

# The Single Plan for Student Achievement

**2016-17**

**Palo Alto Senior High School**

School Name

**43 69641 0000000**

CDS Code

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**Palo Alto Unified School District**

The District Governing Board approved this revision of the School Plan on May 9, 2017.

**Palo Alto Senior High School  
Palo Alto Unified School District  
SPSA PLAN FOR YEAR 2016-2017**

**A: High Quality Teaching and Learning** (Aligned to Strategic Goal A, C, and E)  
Systems alignment for greater consistency around learning outcomes to reduce undue stress

**Measurable Goal** (school selects goal/s to be accomplished by June 2017):

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Critical Learner Need / WASC Goal #1: System alignment for greater consistency around learning outcomes to reduce undue stress.

Systems in place that support governance, curriculum and instruction, data collection and analysis, professional development, and student/parent outreach to ensure future readiness for ALL students.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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Strategy #1 - Aligning Student Learning Outcomes  
Strategy #2 - Creating and Leading Cultures of Inquiry

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Determine the essential learning standards for each course on campus.	Ed Council/Instructional Leaders, Teachers, PLC teams	Common Course Guides have been written in the following courses:  All Math courses All VAPA courses World Language Level 1 courses, French 3/3H All Science courses All History/SS courses All Special Education Courses All PE courses English 9/9A, 10/10A, World Literature and any 11/12th grade elective taught by more than 1 teacher All CTE courses
Align essential learner goals for each course with CCSS/NGSS and other national standards.	Ed Council/Instructional Leaders, Teachers, PLC teams	Essential Learning Goals have been written in the following courses:  All Math courses VAPA courses are using the National Arts Standards to guide our ELO's. Art Spectrum currently has established ELO's. All Level 1 World Language courses, French 3/3H World History, Econ, AP Psychology, AP Economics All Special Education courses All PE courses
Conduct research on grading practices, homework and assessment practices in all courses.	Ed Council/Instructional Leaders, Teachers, PLC teams	*PLC teams have attended professional learning opportunities in this area.  * Instructional Leaders have been provided copies of Thomas Guskey's Book "Answers to Essential Questions About Standards, Assessments, Grading & Reporting" and PLC teams use Myron Dueck's book, "Grading Smarter Not Harder" as a primary resource.  * Encouraging all teachers to move to the Schoology gradebook in 2017-2018.
Investigate and conduct action research regarding grading and reporting tools aligned with CCSS/NGSS and 21st century skills.	PLC teams	* Tech TOSA and English teacher have partnered to conduct ongoing research around eliminating bias in the gradebook. They have presented their findings to Paly and district staff.  *Tech TOSA has been working with the English and World Language departments to develop grading practices that align with the standards through Schoology.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
		* Paly teachers have been encouraged to use the Schoology gradebook exclusively beginning in 2017-2018. Tech TOSA are conducting research to address the feasibility of this goal.
Develop at least two common summative assessments per semester within each course that align to the essential learning standards.	Instructional Leaders, Department members, PLC teams	The following courses have developed at least 2 common summative assessments that align to CCSS/NGSS:  All math courses Art Spectrum French 3/3H All levels of biology and chemistry World History, US History, Economics, AP Economics, AP Psychology All PE classes English 9/9A, 10/10A and World Literature All Journalism classes
Develop common rubrics, grading scales and assessment practices in like courses and across departments to measure students attainment of the essential learning outcomes across the curriculum.	Instructional Leaders, Department members, PLC teams	The following courses have developed common rubrics, grading scales and assessment practices:  All Math courses Art Spectrum courses All Level 1 World Language courses, French 3/3H courses All levels of Biology and Chemistry courses World History, US History, Economics and History/SS electives courses All Special e Education courses All PE courses English has developed a department grading scale and common assessments in English 9/9A and English 10/10A Journalism grading scales and assessment practices
Communicate with and educate all stakeholders about standards-based grading.	PLC teams	Ed Council has discussed this topic and is considering ways to educate parents and stakeholders on grade reporting. Recent wGPA controversy is generating more discussion among staff regarding changing current grading practices.
Examine grading practices that are supportive of mastery learning.	Ed Council/Instructional Leaders, Teachers, PLC teams	The following courses/teachers are piloting standards-based grading practices and/or planning to implement some standards based grading in the fall of 2017:  Math (Will Friebe) Algebra2/TrigA VAPA since the arts have always been projected based and focused

