeholders so that it best meets the needs of students and teachers. There is an expressed need to separate tutorial from advisory.
Category A: ORGANIZATION	**Category B: CURRICULUM**	**Category C: INSTRUCTION**	**Category D: ASSESSMENT**	**Category E: CULTURE**
Next Steps	**Next Steps**	**Next Steps**	**Next Steps**	**Next Steps**
1. Determine plan involving all stakeholders for updating mission and vision statement. 2. Continue ensuring PLC time is built into Paly schedule. 3. Continue building and promoting TEAM, Social Justice and CTE Pathways.	1. Training for teachers on how to make connections in the curriculum to the outside world. 2. Revamp communication system with students and families. 3. Revamp Advisory program, train Teacher Advisors.	1. Develop strategies to encourage and increase student participation in CTE pathways. 2. Gather stakeholders to define "challenging and relevant work." 3. Create plan to develop student literacy skills.	1. Develop and implement MTSS Tier 1 strategies. 2. Train teachers in Standards-based grading and develop a schoolwide, consistent model. 3. Create database or have PD around assessment and feedback.	1. Create and hold more Parent Education nights that reach more families. 2. Revamp Advisory program but in structure and curriculum. 3. Separate Tutorial and Advisory in the schedule.

Finalized SLNs

Description of Process: Using the areas of strength and areas of growth identified from the WASC Focus Groups, the SLNs were further revised and also aligned to the SPSA and LCAP goals. Then, Ed Council worked to further refine and revise the SLNs before Instructional Leaders took them to their Home Groups for feedback. Site Council, parent and student groups also met separately to review and provide input to the WASC Coordinator on the SLNs. Finally, the SLNs were brought back to Ed Council for final review and approval in Spring 2020.

	Student Learner Need	**Evidence:** What qualitative and quantitative data do we currently have? How will we measure the yearly progress of addressing our SLN?
1	Students struggle to meet PAUSD graduation requirements.	● 20% (class of 2018) and 11% (class of 2019) and 13.5% (class of 2020) of Paly students did not meet A-G requirements. *(Source: REA district team)* ● According to the [California Dashboard](#), 97.6% of students graduated in 2017, 94.4% of students graduated in 2018, 96.6% graduated in 2019 and 97.3% graduated in 2020.
2	Students need support building resiliency and self-advocacy skills that will help them better manage academic stress and their overall mental health and wellness.	● The number of 504s has jumped from 7.1% to 13.4% of our student body population since our last WASC Self-Study. This number is about two times greater than that at Gunn HS (our sister school). The most prevalent diagnoses are anxiety and depression. The most prevalent accommodation is extended time. *(Source: Infinite Campus)* ● Around 15% of 9th and 11th graders report suicidal ideation in the last year. Students identifying as "not straight" or "not sure" (sexuality) showed a higher percentage of suicidal ideation than their peers. *(Source: CalSchools/CHKS data 2013-2019)* ● There is an upward trend of chronic sadness (feeling sad for more than 2 weeks in the last year) for both 9th and 11th graders over the past 6 years. Students who identify as "not straight" or "not sure" (sexuality), showed higher percentages of chronic sadness than their peers. Females reported a higher chronic sadness rate than males. *(Source: CalSchools/CHKS data 2013-2019)*

