

Henry M. Gunn High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The mission of Henry M. Gunn High School is to foster a community of creative thinkers who will acquire the knowledge, skills, values, and integrity to be resilient, responsible, respectful, contributing citizens who lead rewarding lives in the pursuit of personal excellence and life-long learning. Our annual site goals align the the Palo Alto Unified School District "PROMISE," which includes five critical priority areas: Mental Health, Excellence & Equity, Service & Celebration of Others, Innovation, and Early Literacy. Everything we do at Gunn embeds these goals. Progress indicators for these goals include academic achievement through grade data, graduation rates, Smarter Balance Test Scores, and Health and Wellness Survey data, among several others measures indicated on our Single School Plan.

The four-year transformation from middle school childhood into young adulthood is rigorous on multiple levels. Gunn High School's faculty, staff, and administration support approximately 2000 students from diverse backgrounds with various interests, skills, and talents to reach their academic and personal goals. Our educational and extracurricular options are extensive. Students can participate and perform in a wide variety of offerings. We are nationally recognized in such diverse areas as Advanced Authentic Research (AAR), Choir, Robotics, Jazz, Journalism, World Languages, Mathematics, Computer Science, Broadcast Journalism, and Biotechnology. Gunn offers career pathways in Business, Engineering, and Social Justice.

We realize that all students have specific gifts and needs, so we encourage them to engage in activities that are meaningful to them. Every student participates in a comprehensive Social-Emotional Learning (SL) curriculum led by a staff mentor during their four years at Gunn. Our goal is to help students learn lifelong skills that will lead to personal fulfillment and to help them become responsible, contributing citizens in a democratic society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	408
Grade 10	436
Grade 11	456
Grade 12	487
Total Enrollment	1,787

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45%
Male	54.8%
American Indian or Alaska Native	0.1%
Asian	46.2%
Black or African American	1.2%
Filipino	0.8%
Hispanic or Latino	12.7%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	10.2%
White	28.3%
English Learners	2.6%
Foster Youth	0.1%
Homeless	0.3%
Socioeconomically Disadvantaged	10.7%
Students with Disabilities	8.2%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	90.00	86.73	638.60	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	0.87	3.20	0.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.60	4.46	22.30	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.53	9.70	1.39	12115.80	4.41
Unknown	6.60	6.40	24.90	3.57	18854.30	6.86
Total Teaching Positions	103.80	100.00	698.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	96.10	87.14	622.40	90.49	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	0.72	3.10	0.46	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.20	3.88	16.80	2.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	1.27	3.50	0.52	11953.10	4.28
Unknown	7.70	6.98	41.70	6.08	15831.90	5.67
Total Teaching Positions	110.30	100.00	687.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.60	4.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.60	4.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.80
Local Assignment Options	0.90	0.60
Total Out-of-Field Teachers	1.50	1.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3	3.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.8	0.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2023-24 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on October 10, 2023.

