Henry M. Gunn High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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

2025-26 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

2025-26 School Description and Mission Statement

Henry M. Gunn High School is a vibrant, comprehensive public high school serving approximately 1800 students in the Palo Alto Unified School District. Guided by the mission that “Titans are self-reliant learners empowered to better themselves and their communities,” Gunn fosters belonging, academic excellence, and student well-being as interconnected foundations for success. Our schoolwide goals align with the PAUSD Promise—Mental Health, Excellence and Equity, Service and Celebration of Others, Innovation, and Early Literacy—and are measured through multiple progress indicators, including grade-level and graduation data, Smarter Balanced assessment scores, Panorama Wellness Survey results, and course completion rates. These metrics are reviewed regularly through our Professional Learning Communities (PLCs), Instructional Council, and School Site Council as part of the Single Plan for Student Achievement. Gunn is distinguished by its strong academic and co-curricular programs, including nationally recognized offerings in Advanced Authentic Research (AAR), Choir, Robotics, Journalism, Computer Science, and Biotechnology. Our robust Career Technical Education (CTE) pathways—such as Auto Shop, Business, Engineering, and Social Justice—provide hands-on, real-world learning experiences that prepare students for college and career success. Central to the Gunn experience is our schoolwide focus on belonging, where initiatives like the SELF (Social Emotional Learning and Functionality) program and the “You Belong” campaign intentionally connect students, staff, and families. SELF is a four-year, mentor-led course that builds social-emotional competencies, executive functioning, and life skills—helping students develop resilience, self-awareness, and strong interpersonal relationships. Through this integrated academic and wellness framework, every Titan is known, valued, and supported in their journey toward lifelong learning and contribution.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	409
Grade 10	394
Grade 11	408
Grade 12	432
Total Enrollment	1,643

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	53.9
Non-Binary	0.1
Asian	46.1
Black or African American	1.2
Filipino	0.5
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.4
White	27.4
English Learners	5.7
Foster Youth	0.1
Homeless	1.2
Socioeconomically Disadvantaged	12.1
Students with Disabilities	7.9

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.

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)	96.1	87.14	622.4	90.49	234405.2	84
Intern Credential Holders Properly Assigned	0.7	0.72	3.1	0.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	3.88	16.8	2.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	1.27	3.5	0.52	11953.1	4.28
Unknown/Incomplete/NA	7.7	6.98	41.7	6.08	15831.9	5.67
Total Teaching Positions	110.3	100	687.8	100	279044.8	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.

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	91.58	597	90.55	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.3	5	35	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	0.17	11746.9	4.23
Unknown/Incomplete/NA	3.6	3.41	22.5	3.42	14303.8	5.15
Total Teaching Positions	105.9	100	659.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	92.9	90.42	605.1	92.4	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.1	0.49	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.8	7.62	28.9	4.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.7	0.72	12112.8	4.34
Unknown/Incomplete/NA	2	1.95	12.9	1.98	13705.8	4.91
Total Teaching Positions	102.7	100	654.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.5	1
Misassignments	4.20	4.7	6.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.20	5.3	7.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0	0
Local Assignment Options	0.60	0	0
Total Out-of-Field Teachers	1.40	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.6	4.6	7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3	0.1	0

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

2025-26 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 2025-26 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 14th day of October 2025

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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. (Addision 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; Environmental Science for the AP Course, 3rd Edition. BFW, Friedland and Relyea (2021)	0

History-Social Science	The American Pageant. David Kennedy/Lizbeth Cohen Cengage 18th 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); History Alive! Pursuing American Ideals 3rd (adopted 2025)	0
Foreign Language	Ni Hao Levels 1-4; Integrated Chinese levels 1-4, Cheng & Tsui (2024); Holt Rinehart Winston; Reporteros 1, KWL (2024); Klasse 1/2/3, KWL (2024); Aspekte Junior B1 Plus, KWL (2024-AP German); 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 during 2023/2024. The renovation and additions to the Administration and Student Services buildings was completed in 2025. The new facility includes new offices for administrative staff and a large meeting room in building A. Building B has a new food service facility including a new kitchen, servery, indoor eating commons, Culinary Arts lab and a Design Studio. Building K was also converted into new Science Labs in 2025. A project is under construction to replace the softball field and will be completed later in 2025. A future project will remove several portables on campus and expand the parking lot area..

