

Henry M. Gunn High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	9-12
County-District-School (CDS) Code	43-69641-4332904

2024-25 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

2024-25 School Description and Mission Statement

Henry M. Gunn High School's mission is to cultivate learners who are empowered to better themselves and their communities.

Our annual site goals align with the Palo Alto Unified School District's "PROMISE," which includes five critical priority areas: Mental Health, Excellence and equity, Service and 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 other measures indicated on our Single School Plan.

2024-25 School Description and Mission Statement

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. During their four years at Gunn, every student participates in a comprehensive Social-Emotional Learning (SL) curriculum led by a staff mentor. 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	401
Grade 10	426
Grade 11	430
Grade 12	456
Total Enrollment	1,713

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.6
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	45.8
Black or African American	1.3
Filipino	0.8
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.5
White	29
English Learners	4.2
Foster Youth	0.1
Homeless	0.5
Socioeconomically Disadvantaged	10
Students with Disabilities	8.3

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	97.00	91.58	597.00	90.55	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.30	5.00	35.00	5.31	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.17	11746.90	4.23
Unknown/Incomplete/NA	3.60	3.41	22.50	3.42	14303.80	5.15
Total Teaching Positions	105.90	100.00	659.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.5
Misassignments	4.60	4.20	4.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.60	4.20	5.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.80	0
Local Assignment Options	0.90	0.60	0
Total Out-of-Field Teachers	1.50	1.40	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	3.6	4.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	0.3	0.1

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of the school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2024-25 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 this 8th day of October 2024.

Year and month in which the data were collected

Dec 2024

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; Discovering Geometry, 5th Edition (2024); Precalculus: Graphical, Num., Algebraic - Pearson Education; Precalculus: A Graphing Approach - Holt, Rinehart & Winston; Precalculus Graphical, Numerical, Algebraic 7th Ed. (Addison Wesley); Calculus for the AP Course, 4th Edition (2024)		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;		0

	Environmental Science for the AP Course, 3rd Edition. BFW, Friedland and Relyea (2021)		
History-Social Science	The Americans - McDougal; The American Pageant. David Kennedy/Lizbeth Cohen Cengage 16th Ed; The American Pageant. David Kennedy/Lizbeth 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; Myers' Psychology for the AP Course 4th ed (BFW 2024); 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; Krugman's Economics for the AP® Course 4e (BFW - 2023)		0
Foreign Language	Ni Hao Levels 1-4; Integrated Chinese levels 1-4, Cheng & Tsui (2024); Bien Dit 2, Holt Rinehart Winston (2010); Bien Dit 3 (2010), Holt Rinehart Winston; Reporteros 1, KWL (2024); Descubre 2 Vista Higher Learning; Realidades 3 Prentice Hall; Klasse 1/2/3, KWL (2024); Aspekte Junior B1 Plus, KWL (2024-AP German); 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 (2024)		0
Visual and Performing Arts	Gardner's Art Through the Ages - Fred S. Kleiner, 15th edition - Cengage Learning		0

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

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 was replaced with a new Gamewell system in 2023/2024. 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. This project is due to be completed in December 2024.

As of October 2024, 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

9/11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			H - W. L. Office: Stained ceiling tile. Work order entered. H - W. L. Staff Lounge: Ceiling tile stained near restroom. Work order entered. J Science Prep Area: Broken ceiling tile by J10. Work order entered. K 15 Classroom: Front door carpet molding coming up. Work order entered. K13 Office: Carpet stained in multiple places. Work order

School Facility Conditions and Planned Improvements

				K6 Classroom: K6A Office carpet is stained. Work order N200 Math Office: Epoxy needed to fill in cracks by front door. Work order Swimming Pool Office: Graffiti on wall outside of office. Work order
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			C6 Classroom: Bulbs out. Work order entered. C7 Classroom: C8 Classroom: Bulbs out. Work order entered. F2 Classroom: Bulb's out. Work order entered. H5 Classroom: Bulb's out. Work order entered. K2 Classroom: Wire mold cover needed. Work order entered. K8 Classroom: Emergency lights are stuck on. Work order entered. V14 Classroom: bulbs out. Work order entered. V26 Portable: Bulbs out. Work order entered.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	82	83	82	80	46	47
Mathematics (grades 3-8 and 11)	78	77	78	78	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	423	399	94.33	5.67	83.21
Female	184	169	91.85	8.15	85.21
Male	238	229	96.22	3.78	82.10
American Indian or Alaska Native	0	0	0	0	0
Asian	188	184	97.87	2.13	87.50
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	56	50	89.29	10.71	64.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	49	94.23	5.77	87.76
White	121	110	90.91	9.09	84.55
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	51	94.44	5.56	60.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	28	87.50	12.50	46.43