3	Students need support selecting classes each year, exploring various course and career pathways, and appreciating the range and value of all postsecondary options (2-yr, UC/CSU, private 4-yr, gap year, career).	- About 15% of our students go to community college after graduation (Clearinghouse Data). Students, parents and staff expressed desire for increased support for the community college bound student. - CTE/VAPA pathway efforts and participation rate has increased over the past 3 years, and students and parents express the desire to know about their options earlier in their high school career. - Students tend to stop attending advisory consistently starting junior year if they are not planning to attend a four-year college. - Senior Exit Survey (advisory) highlights students wanting more support for the variety of options that exit post-graduation.
4	There exists a gap in school connectedness and academic performance for our Black, Latina/o/X and Pacific Islander students, as compared to our Asian and White students.	- Qualitative data from Focus and Home Groups highlight the desired need to better support the academic success for our Black, Latina/o/X and Pacific Islander students. - Black (57.9%), Latina/o/X (66.7%) and Pacific Islander (25%) students do not take and pass AP/Honors classes at the same rate as Asian (94.5%) and White students (86%). (All numbers in parenthesis are the percentages of students in the class of 2020 who took and passed at least one AP or Honors course) - For the Class of 2019, 13 of 49 (26%) of Latina/o/X and 10 of 14 (71%) of Black students did not meet A-G requirements. - For the Class of 2020, 20 of 59 (34%) of Latina/o/x and 10 of 20 (50%) of Black students did not meet A-G requirements. - According to the California Dashboard, 97.6% of students graduated in 2017, 94.4% of students graduated in 2018, 96.6% graduated in 2019 and 97.3% graduated in 2020. While our white and Asian student graduation rates are consistently in the "blue" range for 2017, 2018 and 2019, our performance level for SED, Hispanic and SPED student populations ranged from orange to green.

Summary of Student Learner Needs

Through careful analysis of our qualitative and quantitative school, the Student Learner Needs above reflect the current needs of our students and will guide the school over the next several years. These SLNs are aligned with goals across the district, including the LCAP and the PAUSD Promise and will become the foundation for the SPSA in the coming years.

SLN #1 aligns closely with the PAUSD Promise goal of High Quality Teaching and Learning as well as with SLO #1 around student demonstration of knowledge. While our graduation numbers are strong at Paly (96% have graduated over the past 4 years), there are still a good number of students who are not meeting A-G requirements (15% over the past 3 years). More needs to be done to ensure that all students are aware of and are meeting those A-G requirements.

SLN #2 corresponds with the PAUSD Promise goal of Wellness and Safety along with SLO #2 around effective communication through listening, speaking and writing. We have seen an increasing number of 504s at the school with most being related to anxiety and depression. We are also seeing an upward trend in suicidal ideation, chronic sadness and ever increasing Wellness Center visits. Coupled with all of that are the feelings of isolation for students as they have been distance learning from their homes for the past calendar year.

SLN #3 overlaps with the PAUSD Promise goal of Equity and Excellence as well as SLO #1 around student demonstration of knowledge. There is an increased need to spend more time discussing non-4 year college options with students, especially when considering 15% of our students go on to community colleges and we spend the vast majority of our time focusing on the 4-year college path. Students also need support when selecting classes as Paly offers a wide variety of choices that can be overwhelming for some students and other students may not be aware of all of the different pathways that the school offers. Also, much of the post-secondary discussion happens in Advisory classes and students who are not interested in 4-year colleges regularly stop attending Advisory during their Junior year because they do not think the class is for them.

SLN #4 aligns with the PAUSD Promise goal of Equity and Excellence along with SLO #1 related to student demonstration of knowledge. By most quantitative measures, including College/Career Readiness, A-G Completion, discipline, graduation rates and AP and Honors enrollment, there is a gap between our Black, Latina/o/X and Pacific Islander students as compared to our Asian and White students. There is also plenty of qualitative data from student interviews and surveys that show that Black, Latina/o/X and Pacific Islander students feel disconnected from the school and need better academic support.

In creating items for our Action Plan to address these 4 Student Learner Needs, we noticed that SLN #4, the achievement and connectedness gap that Black, Latina/o/X and Pacific Islander students face, was an underlying factor in each of the other three SLNs. Because of this, rather than separating out SLN #4 into its own set of action items, we embedded SLN #4 into all three of the other SLNs. Addressing this achievement and connectedness gap is going to be an ongoing consideration with every action we take going forward as a school.