As of October 2025, 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

School Facility Conditions and Planned Improvements

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	5/28/2025

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		C-7: 4. HOLE IN CEILING. (WILLIAMS NOTICE IS NOT POSTED) CTE ACCESSORY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. E-01: 4. CEILING TILE IS DAMAGED. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. FOOTBALL TEAM ROOM: 4. RUBBER MOULDING IS MISSING. 7. ELECTRICAL COVER IS MISSING. J-1: 4. CEILING TILES HAVE WATER STAINS. 7. CORDS ARE CREATING TRIP HAZARDS. (WILLIAMS NOTICE IS NOT POSTED) J-10: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. J-2: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. J-3: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE SEPERATING. FLOOR TILES ARE CRACKED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. J-4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) J-5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE 5. UNSECURED ITEMS ARE STORED TOO HIGH. J-6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN J-7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. J-8: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR L-1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR. L-2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. L-5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. DRAWER IS MISSING. 5.

School Facility Conditions and Planned Improvements

				UNSECURED ITEMS ARRE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME LB-2D: 4. CEILING TILE IS MISSING LB-2E: 4. CEILING TILES ARE MISSING. 7. OUTLET COVER IS MISSING LB-2H: 4. CEILING TILES HAVE WATER STAINS. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOULDING IS MISSING. 5. CARPET IS STAINED. 11. PAINT IS PEELING ON DOORFRAME. M-1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON COVERED WALKWAY. MENS REST ROOM: 4. CEILING TILE IS TORN. 5. ROOM HAS A STRONG URINE ODOR. 7. ONE LIGHT DIFFUSER IS BROKEN. N-109: 4. CEILING TILE IS BROKEN. 7. CORD IS CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED (ONLY SITE MAP). (WILLIAMS NOTICE IS NOT POSTED) N-110: 4. CEILING TILE HAS A HOLE. N-117/WORKROOM: 4. CEILING TILES HAVE WATER STAINS N-200 MATH OFFICE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN N-205: 4. CEILING TILES ARE LOOSE N-209: 4. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. N-211: 4. CEILING TILE HAS A HOLE N-215/COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING IN FLOOR EXPOSING THE WIRES N-217/WORKROOM: 4. CEILING TILES HAVE WATER STAINS N-219/WORKROOM: 4. CEILING TILE IS BROKEN. P-115: 4. CEILING TILES HAVE WATER STAINS. (WILLIAMS NOTICE IS NOT POSTED) PREP ROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. SPANGENBERG THEATRE LOBBY: 4. CEILING TILES HAVE WATER STAINS TEAM ROOM 1: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT DIFFUSERS ARE MISSING. V-1: 4. CEILING TILES HAVE WATER STAINS V-14: CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP V-15: 4. CEILING TILES HAVE WATER STAINS V-19: CEILING TILES ARE MISSING. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH V-20: 4.CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER IS MISSING. LIGHT DIFFUSER IS LOOSE. V-26: 4. FLOOR TILES ARE BROKEN. 14. RAMP IS RUSTED. (USED AS STORAGE) V-3: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. OUTLET COVER IS MISSING.

School Facility Conditions and Planned Improvements

				10. PLUG INNCANDLE WARMER. 14. RAMP IS RUSTED V-4: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHTBULBS ARE OUT V-5: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) V-6: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. V-7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTERNARE DAISY CHAINED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: CONFERENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH MENS REST ROOM: 4. CEILING TILE IS TORN. 5. ROOM HAS A STRONG URINE ODOR. 7. ONE LIGHT DIFFUSER IS BROKEN. V-3: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. OUTLET COVER IS MISSING. 10. PLUG INNCANDLE WARMER. 14. RAMP IS RUSTED
Electrical		X		B-2B/DRY STORAGE: 7. ACCESS TO ELECTRICAL SHUT OFF IS BLOCKED. BOYS LOCKER ROOM: 7. ELECTRICAL COVER IS MISSING. LIGHT DIFFUSER IS BROKEN. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER COVERS ARE MISSING. BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. C-2: 7. CORDS ARE CREATING TRIP HAZARDS. ETHERNET COVER IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) C-3: 7. LIGHT DIFFUSER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) COACHES OFFICE: 5. UNSECURED ITEMSARE STORED TOO HIGH IN STORAGE. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT. LIGHT DIFFUSER IS MISSING IN STORAGE ROOM. 11. PAINT IS PEELING ON INTERIOR WALL D-2/LB-4/ACADEMIC CENTER: 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED. ELECTRICAL: 7. ELECTRICAL COVER IS MISSING. F-5: 7. EXTENSION CORD AND SURGE PROTECTERS ARE DAISY CHAINED. FOOTBALL TEAM ROOM: 4. RUBBER MOULDING IS MISSING. 7. ELECTRICAL COVER IS MISSING. G-4: 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED. 10.

