

Palo Alto Senior High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

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

2021-22 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 Address	www.pausd.org

2021-22 School Overview

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

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

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

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

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

- * Promoting personal integrity and respect
- * Providing a nurturing environment characterized by teamwork and collaboration
- * Caring for and believing in every individual
- * Encouraging creativity and independent thinking
- * Understanding that growth and learning are an essential part of life
- * Acknowledging great effort and great fun in work and play

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	484
Grade 10	546
Grade 11	520
Grade 12	535
Total Enrollment	2,085

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.3
Asian	34.7
Black or African American	1.3
Filipino	0.7
Hispanic or Latino	12.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	7.6
White	41.7
English Learners	1.4
Foster Youth	0
Homeless	0.1
Socioeconomically Disadvantaged	8.9
Students with Disabilities	8.8

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has made a determination that each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject, and these materials, in each subject, are consistent with the content and cycles of the curriculum framework adopted by the State Board. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District this 14th day of September, 2021.

<http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=C6QURP7C9E79>

Year and month in which the data were collected: November 2021

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/	Yes	0
Mathematics	Algebra 1 Common Core - Pearson Education; Algebra 2 - Prentice Hall; Algebra 2 - (Prentice Hall) Pearson Education; Algebra & Trigonometry, 3rd Edition Pearson; Algebra & Trigonometry, 4th Edition Pearson; Pre-calculus Pearson 7th ed; The Practice of Statistics, 5th Edition - Bedford, Freeman & Worth; Geometry - Houghton Mifflin; Geometry Common Core (Savvas Learning Co.); Calculus, Early Transcendentals, 8th ed		0
Science	Modern Chemistry - Holt, Rinehart and Winston ; Modern Chemistry, Drey, Frey, Sarquis. Holt, Rinehart, Winston 1st ed; Biology- Ca Ed., Hold; Physics for Scientists and Engineers, Serway 4th ed.; Conceptual Physics, Hewitt, Prentice Hall; Biology in Focus, Campbell, 3rd ed, Urry, Cain, Wasserman, Minorsky (2021); Chemistry, an Atoms-Focused Approach, Gilbert, Kirss, Bretz Foster, Norton (2021), Explorations, An intro to Astronomy, 6th ed, Arny, Schneider; Intro to Marine Biology 3rd ed, Karleskint, Turner and Small; Physics, 9th ed, Cutnell and Johnson		0
History-Social Science	The Americans: Reconstruction to the 21st century, McDougal Littell; Economics Prentice Hall; Economics, McConnell, Bruce, 17th Ed; The American Pageant; 16th ed. - Cengage Learning; The Real World; 5th ed, W.W. Norton & Company; IMPACT: Principles of American Democracy (McGraw-Hill) (2019); World History, 9th Edition, Cengage (2019); Thinking About Psychology 4th ed; Charles T. Blair-Broeker and Randal M. Ernst; BFW publishers (2021); Updated Myers' Psychology for the AP Course 3rd ed; David G. Meyers and C Nathan DeWall; BFW publishers (2021)		0

Foreign Language	Bien Dit 1, Holt Rinehart Winston (2010); Bien Dit 2 Holt Rinehart Winston(2010); Bien Dit 3, Holt Rinehart Winston (2010); Descubre 1 Vista Higher Learning; Descubre 2 Vista Higher Learning; Descubre 3 Vista Higher Learning; Abriendo Paso, Pearson; Triangulo Wayside Themes; Ni Hao Volume 1 ChinaSoft Pty Ltd; Ni Hao Volume 2 ChinaSoft Pty Ltd; Ni Hao Volume 3 ChinaSoft Pty Ltd; Ni Hao Volume 4 ChinaSoft Pty Ltd; JIA YOU! Cengage Learning; Signing Naturally, Level 1 ; Smith, Lentz, Mikos; Dawn Sign Press; Signing Naturally, Level 2; Smith, Lentz, Mikos; Dawn Sign Press; Signing Naturally, Level 3; Smith, Lentz, Mikos; Dawn Sign Press; Beginning Japanese Tuttle; Intermediate Japanese Tuttle; An Integrated Course in Elementary Japanese Genki II Shogakukan; Imagina - Vista Higher Learning; Allons au-dela, Richard Ladd, Pearson; Doraemon No Dokodemo Nihongo, Shogakuen; Imagina, Blanco, José & Tocaimaza-Hatch, Cecilia		0
Visual and Performing Arts	Art History, 5th Edition, by Marilyn Stokstad and Michael Cothren		

School Facility Conditions and Planned Improvements

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

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

As of October 2021, Science Building Addition is completed, athletic fields replaced, and twenty-three (23) electric vehicle charging stations were installed. None of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Palo Alto High School campus is safe, well maintained and clean, with multiple custodial staff assigned for 88 hours daily.