Year and month in which the data were collected	June 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Selected novels from the California Department of Education Recommended Literature List https://www.cde.ca.gov/ci/cr/rl/		0
Mathematics	Algebra 1 - (Prentice Hall); Algebra 2 - Prentice Hall ; Algebra & Trigonometry, 3rd Edition Pearson; Finite Mathematics, 8th Edition - Pearson (2017); The Practice of Statistics, 5th Edition - Bedford, Freeman & Worth; Calculus: Concepts & Apps, 2nd Ed - Key Curriculum Press; Pre-calculus Pearson 7th ed; Calculus: Concepts & Applications 2nd ed - Key Curriculum Press; Geometry - Pearson Education; Geometry - McDougal Littell; Precalculus: Graphical, Num., Algebraic - Pearson Education; Precalculus: A Graphing Approach - Holt, Rinehart & Winston; Precalculus Graphical, Numerical, Algebraic 7th Ed. (Addison Wesley)		0
Science	Experience Biology, Miller/Levine, SAVVAS (2022); Physics for Scientists and Engineers, 10th Ed, Serway & Jewett, (2022); College Physics for the AP Physics 1&2 Courses, BFW 2023; Experience Physics, SAVVAS (2022); Biology in Focus AP Edition, Campbell, 3rd ed, Urry, Cain, Wasserman, Minorsky (2021); AP Chemistry: An Atoms-Focused Approach, Gilbert, Kirss, Bretz Foster, Norton (2021); Explorations, An intro to Astronomy, MacGraw-Hill 6th ed, Arny, Schneider; Intro to Marine Biology 3rd ed, Karleskint, Turner and Small; Chemistry in the Earth System, Houghton Mifflin Harcourt (HMH) 2023; Environmental Science for the AP Course, 3rd Edition. BFW, Friedland and Relyea (2021)		0
History-Social Science	The Americans - McDougal; The American Pageant. David Kennedy/Lizabeth Cohen Cengage 16th Ed; The American Pageant. David Kennedy/Lizabeth Cohen Cengage 15th Ed; IMPACT: Principles of American Democracy (McGraw-Hill) (2019); World History, 9th Edition, Duiker & Spielvogel (2019); The Cultural Landscape: An Introduction to Human Geography ; Updated Myers' Psychology for the AP Course 3rd ed (2021); David G. Meyers and C Nathan DeWall; BFW publishers; Thinking About Psychology 4th ed (2021); Charles T. Blair-Broeker and Randal M. Ernst; BFW publishers; Economics, McConnell, Bruce; Pub: McGraw Hill; 15th Ed. ; Economics Principles in Action, Sullivan, Sheffrin, Wiggins, Prentice Hall		0
Foreign Language	Ni Hao Levels 1-4; ChinaSoft Pty Ltd; Bien Dit 1, Holt Rinehart Winston (2010); Bien Dit 2, Holt Rinehart Winston (2010); Bien Dit 3 (2010), Holt Rinehart Winston; Descubre 1 Vista Higher Learning; Descubre 2 Vista Higher Learning; Realidades 3 Prentice Hall; Triángulo Aprobado Wayside Momentos; Team Deutsch 1 Klett (2010); Team Deutsch 2 Klett (2010); Kaleidoskop Heinle Imagina Vista; Themes 2nd Edition, Vista 2023 (for AP French); Temas, 3rd edition, Vista 2023 (for AP Spanish); Integrated Chinese levels 1-4, Cheng & Tsui, 2023		
Visual and Performing Arts	Gardner's Art Through the Ages - Fred S. Kleiner, 15th edition - Cengage Learning		

School Facility Conditions and Planned Improvements

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. The MOT Department monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

The Henry M Gunn High School campus was originally constructed in 1964. New Science Facilities and new Library were added in 2003. The Building for Excellence Program also modernized the majority of all the classrooms at the High School. A new Aquatic Center was completed in the summer of 2009. The K building renovation was completed in late 2009 which added two new science labs. The Measure A bond program constructed a new two-story classroom wing with 30 classrooms and a single story classroom building with six new classrooms in 2012. Titan Gym was completed in 2011. In 2018, the Central Building project replaced two Music Classrooms and expanded the Spangenberg Theater lobby. The project also included a new two story building wing with five classrooms, a Wellness Center and offices for Guidance and Counseling

The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2024.

A project is under construction to renovate and build additions to the Administration and Student Services buildings. The new facility will include new offices for administrative staff and a large meeting room in building A. Building B will then be converted to a new food service facility including a new kitchen, servery and indoor eating commons. A new Culinary Arts lab and a Design Studio will also be in this building. Once these buildings are renovated, the existing building K will be converted from Home Economics classrooms into Science Labs.

As of October 2023, Gunn has none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Henry M. Gunn High School campus is safe, well maintained and clean, with multiple custodial staff assigned for 80 hours daily.