CHAPTER V
SCHOOLWIDE ACTION PLAN

WASC Criteria:
A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Student Learner Needs 1 + 4	**PAUSD Graduation Requirements + HUR academic performance and connectedness gap** PAUSD Promise: **High Quality Teaching and Learning:** Ensure that all education stakeholders are responsible for every learner having full access to quality education, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning. **Equity and Excellence:** All students shall experience an environment characterized by high expectations, acceptance, respect, and support to become invested in the pursuit of learning and excellence without fear of threat, humiliation, danger or disregard.

STRATEGY #1: Improve tracking and monitoring of student A-G requirements					
Action	**SLOs and LCAP Goals Addressed**	**Responsible Person(s)**	**Timeline**	**Metric: Means to Assess Progress and Target Outcome**	**Professional Development and Resources**
1.1 Develop schoolwide system for students and staff to plan and track A-G requirement throughout the students 4 years	SLO #1, LCAP #1	Teacher Advisors, School Counselors, Data Analyst	Fall 2021: Establish process for tracking student progress 2022-2024: Track student progress, assess tracking system	Reports run by Data Analyst every year show 2% increase schoolwide in A-G completion each year (85% baseline)	Teacher Advisor Training
STRATEGY #2: Implement schoolwide MTSS structure of Tier 1 and Tier 2 interventions					
Action	**SLOs and LCAP Goals Addressed**	**Responsible Person(s)**	**Timeline**	**Metric: Means to Assess Progress and Target Outcome**	**Professional Development and Resources**
2.1 Develop, understand, agree upon and implement MTSS Tier 1 and Tier 2 instructional practices and strategies.	SLO #1, LCAP #1, #2	Teachers, School Counselors, Wellness Team	Spring 2021: Develop Tier 1 strategies Spring 2022: Develop Tier 2 strategies	Create and distribute list of MTSS Tier 1 and Tier 2 strategies	MTSS Team work time, Teacher Professional Development

2.2 A-G Intervention specialist focusing on HUR support in Honors/AP courses	SLO #1, LCAP #1, #2	Teachers, School Counselors, Wellness team; SPED, Intervention Specialist, Peer Tutoring, Literacy TOSA	Spring 2021: Establish baselines for A-G completion and HUR in AP/Honors classes 2022-2024: Monitor student data and use Tier 1 supports and Intervention Specialist	Decrease of students on D/F List Measure success of MTSS Tier 1 and 2 (15% baseline of students receiving at least one D or F) Increasing number of HUR students successfully completing Honors and AP courses. Increase each group by 3% each year (58% baseline for Black students, 67% for Latina/o/X, 25% for Pacific Islander students) Monitor for reading comprehension using reading tools like uPar and Lexia	Staff training on Tier 1 supports. Screening tool to assess skill level - universal screening in reading; sustained support from the district
2.3 Schoolwide AVID Instructional practices and strategies	SLO #1, LCAP #1, #2	AVID Coordinator, AVID site team, Principal, all teachers	Spring 2021: Begin training teachers in AVID strategies Fall 2021: Training continues and teachers begin implementing AVID strategies into their classrooms	Schoolwide increase in AVID instructional practices in classrooms	Send teams to AVID training (building teams, PLC's) Site based AVID specific Professional Development

STRATEGY #3: Implement equity-based instructional practices					
Action	**SLOs and LCAP Goals Addressed**	**Responsible Person(s)**	**Timeline**	**Metric: Means to Assess Progress and Target Outcome**	**Professional Development and Resources**
3.1 Explore, implement and align Equitable Grading Practices schoolwide	SLO #1, LCAP #1	Teachers, Administration, District Administration, Instructional Leaders	Fall 2021: Begin training teachers in Equitable Grading Practices Fall 2024: All teachers use Equitable Grading Practices	Increase in alignment of Equitable Grading Practices in PLC's, departments and schoolwide	Professional Development on Equitable Grading Practices
3.2 Increase representation of underrepresented minorities in curriculum	SLO #1, LCAP #1, #2, #3	Teachers with their PLCs	Spring 2021: Teachers begin continuous Equity training Fall 2021: Teachers begin updating curriculum Fall 2024: Curriculum examples from every department	Updated curriculum examples from every department	Equity Professional Development and PLC Time

