

# Palo Alto Senior 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

<b>School Name</b>	Palo Alto Senior High School
<b>Street</b>	50 Embarcadero Rd
<b>City, State, Zip</b>	Palo Alto, CA 94301
<b>Phone Number</b>	650.329.3701
<b>Principal</b>	Brent Kline
<b>Email Address</b>	bkline@pausd.org
<b>School Website</b>	<a href="https://www.paly.net/">https://www.paly.net/</a>
<b>County-District-School (CDS) Code</b>	43 69641 4335782

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Located at the base of the San Francisco Peninsula in Santa Clara County, Palo Alto Senior High School, locally known as "Paly," is a comprehensive high school serving grades 9 through 12 in the Palo Alto Unified School District (PAUSD). Since opening its doors in 1894, Palo Alto High School has consistently maintained a proud tradition of excellence, and an exemplary academic program. With the benefit of extensive course offerings in all core subjects, including multiple elective offerings and twenty Advanced Placement courses, Paly students consistently score among the highest performing students in the nation, earning SAT scores that are well over 100 points above the national mean. Fully 91% of our graduating students go four-year colleges, with 6% directly to two-year colleges.

The proximity of Stanford University, the Silicon Valley business community, and San Francisco, has created a socially diverse community with high academic expectations and a strong belief in quality public education. The student body reflects the community's socio-economic status and educational level.

Palo Alto High School's Guidance Program provides academic planning, personal counseling, and college and career advising for students within a three-tiered system. At the core of the Guidance Department is the Teacher Advisor (T.A.) Program. The primary delivery of guidance materials and instruction is through Teacher Advisors in Advisory period, which varies each week, depending on the schedule rotation. The Teacher Advisors write students' counselor recommendations and/or counselor school reports.

The core purpose of Palo Alto High School is to affirm the potential of every Paly student in an environment of support and inspiration, where people work together and lift each other toward great personal growth.

After spending several months obtaining input from Paly stakeholders, the mission and vision statements were revised and approved at the beginning of the 2023-2024 school year:

Our mission is to empower all students by addressing their academic, social, and emotional needs enabling them to cultivate their passions, values, and interests. We aim to foster collaboration and equip all students with the necessary tools to create positive change in the world.

## 2023-24 School Description and Mission Statement

Our vision is to create an equitable learning environment at Paly, offering innovative opportunities that cultivate a community of learners. We prioritize thoughtful expression, social responsibility, academic excellence, and personal growth, addressing the needs of all students.

During the 2023-2024 school year input will be obtained and reviewed in order to revise the below Paly Values:

At Paly, everyone values and benefits from our collective effort to grow and to develop our human potential. Our work is guided by the following beliefs:

- \* 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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	468
Grade 10	464
Grade 11	486
Grade 12	574
<b>Total Enrollment</b>	<b>1,992</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.5%
American Indian or Alaska Native	0.2%
Asian	35.3%
Black or African American	2.2%
Filipino	0.8%
Hispanic or Latino	14.3%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	11.1%
White	35.1%
English Learners	2%
Homeless	0.5%
Socioeconomically Disadvantaged	10.8%
Students with Disabilities	10.8%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	109.40	92.94	638.60	91.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	0.85	3.20	0.47	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	1.74	22.30	3.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.30	2.01	9.70	1.39	12115.80	4.41
<b>Unknown</b>	2.80	2.45	24.90	3.57	18854.30	6.86
<b>Total Teaching Positions</b>	117.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	100.50	85.15	622.40	90.49	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.30	2.02	3.10	0.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.70	4.03	16.80	2.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	0.97	3.50	0.52	11953.10	4.28
<b>Unknown</b>	9.20	7.79	41.70	6.08	15831.90	5.67
<b>Total Teaching Positions</b>	118.00	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
<b>Permits and Waivers</b>	0.00	1.00
<b>Misassignments</b>	2.00	3.70
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	4.70