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
		on mastery. All level 1 World Language classes Chemistry (fall 2017) with other disciplines to follow English 10/10A Social Justice (David Cohen), World Literature (Kindel Launer)
Develop common course guides in like courses using current research to guide our conversations and decisions.	Ed Council/Instructional Leaders, Teachers, PLC teams	Common Course Guides have been written in the following courses:  All Math courses All VAPA courses World Language Level 1 courses, French 3/3H All Science courses All History/SS courses All Special Education Courses All PE courses English 9/9A, 10/10A, World Literature and any 11/12th grade elective taught by more than 1 teacher All CTE courses
Develop a committee to research and determine essential questions that can be answered by data metrics.	Data Team, Ed Council	We are in the process of forming our team for 2017-2018 school year.
Investigate data tools and use new data system to assess metrics, providing professional learning time to analyze student data.	Data Team, Ed Council	Professional learning around the use of Data Zone has been provided to staff during Thursday Learning Strands.
Reimagine and refine the purpose and outcomes for Student Study Team (SST) and Human Services Team (HST).	Equity/RTI team with all counselors, psychologists, administrators, Ed Council	Creation of COST team to coordinate services, interventions and generate pre-referral strategies.
Investigate root causes of student underperformance.	Equity/RTI team, Ed Council	To be addressed in 2017-2018
Based on results of data/interviews, create a system of intervention that addresses the specific needs of African American and Latino students and their families.	Equity/RTI team, Ed Council	To be addressed in 2017-2018
Integrate services from AVID and Focus on Success for comprehensive support for our historically underserved students (HUR).	AVID site team	AVID expansion continues. We are currently serving 85 students in AVID, as FOS enrollment decreases. Next year, we will have over 100 students at all 4 grade levels in AVID. AVID students have partnered with Rise Together Education's mentorship program to help defray college costs and enlist mentors for 11th grade AVID students.
Partner/collaborate with middle schools to develop vertical alignment of interventions.	HS/MS MTSS teams	To be addressed in 2017-2018
Examine all credit recovery options to create a model that is aligned with CCSS.	Equity/RTI team	Guidance department is utilizing Odysseyware software program to expand credit recovery options for students.
Improve parent communication and trainings - provide additional information in home language.	Equity/RTI team	Outreach night for parents regarding the resources on campus/off campus such as ACS, ARC, Math Homework Club, First Gen, FCE,

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
		<p>College Track, etc.</p> <p>Latino Parent nights to discuss graduation/A-G requirements, How to contact teachers/T.As, Tutorial on what system to use for what (Naviance for post high school plans, IC for attendance and progress notes, Schoology for assignments, etc)</p> <p>More communication sent out in Spanish in both email and text messages</p> <p>Translation of Course Catalog (almost done)</p> <p>Translation services and advertising for Guidance Parent night in Spanish (flyer &amp; texts)</p> <p>Community discussion on current events (weighted GPA) in Spanish</p>
Use data to analyze root cause of enrollment gap in AP/Honors courses.	Equity/RTI team, Ed Council	To be addressed in 2017-2018
<p>Refine enrollment process in AP courses -</p> <ul style="list-style-type: none"> <li>* Examine research-based best practices around the AP enrollment process to increase access.</li> <li>* AVID will pilot a program (pre AP skills and curriculum) that helps support this set of students to enroll in and support them when they take AP courses.</li> </ul>	<p>Equity/RTI team, Ed Council</p> <p>AVID Site Coordinator</p>	<p>To be addressed in 2017-2018</p> <p>10th grade AVID students took the PSAT this year to determine pre-AP skills.</p>

**B: Equity and Access** (Aligned to Strategic Goal A, B, C, D, and E)

Research-based instructional practices that increase student engagement for ALL students

**Measurable Goal** (school selects goal/s to be accomplished by June 2017):

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Critical Learner Need/WASC Goal #2: Research based instructional practices that increase student engagement for ALL students (increasing students engagement, motivation and achievement for all learners at Palo Alto High School, especially our historically underrepresented (HUR) students).