School Facility Conditions and Planned Improvements

				EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) G-7: 7. ETHERNET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON BASEBOARDS. (WILLIAMS NOTICE IS NOT POSTED) GIRLS REST ROOM: 7. ELECTRICAL COVER IS MISSING GIRLS REST ROOM: 7. ELECTRICAL COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED) H-02: 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. CORD IS CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED. J-1: 4. CEILING TILES HAVE WATER STAINS. 7. CORDS ARE CREATING TRIP HAZARDS. (WILLIAMS NOTICE IS NOT POSTED) J-6/CHEMICAL STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 11. DOOR IS PROPPED OPEN WITH STUDENTS PRESENT. J-6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN K-13: 7. SENSOR IS LOOSE FROM CEILING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) K-9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS MISSING L-1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR. L-8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. (WILLIAMS NOTICE IS NOT POSTED) LB-2E: 4. CEILING TILES ARE MISSING. 7. OUTLET COVER IS MISSING M-1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON COVERED WALKWAY. MENS REST ROOM (FOOTBALL FIELD): 7. ONLY LIGHT FIXTURE IS OUT. MENS REST ROOM: 4. CEILING TILE IS TORN. 5. ROOM HAS A STRONG URINE ODOR. 7. ONE LIGHT DIFFUSER IS BROKEN. N-104: 7. CORD IS CREATING A TRIP HAZARD. N-107: 7. CORD IS CREATING A TRIP HAZARD. (WILLIAMS NOTICE IS NOT POSTED) N-109: 4. CEILING TILE IS BROKEN. 7. CORD IS CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED (ONLY SITE MAP). (WILLIAMS NOTICE IS NOT POSTED) N-111: 7. CORD IS CREATING A TRIP HAZARD. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. (WILLIAMS NOTICE IS NOT POSTED) N-115/COMPUTER LAB: 7. FLOOR OUTLET COVER IS MISSING

School Facility Conditions and Planned Improvements

				N-204: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORDS ARE CREATING TRIP HAZARDS N-212: 7. ONE LIGHT PANEL FLICKERS. 11. IMPROPERLY STORED CLEANING SUPPLIES. N-215/COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING IN FLOOR EXPOSING THE WIRES P-108/ACTIVITIES OFFICE: 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED. S-102: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT PANELS ARE OUT. S-125/OFFICE: 7. EXTENSION CORD IS BEING PERMANENTLY USED STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL ROOM IS BLOCKED TEAM ROOM 1: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT DIFFUSERS ARE MISSING. UNISEX REST ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING EXPOSING LIVE WIRES V-14: CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP V-18: 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING V-20: 4.CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER IS MISSING. LIGHT DIFFUSER IS LOOSE. V-3: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. OUTLET COVER IS MISSING. 10. PLUG INNCANDLE WARMER. 14. RAMP IS RUSTED V-4: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHTBULBS ARE OUT V-6: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. V-7: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTERNARE DAISY CHAINED WRESTLING ROOM: 7. ELECTRICAL COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			ALL GENDER REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) BOYS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) (LABELED ALL-GENDER INSIDE F-2) GIRLS REST ROOM: 7. ELECTRICAL COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED) MENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. RESTROOM IS