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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.40	0.00
<b>Local Assignment Options</b>	1.80	1.10
<b>Total Out-of-Field Teachers</b>	2.30	1.10

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1	7.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3	0.1

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Selected novels from the California Department of Education Recommended Literature List <a href="https://www.cde.ca.gov/ci/cr/rl/">https://www.cde.ca.gov/ci/cr/rl/</a>		0
<b>Mathematics</b>	Algebra 1 Common Core - Pearson Education; Algebra 2 - Prentice Hall; Algebra 2 - (Prentice Hall) Pearson Education; Algebra & Trigonometry, 3rd Edition Pearson; Algebra & Trigonometry, 4th Edition Pearson; Pre-calculus Pearson 7th ed; The Practice of Statistics, 5th Edition - Bedford, Freeman & Worth; Geometry - Houghton Mifflin; Geometry Common Core (Savvas Learning Co.); Calculus, Early Transcendentals, 8th ed		0
<b>Science</b>	Chemistry in the Earth System, Houghton Mifflin Harcourt (HMH) 2023; Experience Biology, Miller/Levine, SAVVAS (2022); Physics for Scientists and Engineers, 10th Ed, Serway & Jewett, (2022); 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		0
<b>History-Social Science</b>	The Americans: Reconstruction to the 21st century, McDougal Littell; Economics Prentice Hall; Economics,		0

	<p>McConnell, Bruce, 17th Ed; The American Pageant; 16th ed. - Cengage Learning; The Real World; 5th ed, W.W. Norton &amp; Company; IMPACT: Principles of American Democracy (McGraw-Hill) (2019); World History, 9th Edition, Cengage (2019); Thinking About Psychology 4th ed; Charles T. Blair-Broeker and Randal M. Ernst; BFW publishers (2021); Updated Myers' Psychology for the AP Course 3rd ed; David G. Meyers and C Nathan DeWall; BFW publishers (2021)</p>		
<b>Foreign Language</b>	<p>Bien Dit 1, Holt Rinehart Winston (2010); Bien Dit 2 Holt Rinehart Winston(2010); Bien Dit 3, Holt Rinehart Winston (2010); Descubre 1 Vista Higher Learning; Descubre 2 Vista Higher Learning; Descubre 3 Vista Higher Learning; Abriendo Paso, Pearson; Triangulo Wayside Themes; Ni Hao Levels 1-4 ChinaSoft Pty Ltd; JIA YOU! Cengage Learning; Signing Naturally, Level 1 ; Smith, Lentz, Mikos; Dawn Sign Press; Signing Naturally, Level 2; Smith, Lentz, Mikos; Dawn Sign Press; Signing Naturally, Level 3; Smith, Lentz, Mikos; Dawn Sign Press; Beginning Japanese Tuttle; Intermediate Japanese Tuttle; An Integrated Course in Elementary Japanese Genki II Shogakukan; Imagina - Vista Higher Learning; Allons au-dela, Richard Ladd, Pearson; Doraemon No Dokodemo Nihongo, Shogakukan; Imagina, Blanco, José &amp; Tocaimaza-Hatch, Cecilia; Themes 2nd Edition, Vista 2023 (for AP French); Temas, 3rd edition, Vista 2023 (for AP Spanish)</p>		0
<b>Visual and Performing Arts</b>	<p>Art History, 5th Edition, by Marilyn Stokstad and Michael Cothren</p>		