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	423	401	94.80	5.20	77.06
Female	184	170	92.39	7.61	74.12
Male	238	230	96.64	3.36	79.57
American Indian or Alaska Native	0	0	0	0	0
Asian	188	184	97.87	2.13	89.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	56	51	91.07	8.93	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	49	94.23	5.77	81.63
White	121	111	91.74	8.26	77.48
English Learners	11	11	100.00	0.00	27.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	51	94.44	5.56	47.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	28	87.50	12.50	21.43

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	75.51	76.14	69.66	71.76	30.29	30.73

2023-24 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	907	842	92.83	7.17	75.53
Female	410	373	90.98	9.02	73.73
Male	496	468	94.35	5.65	76.92
American Indian or Alaska Native	--	--	--	--	--
Asian	441	419	95.01	4.99	81.86
Black or African American	13	12	92.31	7.69	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	105	90	85.71	14.29	44.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	88	76	86.36	13.64	80.26
White	248	235	94.76	5.24	77.02
English Learners	32	28	87.50	12.50	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	84	85.71	14.29	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	53	85.48	14.52	33.96

2023-24 Career Technical Education Programs

Henry M. Gunn (Gunn) High School continues to provide a wide array of high-quality Career and Technical Education (CTE) courses across 16 pathways spanning 10 different industry sectors. The school offers multiple pathway courses including Work Experience, Engineering Design, Systems Diagnostics and others. A new Advanced Food Science, Dietetics, and Nutrition capstone course was added in 2023-2024 with an emphasis on baking and pastry. Palo Alto Unified School District (PAUSD) grants CTE credit for graduation in courses approved by the CTE Steering Committee, adhering to state guidelines for high-quality CTE programs. The provided books, supplies, and materials are reviewed and updated to align with industry standards. The district's CTE steering and site departments review, evaluate, and update course sequencing matrices annually to ensure they align with industry standards.

The Career Technical Education Advisory, composed of diverse stakeholders and industry experts, meets regularly and provides feedback to ensure students have a wide range of opportunities with work-based learning, including internships and certifications. The CTE Advisory contributed its 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 multitude of CTE courses meet the A-G entrance requirements for the UC and CSU systems. PAUSD continues to require students to complete ten units (two semesters) of CTE courses for graduation. Students have the flexibility to select CTE

2023-24 Career Technical Education Programs

electives outside of formal pathways, but for those seeking focused skill development, a two-year pathway study option is available. Gunn offers 8 pathways with concentrator and capstone courses, enabling students to deepen their learning. Additionally, industry-recognized certifications are available in nearly all pathways through the Work Experience program.

For decades, Gunn has maintained a partnership with Lockheed Martin, offering year-long internships. The school also embeds certifications into CTE courses, such as NAFTrack certification for Business and Engineering pathways, ServSafe certification in Culinary Science, and OnShape certification in Engineering. Various CTE courses offer 21st Century certifications as well.

Gunn High School is committed to providing flexible learning options for all students. Whenever possible, CTE courses are offered at various levels, including regular, honors, and dual enrollment, allowing students to tailor their coursework to their academic goals and needs. We are dedicated to expanding Dual Enrollment opportunities in partnership with Foothill-De Anza College, providing comprehensive counseling support and effective grant management. Currently, Gunn has formal CTE articulation agreements with De Anza Community College in Automotive Technology and offers Dual Enrollment courses through Foothill College in Advanced Stage Tech, Sport Medicine, Advanced Authentic Research, and, new for the 2023-24 academic year, Journalism.

Ensuring equitable access to CTE programs is a priority at Gunn. Our site guidance counselors and support staff collaborate to ensure that all students are aware of CTE opportunities and receive the individualized support they need. Resources such as the Dual Enrollment Handbook and CTE Pathways handbooks are readily available, and we conduct coordinated outreach efforts, working closely with the District's equity initiative, to ensure that both students and families are well-informed about the diverse range of CTE options available.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	893
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90.6
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.96
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	93.21

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.

2023-24 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 requires only participation results 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	98.5%	97.7%	98.0%	97.2%	97.7%

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.

2024-25 Opportunities for Parental Involvement

Gunn High School Volunteer Program Overview

As we look ahead to the 2024-25 school year, Gunn High School remains committed to fostering a strong partnership with our parents and the community. Our Volunteer Program provides a structured approach that encourages high levels of participation from parents and community volunteers, ensuring that everyone can find meaningful ways to contribute to our school.

How Parents Can Get Involved

Parents can become actively involved in school activities through various channels, such as volunteering, participating in committees, or joining parent organizations. Opportunities for involvement are communicated through school newsletters, our website, and during school events, ensuring that all parents know how they can engage with our community.