Year and month of the most recent FIT report	10/2/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			J2 Classroom: AC not work, bulb's out, need ceiling tile
Interior: Interior Surfaces	X			H - W. L. Office: Stained ceiling tile J Science Prep Area: Broken ceiling tile by J10 J1 Classroom: need ceiling tile J2 Classroom: AC not work, bulb's out, need ceiling tile J4 Classroom: Needs ceiling tile, flickering bulb V15 Portable: Bulbs out, ceiling tiles stained.

School Facility Conditions and Planned Improvements

			V26 Portable: Bulbs out, ceiling tiles needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		:
Electrical	X		C4 Classroom: Needs wall plate C6 Classroom: Bulbs out C7 Classroom: C8 Classroom: Bulbs out F1 Classroom: Blank wall plate needed, bulb's out F2 Classroom: Bulb's out F6: H5 Classroom: Bulb's out J2 Classroom: AC not work, bulb's out, need ceiling tile J4 Classroom: Needs ceiling tile, flickering bulb K Building MP3-2C: bulb flickering Lock Room Boy's Gym: outlet in hall needs securing V14 Classroom: bulbs out V15 Portable: Bulbs out, ceiling tiles stained. V5 Classroom: wire mold needs securing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		Activity Director Bow Gym: need fire extinguisher K4 Classroom: need fire extinguisher Weight Room Titan Gym: missing fire extinguisher
Structural: Structural Damage, Roofs	X		Lock Room Boy's Gym: outlet in hall needs securing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	87	82	82	82	47	46
Mathematics (grades 3-8 and 11)	82	78	78	78	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	455	438	96.26	3.74	82.42
Female	215	201	93.49	6.51	85.07
Male	239	236	98.74	1.26	80.08
American Indian or Alaska Native	--	--	--	--	--
Asian	210	206	98.10	1.90	89.32
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	49	96.08	3.92	65.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	41	91.11	8.89	87.80
White	134	129	96.27	3.73	78.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	50	96.15	3.85	66.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	25	80.65	19.35	48.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	455	437	96.04	3.96	78.26
Female	215	201	93.49	6.51	76.62
Male	239	235	98.33	1.67	80.00
American Indian or Alaska Native	--	--	--	--	--
Asian	210	205	97.62	2.38	91.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	49	96.08	3.92	44.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	41	91.11	8.89	80.49
White	134	129	96.27	3.73	71.32
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	50	96.15	3.85	52.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	25	80.65	19.35	44.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	80.63	75.51	71.74	69.66	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	930	833	89.57	10.43	75.24
Female	412	369	89.56	10.44	74.25
Male	515	462	89.71	10.29	75.92
American Indian or Alaska Native	0	0	0	0	0
Asian	409	388	94.87	5.13	85.82
Black or African American	11	6	54.55	45.45	--
Filipino	--	--	--	--	--
Hispanic or Latino	126	106	84.13	15.87	37.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	100	91	91.00	9.00	83.52
White	268	227	84.70	15.30	73.57
English Learners	26	25	96.15	3.85	4.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	83	84.69	15.31	45.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	54	72.97	27.03	25.93

2022-23 Career Technical Education Programs

Henry M. Gunn (Gunn) High School provides a range of high-quality Career and Technical Education (CTE) courses within 16 pathways spanning across 10 different industry sectors. It also offers courses within multiple pathways, such as Work Experience. PAUSD offers CTE credit for graduation in courses that are approved by the CTE Steering Committee and follow the state CTE guidelines for high-quality CTE programs. CTE course sequencing matrices are used to maintain course guides on a yearly basis and evaluated through our CTE steering and site departments. The provided books, supplies, and materials are reviewed and updated to align with industry standards.