## School Facility Conditions and Planned Improvements

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 Palo Alto High School campus was originally constructed in 1918 with many additions and alterations made since included two gyms, shop buildings and locker facilities. In 1960 a Science wing was added in 1972, concerns with earthquake safety caused much of the original school configuration to be demolished to make way for new facilities that included seven new classroom wings and a Library The Tower Building and Theater, are all that remain from the old campus plan. As part of the Building for Excellence Program, a new Science facility was added in 2004 to replace the 1960's building. The modernization program renovated a majority of the classrooms in the 1972 configuration. Classroom renovations included new finishes, casework, heating systems, lighting, telecommunications and data systems.. The 100 Building (Fine Arts) was completed modernization and was occupied in 2008. Each of the 1972 buildings was re-roofed and painted during the 2000 to 2005 phased modernization. During the Strong Schools Bond program, projects included a new multi-use field for baseball, soccer and softball and a new soccer/lacrosse field near El Camino in 2011 and in 2013, improvements to Viking Stadium were completed. These improvements included a new concession building, improved restroom facilities and storage, new bleachers on both the home and visitor sides, increased seating capacity to 2200 and became ADA compliant (elevator lift on the home side), new press box, and track resurfacing. In 2014 a new two-story classroom building with twenty seven classrooms was constructed. In addition, the project also constructed a two-story Media Arts building with nine more classrooms. A new Performing Arts center was completed in 2016 and a new Athletic Center was completed in 2018 to replace the original gymnasiums. A renovation of the Library was completed in 2019, and four new science labs were completed in 2020. Twenty-three (23) electric vehicle charging stations were installed in 2017. District staff has worked with site personnel to identify additional needs at all of the campuses as input to the District Facilities Master Plan. This plan detailed proposed repair/replace projects over the next twenty years with a priority for health and safety issues.

A project is currently under construction to renovate the original Tower Administration building for new offices and classrooms on the upper floor. The project will bring the project up to current standards for access, adding new restrooms and an elevator to the historic building. The building is scheduled for completion by January/February 2024.

As of October 2023, Paly 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 Palo Alto High School campus is safe, well maintained and clean, with multiple custodial staff assigned for 96 hours daily.

**Year and month of the most recent FIT report**

10/4/2023



## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			103: AC not working Wood shop: sink not draining properly
<b>Interior:</b> Interior Surfaces	X			218:00:00 104A: Damaged ceiling tile 105A: stained ceiling tiles 108: carpet peeling 1710: ceiling tile needs to be secured 1732 VP Office: paint needed by clock 207: stained ceiling tile 300 B Bldg Room 315: 410: carpet needs repair 502: need ceillgn tiles 707: need paint upper left corner 901 Custodial: ceiling tile missing Class 101: celing tile stained MAC 205 Journalism: need 2 ceiling tile MAC 206 Broadroom: stained ceiling tile P12: Perry Center Big Gym: Ceiling tilesneed replacement near elevator lobby bottom floor Perry Gym AD Office 2114: ceiling tile need paint Perry Gym Boy's Locker Floor 1: hole on back wall Perry Gym Fitness Room 2031: Perry Gym Girls Gym: 2 ceiling tiles broken by back door. Missing tile. Holes in wall across the elevator Perry Gym weight room 2029: lock broke on Fob reader Science Prep Room: bulbs out. Ceiling tile need to be secured.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			204:00:00 103 MAC: bulb's out 109E: light switch broken 118 MAC: 213: Outlet cover for wire mold missing 300 A1: 300 B Bldg Room 315: 301: outlet cover needed in the ceiling 302: needs new bulb 303: light cover needs to be latched back 304: bulb flickering 305: bulb flickering 310: light flickering 405: light flickering 410: carpet needs repair 600 Lunch Area: cable wires hanging in back of room. Flickering lights. 701 hall area: 2 lights flickering 715 Office: bulbs need replacement. Sensor hanging down 800 resource: 868 Conference: bulbs out