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				SINGLE USE MUST BE LABELED ALL GENDER. (MENSTRUAL NOTICE IS NOT POSTED) STAFF MENS REST ROOM: 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALL-GENDER (PER AB-1732). STAFF WOMENS REST ROOM: 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALL-GENDER (PER AB-1732) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM: 8. RESTROOM IS SINGLE USE MUST BE LABELED ALL GENDER
Safety: Fire Safety, Hazardous Materials	X			134/FLEX ROOM: 10. FIRE/SMOKE SENSOR IS COVERED BEHIND WHITE BOARDS. 135/COPY CENTER: 10. FIRE/SMOKE SENSOR IS COVERED. FIRE SPRINKLER ESCUTCHEON IS MISSING. 15. DOOR IS NOT SHUTTING PROPERLY. B-1/DESIGN LAB: 10. EVACUATION MAP IS NOT POSTED (WILLIAMS NOTICE IS NOT POSTED) B-2/CULINARY LAB: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) C-2: 7. CORDS ARE CREATING TRIP HAZARDS. ETHERNET COVER IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) C-3: 7. LIGHT DIFFUSER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) C-4: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) C-5: 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN CEILING. (WILLIAMS NOTICE IS NOT POSTED) COACHES OFFICE: 5. UNSECURED ITEMSARE STORED TOO HIGH IN STORAGE. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT. LIGHT DIFFUSER IS MISSING IN STORAGE ROOM. 11. PAINT IS PEELING ON INTERIOR WALL CTE AUTO WORK AREA: 10. FIRE EXTINGUISHER IS NOT MOUNTED CUSTODIAN: 10. FIRE EXTINGUISHER TAG IS OUTDATED (JULY/29/2023) E-01: 4. CEILING TILE IS DAMAGED. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. E-04: 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. E-06: 11. IMPROPERLY STORED CLEANING SUPPLIES. F-2: 11. PAINT IS PEELING ON INTERIOR WALL. G-1: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON BASEBOARDS. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) G-2: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON BASEBOARDS. G-4: 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED. 10.

School Facility Conditions and Planned Improvements

				EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) G-7: 7. ETHERNET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON BASEBOARDS. (WILLIAMS NOTICE IS NOT POSTED) H-02: 5. UNSECURED ITEMS ARE STORED TOO HIGH 7. CORD IS CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED. J-4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) J-6/CHEMICAL STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 11. DOOR IS PROPPED OPEN WITH STUDENTS PRESENT. J-8: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR J-9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. K-12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. K-13: 7. SENSOR IS LOOSE FROM CEILING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) K-13B/OFFICE: 10. BURNED CANDLE IS PRESENT. K-15: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) K-6A/OFFICE: 10. INGRESS/EGRES IS PARTIALLY BLOCKED (DOOR DOES NOT FULLY OPEN DUE TO COLOCATION). K-8: 11. IMPROPERLY STORED CLEANING SUPPLIES. L-1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR. L-5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. DRAWER IS MISSING. 5. UNSECURED ITEMS ARRE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME LIBRARY: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOULDING IS MISSING. 5. CARPET IS STAINED. 11. PAINT IS PEELING ON DOORFRAME. N-109: 4. CEILING TILE IS BROKEN. 7. CORD IS CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED (ONLY SITE MAP). (WILLIAMS NOTICE IS NOT POSTED) N-111: 7. CORD IS CREATING A TRIP HAZARD. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. (WILLIAMS NOTICE IS NOT POSTED) N-209: 4. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. N-212: 7. ONE LIGHT PANEL FLICKERS. 11. IMPROPERLY STORED CLEANING SUPPLIES. N-213: 10. FIRE EXTINGUISHER TAG IS OUTDATED (JULY/20/2022)