Student Learner Needs 2 + 4	**Student health and wellness + HUR academic performance and connectedness gap**
	PAUSD Promise: **Wellness and Safety:** Ensure that all students will engage in learning in a positive, identity-safe environment where they can take risks, make mistakes, and feel connected to others. **Equity and Excellence:** All students shall experience an environment characterized by high expectations, acceptance, respect, and support to become invested in the pursuit of learning and excellence without fear of threat, humiliation, danger or disregard.

STRATEGY #4: Improve student resilience and self-advocacy skills in Advisory

Action	SLOs and LCAP Goals Addressed	Responsible Person(s)	Timeline	Metric: Means to Assess Progress and Target Outcome	Professional Development and Resources
4.1 Split Advisory into 9+10 and 11+12 grades to allow Advisors more time with students	SLO #2, LCAP #3	Principal, Teachers, School Counselors, Advisory TOSA	Fall 2021: Pending funding, Advisory switches to new format 2021-2024: Continuous assessment and refinement of the Advisory format	Increase in Advisory Attendance Student Advisory survey shows increased value and connections in Advisory	Advisory committee, funding

STRATEGY #5: Increase support for HUR student connectedness to the school

Action	SLOs and LCAP Goals Addressed	Responsible Person(s)	Timeline	Metric: Means to Assess Progress and Target Outcome	Professional Development and Resources
5.1 Ongoing Equity training/workshops for teachers	SLO #2, LCAP #1, #2	All Staff	Spring 2021: Teachers being continuous Equity training	Healthy Kids Survey and Student Interviews show that students feel more connected to the school. (73.2% baseline of students who	Ongoing Equity Professional Development

Action	SLOs and LCAP Goals Addressed	Responsible Person(s)	Timeline	Metric: Means to Assess Progress and Target Outcome	Professional Development and Resources
			2021-2024: Equity training continues	agree or strongly agree that teachers treat them with respect and care)	
5.2 Increase student voice opportunities	SLO #2, LCAP #2, #3	Principal, All Staff, Activities Director	Fall 2020: Create the Principal Advisory Committee

2021-2024: Continuously expand opportunities for all students to have a voice at the school | Creation of Principal Advisory Committee, ongoing HUR Fishbowls | N/A |
| **STRATEGY #6: Increase schoolwide student and parent wellness outreach and education** | | | | | |
| **Action** | **SLOs and LCAP Goals Addressed** | **Responsible Person(s)** | **Timeline** | **Metric: Means to Assess Progress and Target Outcome** | **Professional Development and Resources** |
| 6.1 Develop and share in-class Wellness/SEL strategies to improve self advocacy and resiliency in students. | SLO #4, LCAP #3 | School Counselors, Teachers, Wellness, Psychs | Fall 2020: Teachers begin sharing wellness strategies with one another

2021-2024: Continuously offer opportunities for teachers to learn and share SEL strategies

2024: Wellness strategies used in every classroom | Create a Universal Screener for Students and use it to track student wellness

Examples of strategies used in all classes

Wellness Center surveys show increased self advocacy and resiliency

Increased Staff education regarding mental health and typical development | Ongoing opportunities to share in-class wellness strategies |

6.2 Parent outreach, awareness and support programs	SLO #1, LCAP #3	District, Admin, Teachers, School Counselors, Wellness, Psychs	Fall 2020: Create consistent opportunities going forward	Develop baseline in order to monitor program participation in 2021 Increased communication and resource distribution Family survey shows awareness and satisfaction with school's wellness offerings	Parent forums on Wellness, SAFE program

Student Learner Needs 3 + 4	Student 4-year plan and postsecondary options + HUR academic performance and connectedness gap PAUSD Promise: **Equity and Excellence:** All students shall experience an environment characterized by high expectations, acceptance, respect, and support to become invested in the pursuit of learning and excellence without fear of threat, humiliation, danger or disregard.