## School Facility Conditions and Planned Improvements

			902 Mechanic: 903B: lights flickering Bldg 400-401: wire mold cover needed Girls restroom MAC: bulb's out Science Prep Room: bulbs out. Ceiling tile need to be secured.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		103 MAC: bulb's out 117 MAC Portrait Studio: missing fire extinguisher
<b>Structural:</b> Structural Damage, Roofs	X		205: The wood frame on the corner of the building needs repair outside of room 205
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	88	74	82	82	47	46
<b>Mathematics</b> (grades 3-8 and 11)	84	71	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
<b>All Students</b>	484	458	94.63	5.37	73.96
<b>Female</b>	234	223	95.30	4.70	78.83
<b>Male</b>	250	235	94.00	6.00	69.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	166	158	95.18	4.82	87.34
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	60	58	96.67	3.33	43.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	53	48	90.57	9.43	77.08
<b>White</b>	190	180	94.74	5.26	72.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	55	53	96.36	3.64	44.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	43	84.31	15.69	28.57

## 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
<b>All Students</b>	484	456	94.21	5.79	71.05
<b>Female</b>	234	222	94.87	5.13	71.62
<b>Male</b>	250	234	93.60	6.40	70.51
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	166	159	95.78	4.22	91.19
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	60	58	96.67	3.33	32.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	53	48	90.57	9.43	68.75
<b>White</b>	190	177	93.16	6.84	69.49
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	55	52	94.55	5.45	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	51	43	84.31	15.69	25.58

## 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
<b>Science</b> (grades 5, 8 and high school)	60.91	53.15	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
<b>All Students</b>	1033	814	78.80	21.20	53.14
<b>Female</b>	481	389	80.87	19.13	53.61
<b>Male</b>	551	424	76.95	23.05	52.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	361	303	83.93	16.07	64.24
<b>Black or African American</b>	24	19	79.17	20.83	21.05
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	150	102	68.00	32.00	23.53
<b>Native Hawaiian or Pacific Islander</b>	11	8	72.73	27.27	--
<b>Two or More Races</b>	114	98	85.96	14.04	63.92
<b>White</b>	364	276	75.82	24.18	52.00
<b>English Learners</b>	14	7	50.00	50.00	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	110	77	70.00	30.00	18.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	113	67	59.29	40.71	13.43

## 2022-23 Career Technical Education Programs

Palo Alto Senior High School provides a range of high-quality Career and Technical Education (CTE) courses within 15 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](http://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 Palo Alto Senior High, there are 9 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. During this school year, students earned certifications in a variety of courses, including Arts, Media, and Entertainment, Agricultural Biology, Agricultural Science, Commercial Photography, Computer Science Principles, Computer Programming (Java, C++), Financial Literacy and more. In addition, Palo Alto Senior High offers certification embedded within CTE courses for Early Childhood Education and Engineering, through NAFTrack certification. Multiple pathways courses offer 21st Century Certification. The Early Childhood Education pathway also offers state permits through the Commission on Teacher Credentialing 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. Palo Alto Senior High continues to offer Dual Enrollment options through the Foothill for students in Advanced Stage Tech, Early Childhood Education, Sport Medicine and Advanced Authentic Research. Journalism will also be offered as a Dual Enrollment course in 2023-24.

Palo Alto Senior High 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	1066
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.4
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	96.26
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	92.75

## 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	97.4%	98.2%	98.2%	97.6%	98.0%

## 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 structure for a high level of participation on the part of parent and community volunteers. The purpose of the program is to support and enrich the school programs and provide services unavailable within the school budget. Services cover a broad range of activities. Volunteers tutor individuals and groups, assist in classrooms, provide office help, serve as guest speakers, host college visits, chaperone dances, assist with Homecoming activities, improve the physical plant, drive for field trips. Volunteers also serve with others doing small one-time projects, or on committees for large all-school functions, such as: the Turkey Feast, Change In Our Schools Week, Club Day, Field Day, School Service Days, and/or Career Month. Parents provide additional support through the various Boosters organizations (Sports, Music, Theater, TEAM, Robotics, Fiery Arts, Media Arts, Performing Arts, etc.), the Paly Foundation (Rise Together Education), the Facilities Steering Committee, and the Landscaping Committee. Parents serve on the School Site Council and various schoolwide committees, including the Innovative Schedule committee, Challenge Success, and the Wellness Advisory committee. The Parent Teacher Student Association (PTSA) is very active and provides a variety of parent education opportunities throughout the school year. To see opportunities for involvement in the PTSA, visit [www.palypta.org](http://www.palypta.org). The Districtwide fundraising organization, Partners in Education (PiE), has many Paly supporters and Paly parents serving as representatives to the PiE board.