Year and month of the most recent FIT report

10/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 713; thermostat hanging
Interior: Interior Surfaces	X			100 Bldg: ladder between rooms 110-111 needs repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical			X	Room 215 needs outlet covers Room 403 needs outlet cover 800 Bldg: first floor restroom light out in shower area 900 Bldg: Custodial light flickering. Light out in custodian room Wood Shop: Electric cover plate needed above office window. Wires hanging down
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			1700 Bldg: Asphalt in front of 1700 Bldg needs repair. 2X2 sinking area

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	517	147	28.43	71.57	89.12
Female	258	65	25.19	74.81	96.92
Male	259	82	31.66	68.34	82.93
American Indian or Alaska Native	--	--	--	--	--
Asian	184	62	33.7	66.3	85.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	19	29.23	70.77	84.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	8	25	75	--
White	222	55	24.77	75.23	98.18
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	13	27.08	72.92	69.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	6	11.54	88.46	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	517	129	24.95	75.05	85.94
Female	258	58	22.48	77.52	85.96
Male	259	71	27.41	72.59	85.92
American Indian or Alaska Native	--	--	--	--	--
Asian	184	55	29.89	70.11	87.04
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	16	24.62	75.38	62.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	7	21.88	78.12	--
White	222	49	22.07	77.93	93.88
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	11	22.92	77.08	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	5	9.62	90.38	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	60.47	N/A	74.07	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	628	132	21.02	78.98	60.47
Female	311	55	17.68	82.32	68.52
Male	317	77	24.29	75.71	54.67
American Indian or Alaska Native	--	--	--	--	--
Asian	223	67	30.04	69.96	74.24
Black or African American	11	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	98	14	14.29	85.71	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	10	26.32	73.68	--
White	242	38	15.70	84.30	48.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	9	14.52	85.48	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	6	9.38	90.62	--

2020-21 Career Technical Education Programs

Palo High School offers a range of CTE courses. PAUSD requires ten units (two semesters) of CTE courses for graduation. PAUSD offers CTE credit for graduation in courses that are approved by the CTE Steering Committee and follow the CTE guidelines for a quality CTE program, and a number of them satisfy the A-G entrance requirement for the UC and CSU systems. PAUSD completed implementing specific sequences of CTE courses constituting CTE pathway programs in selected industry sectors. PAUSD offers 16 CTE pathway programs across ten CDE designated industry sectors. Of these 16 pathways, 11 are currently completable. Also, there are some courses that support multiple pathways, such as Work Experience and Advanced Authentic Research. PAUSD continued the work of the last two years to update CTE pathway programs and to explore new partnerships not only to expand articulation and dual enrollment options but also to offer internships and certifications. Palo Alto High School currently offers 6 Dual enrollment courses (in Advanced Stage Tech, Early Childhood Education, Kinesiology, and Human Anatomy). Pathways offering certifications include Engineering, through NAFTrack certification, Culinary Science through eFood Handler certification, and Multiple pathways offering 21st Century Certification. Early Childhood Education students can also earn an Assistant and/or Associate Teaching Permit through the CTC. Under the Curriculum & Career Education partnership, CTE is working closely with site guidance counselors and other departments to expand options and ensure that CTE program offerings are accessible to all students and supportive of students' individualized needs. In an effort to expand outreach, a Dual Enrollment Handbook and CTE Pathways handbook was created and circulated to counselors. We are also working on expanding coordinated outreach to ensure that students and families are aware of their options by working with the District's equity initiative. CTE leadership continues to strengthen its CTE Advisory to give students more diverse opportunities with work-based learning, including internships and certifications. PAUSD's Career Technical Education Advisory is scheduled to meet every other month virtually. The CTE Advisory contributed their expertise and vision for career-themed pathways and developing the CTE plan. 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 the Curriculum and Career Education website .

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,096
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.19
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	75

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.6	3.4	3.3	4.2	3.3	4.1	9.0	8.9	9.4
Graduation Rate	96.6	95.1	95.2	95.4	94.3	94.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	540	514	95.2
Female	272	258	94.9
Male	268	256	95.5
American Indian or Alaska Native	--	--	--
Asian	170	166	97.6
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	61	55	90.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	35	35	100.0
White	254	239	94.1
English Learners	16	16	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	66	58	87.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	50	37	74.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2141	2072	69	3.3
Female	1051	1019	34	3.3
Male	1090	1053	35	3.3
American Indian or Alaska Native	7	7	0	0.0
Asian	735	717	15	2.1
Black or African American	32	28	3	10.7
Filipino	18	16	0	0.0
Hispanic or Latino	277	269	15	5.6
Native Hawaiian or Pacific Islander	14	14	1	7.1
Two or More Races	163	159	6	3.8
White	895	862	29	3.4
English Learners	30	30	2	6.7
Foster Youth	4	3	1	33.3
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	204	196	21	10.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	230	192	30	15.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.44	0.00	0.96	0.06	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.54	0.53	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Each PAUSD school has a Safety Plan and clearly stated expectations for student behavior. The Safety Plan was updated in August 2021. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion, or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to preventing harmful behaviors. An administrator has given every student an overview of expectations while on campus. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