School Facility Conditions and Planned Improvements

				OFFICE: 10. FIRE EXTINGUISHER TAG IS OUTDATED (JULY/20/2022) P-105/STUDENT ACTIVITIES: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE IS NOT POSTED) PE CLASSROOM: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) S-140/PROP ROOM: 4. PLASTER IS CHIPPING EXPOSING METAL. HOLES IN CEILING. 11. PAINT IS PEELING ON CEILING. S-143/GREEN ROOM: 11. PAINT IS PEELING ON CEILING. V-25: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) V-3: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. OUTLET COVER IS MISSING. 10. PLUG INNCANDLE WARMER. 14. RAMP IS RUSTED V-5: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED)
Structural: Structural Damage, Roofs	X			C-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON EAVES C-5: 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN CEILING. (WILLIAMS NOTICE IS NOT POSTED) GIRLS LOCKER ROOM: 4. PLASTER IS CHIPPING EXPOSING METAL. 12. CRACK IN CEILING M-1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON COVERED WALKWAY.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			135/COPY CENTER: 10. FIRE/SMOKE SENSOR IS COVERED. FIRE SPRINKLER ESCUTCHEON IS MISSING. 15. DOOR IS NOT SHUTTING PROPERLY. BOYS LOCKER ROOM: 7. ELECTRICAL COVER IS MISSING. LIGHT DIFFUSER IS BROKEN. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER COVERS ARE MISSING. G-1: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON BASEBOARDS. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) PE CLASSROOM: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) V-14: CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP

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				V-17: (NO ACCESS KEY WONT ENGAGE LOCK) 14. SECTIONS OF RAMP RAILINGS ARE MISSING. SKID PAINT IS PEELING ON RAMP. V-18: 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING V-26: 4. FLOOR TILES ARE BROKEN. 14. RAMP IS RUSTED. (USED AS STORAGE) V-3: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. OUTLET COVER IS MISSING. 10. PLUG INNCANDLE WARMER. 14. RAMP IS RUSTED

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	83	84	80	82	47	48
Mathematics (grades 3-8 and 11)	77	80	78	79	35	37

2024-25 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	405	379	93.58	6.42	83.91
Female	170	158	92.94	7.06	89.87
Male	234	220	94.02	5.98	79.55
American Indian or Alaska Native	0	0	0	0	0
Asian	208	201	96.63	3.37	88.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	43	84.31	15.69	65.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	35	94.59	5.41	88.57

White	102	94	92.16	7.84	81.91
English Learners	23	18	78.26	21.74	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	47	92.16	7.84	70.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	31	83.78	16.22	54.84

2024-25 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	405	384	94.81	5.19	79.95
Female	170	161	94.71	5.29	79.50
Male	234	222	94.87	5.13	80.18
American Indian or Alaska Native	0	0	0	0	0
Asian	208	202	97.12	2.88	89.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	46	90.20	9.80	36.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	35	94.59	5.41	80.00
White	102	95	93.14	6.86	82.11
English Learners	23	21	91.30	8.70	47.62
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	51	47	92.16	7.84	51.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	31	83.78	16.22	29.03

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	76.14	77.5	71.76	72.15	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	850	802	94.35	5.65	77.31
Female	387	360	93.02	6.98	77.22
Male	462	441	95.45	4.55	77.32
American Indian or Alaska Native	0	0	0	0	0
Asian	365	350	95.89	4.11	84.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	119	107	89.92	10.08	45.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	92	95.83	4.17	89.13
White	254	238	93.70	6.30	78.57
English Learners	41	34	82.93	17.07	5.88
Foster Youth	0	0	0	0	0
Homeless	11	7	63.64	36.36	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	97	91.51	8.49	44.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	49	80.33	19.67	34.69

2024-25 Career Technical Education Programs

Henry M. Gunn (Gunn) High School offers a comprehensive Career and Technical Education (CTE) program, featuring 16 pathways across 10 industry sectors. Students can engage in a variety of courses, including Work Experience, Engineering Design, and Systems Diagnostics. The program includes established capstone courses like Advanced Film/Video Production and Advanced Business Management Enterprise and Project Management.

Palo Alto Unified School District (PAUSD) grants graduation credit for CTE courses that are approved by the CTE Steering Committee and adhere to state guidelines for high-quality programs. All course materials, supplies, and sequencing matrices are reviewed and updated annually to align with current industry standards.

The district's Career Technical Education Advisory, composed of diverse stakeholders and industry experts, meets regularly to provide feedback on workforce trends, work-based learning, internships, and certifications. This committee's expertise helps shape the vision for career-themed pathways and the annual CTE plan. Advisory committee meeting minutes including attendees, is available on www.pausd.org.