Organized Opportunities for Parental Involvement

Our Volunteer Program is designed to support and enrich school programs by providing services often unavailable within the school budget. Volunteers can engage in a broad range of activities, including:

Tutoring: Assisting individual students or small groups in various subjects.

Classroom Assistance: Supporting teachers in daily classroom activities.

Administrative Support: Helping in the school office with various tasks.

Guest Speaking: Sharing professional insights and experiences with students.

Hosting College Visits: Facilitating opportunities for students to explore post-secondary options.

Chaperoning Events: Assisting during dances and other student activities.

Homecoming Activities: Contributing to the planning and execution of school spirit events.

Physical Plant Improvement: Participating in projects that enhance our school environment.

Field Trip Logistics: Driving students to various off-campus activities.

Site Cell Phone Ad Hoc Committee: Representing parent perspective on cell phone use as we review and revise our policy.

Additionally, volunteers can participate in small, one-time projects or join committees for large, all-school functions such as the Harvest Feast, International Days, School Service Days, Health Faire, and the Career Speaker series. Booster clubs for various programs also provide substantial support for school musical and theater productions, as well as numerous sports

2024-25 Opportunities for Parental Involvement

activities.

Parents can serve on the School Site Council, providing input on important school governance matters. The Gunn Foundation, comprised of volunteer parents and community members, is vital in funding scholarships and supporting students throughout the application process.

Our Parent Teacher Student Association (PTSA) actively offers various parent education opportunities throughout the school year. Moreover, the districtwide fundraising organization Partners in Education (PiE) has a robust representation of Gunn supporters and parents who serve on the PiE board.

Contact Information

If you have questions or wish to get involved, please contact:

[Local Contact Person's Name: Janet Owen

Phone Number: (650)354-8200

Together, our dedicated volunteers log more than 30,000 hours every year, profoundly impacting our school community. For more information about parental involvement opportunities at Gunn High School, please visit Gunn Parental Involvement Opportunities.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.1	2.0	2.6	2.6	2.3	3.0	7.8	8.2	8.9
Graduation Rate	96.1	96.9	96.5	96.3	97.1	95.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	459	443	96.5
Female	215	209	97.2
Male	243	233	95.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	213	209	98.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	54	50	92.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	45	42	93.3
White	132	128	97.0
English Learners	18	14	77.8
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	68	63	92.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	38	32	84.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1747	1693	153	9.0
Female	789	756	77	10.2
Male	955	934	75	8.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	793	777	49	6.3
Black or African American	23	22	5	22.7
Filipino	14	14	2	14.3
Hispanic or Latino	221	212	29	13.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	182	173	19	11.0
White	507	489	47	9.6
English Learners	79	77	8	10.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	206	197	29	14.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	157	146	37	25.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.62	1.47	1.32	0.69	1.09	1.57	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.01	0.01	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.32	0.00
Female	0.63	0.00
Male	1.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.63	0.00
Black or African American	17.39	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.55	0.00
White	1.18	0.00
English Learners	3.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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,

2024-25 School Safety Plan

trained and led by the school health technician, practices various basic first aid response procedures and transports the injured to a safe location if required. The School Site Council annually reviews the School Safety Plan and emergency response procedures. 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 Safety Plan includes strategies to create and maintain a positive school climate, promote school safety, increase pupil achievement, prioritize mental health and interventions, restorative justice, and positive behavior interventions and supports. EC Section 32281(b)(1).

The Gunn School Safety Plan was last updated in October 2023 and approved by the Site Council on March 9, 2024. The plan will also be reviewed, discussed, and updated during School Site Council meetings in the 2023-24 school year. During a staff meeting on 9/27/2024, the safety plan updates were presented to the staff. The new goals we want to focus on this school year include bike and traffic safety, students with special needs having individual safety plans for emergencies, and additional evacuation locations.

The revised Safety Plan will be completed by March 2025. Until then, 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 safer 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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	26	44	1
Mathematics	25	18	48	3
Science	25	15	46	1
Social Science	25	19	49	6

2023-24 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	216.84

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	18,060.64	2,509.17	15,551.46	131,506.30
District	N/A	N/A	14,899.41	\$132,209
Percent Difference - School Site and District	N/A	N/A	4.3	-0.5
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	36.3	32.5

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$76,488	\$58,855
Mid-Range Teacher Salary	\$121,760	\$92,519
Highest Teacher Salary	\$154,336	\$114,665
Average Principal Salary (Elementary)	\$192,662	\$142,791
Average Principal Salary (Middle)	\$204,458	\$151,078
Average Principal Salary (High)	\$215,704	\$167,094
Superintendent Salary	\$372,475	\$281,086
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	47.1
--	------

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	6
Foreign Language	11
Mathematics	15
Science	22
Social Science	23
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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	10	10