Additional changes and revisions continue to be made to the Palo Alto High School Safety Plan for 2021-22, including creating an Emergency Planning and Procedures guide that informs staff on how to respond in any emergency situation. The guide lays out the specific responsibilities that administrators, teachers and campus supervisors have during each type of emergency, as well as identifies the key members of the School Emergency Response Team. There have also been multiple drills to practice staff responsibilities during evacuations, and adjustments have been made to maximize effectiveness. The entire staff went over the Emergency Planning and Procedures guide at the first staff meeting in August.

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

The Palo Alto High School School Safety Plan was last updated on August 2021 and will be reviewed, discussed, and updated during School Site Council Meetings in the 2021-22 school year. The revised Safety Plan will be completed by March 2022. Until that time, we will follow the safety plan that is currently in place and approved.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	34	58	1
Mathematics	24	27	63	1
Science	20	34	67	2
Social Science	24	29	64	3

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	32	62	1
Mathematics	25	21	68	3
Science	27	7	73	2
Social Science	25	30	62	1

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	33	58	1
Mathematics	23	31	60	3
Science	26	12	69	1
Social Science	24	23	67	4

2020-21 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	347.5

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$ 15,448.80	\$ 2,392.05	\$ 13,056.74	\$114,410.17
District	N/A	N/A	13,114.29	\$114,644
Percent Difference - School Site and District	N/A	N/A	-200.0	-0.2
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-200.0	27.9

2020-21 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). In addition, Palo Alto High School receives Title IV funds. The use of categorical funds is to assist districts 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) Addendum for 2018-19 located on PAUSD's LCAP webpage, <https://www.pausd.org/about-us/lcap>.

In addition, each School Site Council (SSC) annually reviews and updates their site's School Plan for Student Achievement (SPSA). The California Department of Education describes the SPSA as the "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 SPSA 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 SPSA. The SPSA includes a budget for proposed expenditures to support the SPSA goals. Proposed 2020-21 SPSAs were presented to the PAUSD Board on June 23, 2020 and are available through the following link: <http://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=BQ2S3Y6FB3CB>

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$67,059	\$52,562
Mid-Range Teacher Salary	\$106,750	\$83,575
Highest Teacher Salary	\$135,311	\$104,166
Average Principal Salary (Elementary)	\$170,020	\$131,875
Average Principal Salary (Middle)	\$184,382	\$137,852
Average Principal Salary (High)	\$191,531	\$150,626
Superintendent Salary	\$309,000	\$260,243
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	45.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	17
Fine and Performing Arts	8
Foreign Language	7
Mathematics	15
Science	17
Social Science	10
Total AP Courses Offered	76

Professional Development

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Palo Alto Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 Address	www.pausd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5633	4781	84.87	15.13	80.48
Female	2644	2237	84.61	15.39	84.21
Male	2989	2544	85.11	14.89	77.21
American Indian or Alaska Native	--	--	--	--	--
Asian	2084	1848	88.68	11.32	90.63
Black or African American	102	87	85.29	14.71	48.28
Filipino	30	25	83.33	16.67	70.83
Hispanic or Latino	823	688	83.60	16.40	51.03
Native Hawaiian or Pacific Islander	57	47	82.46	17.54	31.91
Two or More Races	680	597	87.79	12.21	85.71
White	1855	1487	80.16	19.84	83.00
English Learners	379	329	86.81	13.19	37.23
Foster Youth	--	--	--	--	--
Homeless	36	20	55.56	44.44	30.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	673	557	82.76	17.24	43.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	650	498	76.62	23.38	38.90

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5631	4747	84.30	15.70	78.58
Female	2642	2218	83.95	16.05	78.75
Male	2989	2529	84.61	15.39	78.42
American Indian or Alaska Native	--	--	--	--	--
Asian	2083	1831	87.90	12.10	92.99
Black or African American	102	84	82.35	17.65	42.17
Filipino	30	25	83.33	16.67	60.00
Hispanic or Latino	823	681	82.75	17.25	42.92
Native Hawaiian or Pacific Islander	57	44	77.19	22.81	27.27
Two or More Races	679	598	88.07	11.93	84.25
White	1855	1482	79.89		78.76
English Learners	379	342	90.24	9.76	40.41
Foster Youth	--	--	--	--	--
Homeless	36	24	66.67	33.33	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	673	552	82.02	17.98	36.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	650	494	76.00	24.00	35.71