Career Technical Education Advisory, composed of diverse stakeholders and industry experts, meets regularly and gives feedback to ensure students have more diverse opportunities with work-based learning, including internships and certifications. The CTE Advisory contributed their expertise and vision for career-themed pathways and developing the CTE plan for the school year. Notes from all CTE Advisory meetings as well as a listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee can be found on www.pausd.org

A number of CTE courses satisfy the A-G entrance requirement for the UC and CSU systems. PAUSD requires ten units (two semesters) of CTE courses for graduation. Students can choose to take the CTE elective courses they wish, independent of pathways. However, for students who wish to gain more skills within a pathway, they can choose to pursue a two-year course of study within the same pathway. Currently at Gunn, there are 8 pathways that offer a concentrator course and end-of-program capstone course. If students do not wish to seek two years of CTE electives within one pathway, they can still develop industry recognized skills through certifications. Certifications are available for all CTE pathways through the Work Experience program. We have a decades long partnership with Lockheed Martin, providing students with year long internships. In addition, Gunn High School offers certification embedded within CTE courses for Business and Engineering, through NAFTrack certification and Culinary Science through ServSafe certification. Multiple pathways courses offer 21st Century Certification. The Engineering pathway also offers OnShape Certifications in addition to NAFTrack certification.

Whenever possible, students are given the option to enroll in regular, honors or dual enrollment CTE courses - whatever best fits their academic needs. We continue to support and strengthen Dual Enrollment options through our partnership with Foothill-De Anza College, counseling support, and grant management. Gunn has a formal CTE program articulation in Automotive Technology with DeAnza Community College. Gunn continues to offer Dual Enrollment options through the Foothill for students in Advanced Stage Tech, Sport Medicine and Advanced Authentic Research. Journalism will also be offered as a Dual Enrollment course in 2023-24.

Gunn site guidance counselors and other departments are working to ensure that CTE program offerings are accessible to all students and supportive of students' individualized needs. In an effort to expand outreach, Dual Enrollment Handbook and CTE Pathways handbooks are maintained and circulated to counselors. Staff also works to expand coordinated outreach to ensure that students and families are aware of their options by working with the District's equity initiative.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	974
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.7
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	92.74

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.7%	97.9%	98.7%	97.7%	98.7%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Volunteer Program provides a structure for a high level of participation on the part of parent and community volunteers. The program aims to support and enrich the school programs and provide services unavailable within the school budget. Services cover a broad range of activities. Volunteers tutor individuals and groups, assist in classrooms, provide office help, serve as guest speakers, host college visits, chaperone dances, assist with Homecoming activities, improve the physical plant, and drive for field trips. Volunteers also serve with others doing small one-time projects or on committees for large all-school functions, such as the Harvest Feast, International Days, School Service Days, the Health Faire, or the Career Speaker series. Booster clubs for various programs greatly support school musical and theater productions and many sports activities. Parents serve on the School Site Council. The Gunn Foundation comprises volunteer parents and community members who fund scholarships and support students throughout the application process.

The PTSA is active and provides various parent education opportunities throughout the school year. The districtwide fundraising organization Partners in Education (PiE) has many Gunn supporters and Gunn parents serving as representatives on the PiE board. Our volunteers log more than 30,000 hours every year. For more information about Gunn Parental Involvement opportunities, please see <https://gunn.pausd.org/connecting/parent-volunteers>.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.8	3.1	2	4.1	2.6	2.3	9.4	7.8	8.2
Graduation Rate	97.3	96.1	96.9	94.7	96.3	97.1	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	488	473	96.9
Female	219	216	98.6
Male	267	255	95.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	222	216	97.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	65	62	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	48	47	97.9
White	135	131	97.0
English Learners	25	23	92.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	61	56	91.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	49	39	79.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1841	1780	203	11.4
Female	826	796	91	11.4
Male	1011	980	112	11.4
Non-Binary	4	4	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	846	828	64	7.7
Black or African American	24	22	8	36.4
Filipino	15	15	3	20.0
Hispanic or Latino	235	221	43	19.5
Native Hawaiian or Pacific Islander	8	7	1	14.3
Two or More Races	186	179	17	9.5
White	525	506	67	13.2
English Learners	65	62	8	12.9
Foster Youth	2	2	0	0.0
Homeless	10	9	2	22.2
Socioeconomically Disadvantaged	216	207	40	19.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	165	156	44	28.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.05	1.62	1.47	0.06	0.69	1.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.47	0
Female	1.33	0
Male	1.58	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.95	0
Black or African American	8.33	0
Filipino	0	0
Hispanic or Latino	3.83	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.08	0
White	1.14	0
English Learners	1.54	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.94	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.7	0