## 2023-24 Opportunities for Parental Involvement

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

Contact Beth Martin, Volunteer Coordinator, for more information on volunteering at Paly.

## 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	3.3	1.5	1.5	4.1	2.6	2.3	9.4	7.8	8.2
Graduation Rate	95.2	97.1	98.4	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	547	538	98.4
<b>Female</b>	264	260	98.5
<b>Male</b>	283	278	98.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	210	209	99.5
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	85	83	97.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	39	37	94.9
<b>White</b>	193	190	98.4
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	66	62	93.9
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	55	50	90.9

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2034	1987	294	14.8
Female	969	944	134	14.2
Male	1064	1042	160	15.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	710	697	88	12.6
Black or African American	44	42	7	16.7
Filipino	17	17	3	17.6
Hispanic or Latino	296	288	62	21.5
Native Hawaiian or Pacific Islander	22	22	10	45.5
Two or More Races	226	220	26	11.8
White	715	697	97	13.9
English Learners	51	49	12	24.5
Foster Youth	0	0	0	0.0
Homeless	12	9	6	66.7
Socioeconomically Disadvantaged	239	233	62	26.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	235	227	68	30.0

### 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	0.00	0.83	0.79	0.06	0.69	1.09	0.20	3.17	3.60
Expulsions	0.00	0.05	0.05	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	0.79	0.05
Female	0.52	0
Male	1.03	0.09
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.42	0.14
Black or African American	4.55	0
Filipino	0	0
Hispanic or Latino	2.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.42	0
English Learners	1.96	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.7	0

## 2023-24 School Safety Plan

Each PAUSD school has a Safety Plan and clearly stated expectations for student behavior. The Safety Plan was updated in August 2023. 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 preventing harmful behaviors. An administrator has given every student an overview of expectations while on campus. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

Additional changes and revisions continue to be made to the Palo Alto High School Safety Plan for 2023-24, including making modifications to the Emergency Planning and Procedures guide that informs staff on how to respond in any emergency situation. The guide lays out the specific responsibilities that administrators, teachers and campus supervisors have during each type of emergency, as well as identifies the key members of the School Emergency Response Team. There have also been multiple drills to practice staff responsibilities during evacuations, and adjustments have been made to maximize effectiveness, including shifting the school to four separate evacuation locations and adding secondary measures to ensure doors remain impenetrable during a lockdown.

Other schoolwide trainings this year for staff included a mandated reporter training, sexual harassment prevention training/Title IX compliance, and Kognito online training for at-risk students. The goal is for Palo Alto High School to continue to be a safe and welcoming school for all learners.

The Palo Alto High School School Safety Plan was last updated on August 2023 and will 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.

## 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	23	33	58	1
Mathematics	23	31	60	3
Science	26	12	69	1
Social Science	24	23	67	4

## 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	25	23	56	
Mathematics	24	20	58	5
Science	21	36	63	
Social Science	25	16	66	4

## 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	23	24	61	0
Mathematics	23	25	56	3
Science	25	17	59	2
Social Science	24	18	71	1

## 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	332

## 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)	6
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)	0.1
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	\$17,328.04	\$3,444.94	\$13,883.10	\$122,764.98
District	N/A	N/A	\$14,218.32	\$122,868
Percent Difference - School Site and District	N/A	N/A	-2.4	2.5
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	64.8	32.6

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

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	45.2
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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	17
Fine and Performing Arts	7
Foreign Language	8
Mathematics	13
Science	15
Social Science	8
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	72

## Professional Development

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

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