Program effectiveness is regularly evaluated by reviewing key metrics such as College/Career Indicator (CCI) performance, the number of program completers, and the quantity of student-earned industry certifications. This data, along with stakeholder feedback, helps guide program improvements.

A multitude of CTE courses meet the A-G entrance requirements for the UC and CSU systems. PAUSD requires students to complete ten units (two semesters) of CTE for graduation. Students have the flexibility to select individual CTE electives or pursue a focused, two-year pathway study option. Gunn offers 8 completable pathways with concentrator and capstone courses, enabling students to deepen their learning.

2024-25 Career Technical Education Programs

Industry-recognized certifications are available in nearly all pathways, often through the Work Experience program. Gunn also embeds certifications into courses, such as NAFTrack (Business and Engineering), ServSafe (Culinary Science), and OnShape (Engineering). Additionally, a decades-long partnership with Lockheed Martin provides students with year-long internship opportunities.
Gunn High School is committed to providing flexible and equitable learning options. CTE courses are offered at various levels, including regular, honors, and dual enrollment, to meet diverse student needs. The school is dedicated to expanding Dual Enrollment opportunities with Foothill-De Anza College. Current partnerships include formal articulation agreements with De Anza College in Automotive Technology and Dual Enrollment courses through Foothill College in Advanced Stage Tech, Sport Medicine, Advanced Authentic Research, and Journalism.
Site guidance counselors and support staff collaborate to ensure all students are aware of CTE opportunities. Through coordinated outreach and resources like the Dual Enrollment and CTE Pathways handbooks, we work to ensure that all students and families are well-informed and have equitable access to the diverse range of CTE options.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	851
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	17.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.72
Graduates Who Completed All Courses Required for UC/CSU Admission	91.27

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.

2024-25 California Physical Fitness Test Participation Rates

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	97.3%	97.3%	97.5%	97.8%	97.5%

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.

2025-26 Opportunities for Parental Involvement

Gunn High School Volunteer and Parent Engagement Overview (2025–26)

Gunn High School continues to foster strong partnerships among students, families, staff, and the wider Palo Alto community. Parent involvement is central to our school culture and directly supports our mission that “Titans are self-reliant learners empowered to better themselves and their communities.” Through our shared focus on belonging and connection, we encourage parents to participate in ways that strengthen relationships and enhance the overall student experience.

How Parents Can Get Involved:
Parents are welcome and encouraged to engage in a wide range of school activities, from volunteering in classrooms and supporting special events to serving on advisory and leadership committees. Opportunities are regularly communicated through the bi-monthly Titan Talk newsletter, the monthly Principal's Stratton's Update, the Gunn High School website, PTSA and booster club updates, and schoolwide events such as Back-to-School Night, Principal’s Coffees, and bi-annual Town Halls. Parents also play an active role in community-building initiatives that align with our belonging theme, including supporting student wellness events, cultural celebrations, and inclusive practices across campus.

Organized Opportunities for Parental Involvement
Gunn offers many structured avenues for parents to contribute, including:

Parent Teacher Student Association (PTSA): Coordinates community events, teacher appreciation, and parent education programs.

Partners in Education (PiE): Districtwide nonprofit supporting staff positions and enrichment programs through parent donations and leadership.

Gunn Foundation: Provides need-based scholarships and supports seniors in the college application process.

School Site Council (SSC): Includes parent representatives who collaborate on the Single Plan for Student Achievement and provide input on school goals.

Ad Hoc and Advisory Committees: Such as the Cell Phone Committee and Instructional Council subgroups that include parent voices on key policy and program decisions.

Booster Clubs and Event Committees: Parents support athletics, performing arts, robotics, and special events such as International Week, Homecoming, the Career Speaker Series, and Titan Service Day.

Classroom and Program Support: Parents volunteer as mentors, tutors, guest speakers, and field trip chaperones, and assist in special programs such as Auto Shop, Engineering, and other CTE pathways.

Together, the Gunn families contribute thousands of volunteer hours each year, helping build a safe, inclusive, and vibrant school community.