2023-24 School Safety Plan

Gunn's Safe Schools Plan was developed to manage natural and man-made emergencies on campus effectively. Our disaster plan manual outlines procedures and responsibilities for staff and students during an emergency. At least twice a year, we conduct a two-stage evacuation and emergency response drill. The first aid response team of designated staff members, trained and led by the school health technician, practices various basic first aid response procedures and, if required, transports the injured to a safe location. The School Site Council reviews the School Safety Plan and the emergency response procedures annually. To increase Gunn's safety response, the school has a lockdown procedure in the event staying in the classroom is the safest response to a crisis. Procedural information can be found in our student handbook and staff manual.

The Gunn School Safety Plan was last updated on February 2023 and approved by the Site Council on March 9, 2023. The plan will also be reviewed, discussed, and updated during School Site Council meetings in the 2023-24 school year. The revised Safety Plan will be completed by March 2024. Until that time, we will follow the safety plan that is currently in place and approved.

Traffic and pedestrian safety on and around campus is an ever-present concern. Kudos to Gunn's Safe Routes to School Committee. For more information about Safe Routes, visit <https://gunn.paloaltopta.org/safe-routes-to-school/>. Concerned parents, Palo Alto City staff, and Gunn staff volunteer their time and talents to improve parking and pedestrian safety, encourage carpooling and use of alternative transportation (biking, walking, bus), and make our parking lots and roads a safer place for the entire community. Gunn has two on-campus bike repair stations and pumps—an average of over 800 students bike to and from school. A partnership between the Gunn Green Team and Custodial staff has been working toward Gunn becoming a zero-waste school.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	22	52	
Mathematics	26	17	52	7
Science	27	13	52	4
Social Science	26	14	61	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	13	45	9
Mathematics	29	8	50	13
Science	27	12	45	7
Social Science	27	21	45	14

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	22	43	3
Mathematics	25	16	52	4
Science	25	17	48	1
Social Science	22	29	53	4

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	198.56

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0.2
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,658.01	\$2,474.09	\$14,183.93	\$120,799.99
District	N/A	N/A	\$14,218.32	\$122,868
Percent Difference - School Site and District	N/A	N/A	-0.2	0.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	65.1	31.0

Fiscal Year 2022-23 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, Title III, and Title IV of the Every Student Succeeds Act (ESSA). The way Palo Alto Unified uses categorical funds is to assist our school sites in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Improvement Plan (SIP). The SIP is a plan of action to improve student academic performance by coordinating all educational services and resources. With input from the staff and community, the SSC is the decision-making body responsible for establishing SIP goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SIP. The SIP includes a budget for proposed expenditures to support the SIP goals. SIPs are presented to the PAUSD Board annually and are available on each school site's webpage (<https://www.pausd.org/schools>) under the "About Us/School Reports" section.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$71,484	\$54,190
Mid-Range Teacher Salary	\$113,794	\$85,111
Highest Teacher Salary	\$144,239	\$104,999
Average Principal Salary (Elementary)	\$184,101	\$132,492
Average Principal Salary (Middle)	\$189,419	\$140,987
Average Principal Salary (High)	\$199,014	\$153,884
Superintendent Salary	\$344,406	\$255,503
Percent of Budget for Teacher Salaries	35.06%	32.09%
Percent of Budget for Administrative Salaries	5.24%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	44.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	9
Foreign Language	9
Mathematics	16
Science	21
Social Science	22
Total AP Courses Offered Where there are student course enrollments of at least one student.	82

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	10