STRATEGY #7: Increase awareness of non-4-year college options

Action	SLOs and LCAP Goals Addressed	Responsible Person(s)	Timeline	Metric: Means to Assess Progress and Target Outcome	Professional Development and Resources
7.1 Increased discussion of non-4-year college options embedded systematically into advisory	SLO #1, LCAP #2	Advisory Teachers, School Counselors, College Counselors	Fall 2020: Begin embedding more about non-4-year college options into Advisory 2021-2024: Continue to add and refine information about non-4-year colleges to Advisory	Graduation and Guidance surveys show increased awareness by students of non-4-year college options	Advisory teacher training to increase awareness of non-4- year college options

STRATEGY #8: Develop programs and opportunities to raise awareness of other careers and pathways

Action	SLOs and LCAP Goals Addressed	Responsible Person(s)	Timeline	Metric: Means to Assess Progress and Target Outcome	Professional Development and Resources
8.1 Increase student awareness about all courses with a	SLO #1, LCAP #2	College and Career Center, Teachers of courses, ILs, Admins, School Counselors	Spring 2021: Student developed virtual Elective Fair	Increased enrollment numbers in CTE Pathways each year (baseline of 25% of	Course Catalog, student publications

focus on CTE pathways			2022: Expand Elective Fair to include CTE teacher presentations and information	students in CTE Pathways)	
8.2 Increase awareness of non-traditional paths through Alternate pathway Alumni speakers, Career Speakers and Career Fair	SLO #1, LCAP #2	Teacher Advisors, College and Career Center staff, School Counselors	Spring 2021: Create and continue the Speaker programs and Career Fair 2021-2024: Continue to add and refine information about non-traditional pathways into Advisory	Graduation and Guidance surveys show increased awareness by students of non-4-year college options	Advisory teacher training to increase awareness of non-4- year college options

APPENDIX

APPENDIX

A. LCAP
   a. [LCAP and Annual Update Template - Local Control Funding Formula (CA Dept of Education)](#)

B. Results of student questionnaire/interviews

C. Results of parent/community questionnaire/interviews
   a. [Student/Parent Focus Group Summary Findings](#)

D. The most recent CHKS
   a. [2019-20 Palo Alto High Healthy Kids Survey](#)

E. Master Schedule
   a. [2020-21 Paly Master Schedule](#)

F. Approved AP Course List
   a. [Course Catalog Page 13](#)

G. UC a-g approved course list
   a. [Palo Alto Senior High School UC A-G approved course list](#)

H. Additional details of school programs (online programs, college and career readiness programs, partnership academics, IB, AVID)
   a. [3-Tiered Guidance Program](#)
   b. [Advanced Authentic Research (AAR)](#)
   c. [AP Capstone](#)
   d. [AVID](#)
   e. [Blended learning](#)
   f. [Dual Enrollment](#) with Foothill College
   g. [Futures Program](#)
   h. [Rise Together Education](#)
   i. [Social Justice Pathway (SJP)](#)
   j. [Student and Family Engagement (SaFE)](#)
   k. [TEAM Program](#)
   l. [Voluntary Transfer Program](#)
   m. [Work Experience](#)
   n. [Youth Community Service (YCS)](#)

I. CA School Dashboard Performance Indicators
   a. [Palo Alto High CA School Dashboard](#)

J. SARC
   a. Palo Alto High School School Accountability Report Card

K. CBEDS School Information form
   a. 2019-20 Paly CBEDS

L. Graduation Requirements
   a. Graduation Requirements on PAUSD Website
   b. Course Catalog Page 11

M. Any pertinent additional local data
   a. 2019 Palo Alto city Census

N. Budgetary information, including school budget
   a. 2020-21 School Budget

O. Glossary of terms unique to the school
   a. Glossary of Paly Terms