Contact Information
For more information or to get involved, please contact:
Janet Owen, Assistant to the Principal
?? (650) 354-8200
jowen@pausd.org

Dr. Wendy Stratton, Principal
wstratton@pausd.org

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2	2.6	1.6	2.3	3	1.3	8.2	8.9	8
Graduation Rate	96.9	96.5	97.2	97.1	95.8	97.7	86.2	86.4	87.5

2024-25 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	433	421	97.2
Female	195	187	95.9
Male	237	233	98.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	188	186	98.9
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	60	54	90.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	54	53	98.1
White	125	123	98.4
English Learners	23	23	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	73	69	94.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	43	36	83.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1676	1639	217	13.2
Female	769	740	104	14.1
Male	904	897	112	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	767	755	83	11.0
Black or African American	20	20	5	25.0
Filipino	--	--	--	--
Hispanic or Latino	231	218	40	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	191	185	26	14.1
White	455	449	61	13.6
English Learners	102	99	13	13.1
Foster Youth	--	--	--	--
Homeless	23	20	9	45.0
Socioeconomically Disadvantaged	223	214	35	16.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	143	135	44	32.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.47	1.32	0.72	1.09	1.57	1.48	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72	0.00
Female	0.26	0.00
Male	1.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.39	0.00
Black or African American	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.52	0.00
White	0.66	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.59	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.

2025-26 School Safety Plan

Safe Schools Plan (2025–26)

Gunn High School's Safe Schools Plan provides a comprehensive framework for effectively managing both natural and human-caused emergencies on campus. The plan includes detailed procedures and staff responsibilities for evacuation, communication, first aid, and student supervision during emergencies. At least twice each year, Gunn conducts a two-stage evacuation and emergency response drill to ensure readiness. Our trained First Aid Response Team—led by the school health technician—practices essential medical response procedures and coordinates with emergency personnel to transport injured individuals to safe locations if necessary.

The School Site Council reviews and approves the School Safety Plan annually, ensuring alignment with California Education Code Section 32281(b)(1). The plan incorporates strategies to promote a positive school climate, strengthen mental health supports, and implement restorative practices and Positive Behavioral Interventions and Supports (PBIS). In addition, Gunn maintains lockdown and shelter-in-place procedures for situations where remaining indoors provides the greatest safety. Safety procedures are published in both the student handbook and staff manual.

The Gunn School Safety Plan was last updated in October 2024 and approved by the School Site Council on March 4, 2025. It will be reviewed, discussed, and updated during the 2025–26 school year through School Safety Committee meetings. New goals for this year include strengthening bike and traffic safety, developing individualized emergency safety plans for students with special needs, and identifying additional evacuation locations. Updates to the plan will be presented to staff on October 31, 2025, with the revised plan to be completed and approved by March 2026.

Traffic and pedestrian safety remain top priorities for the Gunn community. The Safe Routes to School Committee, made up of parents, Palo Alto city staff, and Gunn personnel, collaborates to improve parking and pedestrian safety, promote carpooling, and encourage sustainable transportation such as biking, walking, and public transit. Gunn averages over 800 student cyclists daily and provides two on-campus bike repair stations and air pumps. In partnership with the Gunn Green Team and Custodial staff, the school continues progress toward becoming a zero-waste campus, reinforcing our commitment to safety, sustainability, and community well-being.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	37	5
Mathematics	23	29	40	1
Science	24	13	44	
Social Science	24	20	55	1

2024-25 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	214.13

2024-25 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)	8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	19,088.61	2,482.11	16,606.50	137,787.35
District	N/A	N/A	15,699.45	$137,128
Percent Difference - School Site and District	N/A	N/A	5.6	0.5
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	39.4	31.7

Fiscal Year 2024-25 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 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 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$79,548	$62,145
Mid-Range Teacher Salary	$126,630	$97,088
Highest Teacher Salary	$160,509	$120,436
Average Principal Salary (Elementary)	$198,810	$151,343
Average Principal Salary (Middle)	$215,810	$159,514
Average Principal Salary (High)	$229,184	$177,261
Superintendent Salary	$393,184	$294,805
Percent of Budget for Teacher Salaries	32.79%	29.95%
Percent of Budget for Administrative Salaries	5.02%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	47.2

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	8
Foreign Language	11
Mathematics	14
Science	22
Social Science	23
Total AP Courses Offered Where there are student course enrollments of at least one student.	146

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10