Instructional Staff to utilize research-based instructional strategies and 21st century tools to ensure future readiness for ALL students. Given our achievement/opportunity gap and implementation of CCSS and NGSS, our focus will be on the areas of writing, inquiry, collaboration, organization and reading (WICOR) throughout the school.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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Strategy #1 - Ongoing Professional Learning (PL) "Paly as a Learning System"

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Create interest in and value for PLCs via visits to other schools.	PLC teams, Ed Council	<p>Paly teachers have visited/collaborated with the following:</p> <p>VAPA - Carmel Valley High School and Castilleja  Science - Biology team visited Pleasanton High School and Castilleja  PE - teachers visited Saratoga High School  Journalism has visited Monte Vista High School  Game Design teacher is in contact with Folsom High School  History/SS teacher is working with Berkeley High School  Social Justice Pathway teachers collaborating with New Trier High School</p>
Increase professional learning on teacher collaboration.	Ed Council	<p>Science department and World Language department have both received full-day professional learning on building collaborative teams.</p> <p>October 7th professional learning day was focused on building teacher capacity. Teachers were introduced to the idea of "family groups" - cross- departmental grouping to build connections.</p> <p>Monthly Learning Strands continued and were very successful this year.</p>
Visit other schools that have schedules that include PLC time.	Ed Council	Bell Schedule Review Committee to investigate in fall of 2017
Explore use of a revised bell schedule or creative ways to capture additional PLC time.	Ed Council	Bell Schedule Review Committee established in October 2017. Work is ongoing.
Pilot revised bell schedule with embedded time for PLC's and assess effectiveness of revised schedule in terms of providing additional time for collaboration.	Ed Council	Bell Schedule Review Committee has proposed in interim schedule for 2017-2018 and hopes to create a long-term solution for future years by January 2018.
Identify common prep periods for core teachers in the master schedule for increased collaboration time.	Ed Council	<p>All math courses have common preps.  World Language Level 1 teachers are interested in a common prep for 17-18.  Biology, Chemistry and Physics have common preps.  US Govt/Contemporary World has a common prep.  English 9/9A has had a common prep and plans to develop more in 17-18.  Therapeutic and Futures teachers have common preps.  Co-taught classes have common preps.</p>
Develop protocols for course alike teachers (PLC) to use formative assessment data to inform their teaching practices and make adjustments in order to improve student learning.	Ed Council	<p>Math, World History, US History, Biology, Chemistry and English 9/9A regularly use PLC time to discuss formative assessment data.</p> <p>Protocols have been developed and shared with teaching staff</p>



Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
		through the Schoology PLC group. The Assistant Principal of Learning and Innovation has worked with teams on creating and sharing protocols. Protocols are also modeled and used in Ed Council which can be brought back to PLC teams. Professional Learning Director has introduced protocol language and attended all Ed Council meetings in this regard.
Increase awareness of global educational pedagogy and best practices in schools outside of Palo Alto. Encourage teachers to attend professional learning conferences, workshops, and trainings with the expectation of sharing their new learnings/best practices within their PLC's, department or school-wide.	Ed Council	<p>Paly teachers and staff attended the following professional learning conferences/workshops outside of PAUSD:</p> <ul style="list-style-type: none"> <li>American Council on the Teaching of Foreign Language National Conference</li> <li>California Association of Foreign Language Teachers Conference</li> <li>Learning Forward Conference</li> <li>Deeper Learning Conference</li> <li>EQ Schools Spring Conference</li> <li>AVID Summer Institute</li> <li>Institute for Social Emotional Learning</li> <li>Greater Good Science Center</li> <li>SFMOMA Teacher Institute</li> <li>Annual Conference on Advancing School Mental Health</li> <li>UC/CSU Counselor Conference</li> <li>Social Justice Training Institute</li> <li>BSCS Monterey Professional Development Provider Institute</li> <li>NGSS Conference</li> <li>AP Seminars</li> <li>AP Summer Institute</li> <li>Stanford Institute for Economic Policy Research</li> <li>AP Workshop</li> <li>CTA Good Teaching Conference</li> <li>CA Media Arts Standards Legislation</li> <li>AAC By the Bay</li> <li>EdModoCon</li> <li>Spring National High School Journalism Education Association Conference</li> <li>National High School Journalism Convention</li> <li>California All-State Music Education Conference</li> <li>Islamic Arts Workshop</li> <li>Becoming Learning Principals Institute</li> <li>National TPRS Conference</li> <li>Google for Education Summit</li> </ul>
Ongoing professional learning around technology integration for deeper learning.	Ed Council, Technology team	Paly teachers attended a variety of Tech workshops and learning opportunities offered by the district.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
		<p>Paly Tech TOSAs worked collaboratively with departments and one-on-one with teachers to assist the in tech integration.</p> <p>Paly Tech team attended Schoology National Conference in July 2017.</p>
<p>Increase the quantity and quality of Tier One (classroom based instruction) interventions by providing professional learning on differentiated instruction, formative assessment, co-teaching/inclusion.</p>	<p>Ed Council, Equity/RTI team</p>	<p>Universal Design for Learning introduced in August 2017 PL day. Inclusion specialist has provided:</p> <ul style="list-style-type: none"> <li>* Every learning strand (6 times) a session on UDL, between 10 -20 teachers per session.</li> <li>* Supports for All Students (online class that focuses on Universal Design ) 18 hour class, that had 10 PALY teachers enrolled.</li> <li>* Spring Staff development 2 sessions on UDL in concert with CAST. (50 teachers between the two sessions.)</li> <li>* Every PLC work with Bio team with a UDL focus.</li> <li>* Monthly meet with an average of 20 teachers for an hour each to work on UDL or lessons of specific differentiation of lessons.</li> <li>* teacher teams consult with me on larger assignments to break them down with a UDL focus/accommodation.</li> </ul>
<p>Investigate research-based interventions aligned with CCSS by investigating other RTI/MTSS systems at other high performing high schools.</p>	<p>Equity/RTI team</p>	<p>This work to begin in 2017-2018.</p>
<p>Educate all stakeholder about the RTI/MTSS model.</p>	<p>Equity/RTI team, Ed Council</p>	<p>This work to begin in 2017-2018.</p>
<p>Improve parent communication, parent education, outreach and trainings.</p>	<p>Equity/RTI team</p>	<p>Challenge Success team developed quarterly newsletter - The Paly Insider.</p> <p>Wellness Advisory Council includes parent representation.</p> <p>PTSA coordinated parent education with Gunn HS PTSA and Paly Wellness Team.</p> <p>Additional PTSA principal coffees, parent network meetings and informational nights held this year.</p> <p>English 9/9A continued it's Saturday writing workshop for freshman parents</p> <p>Parent Liaison hired and partnered with Guidance staff. Translation services expanded.</p>

**C: Wellness and Safety** (Aligned to Strategic Goals A, B, C, D, and E)  
Innovative school culture promoting global competencies, creativity and empathy

**Measurable Goal** (school selects goal/s to be accomplished by June 2017):

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Critical Learning Need/WASC Goal #3 - Innovative school culture promoting global competencies, creativity and empathy

Develop a shared system of beliefs and priorities driving the thinking and actions of those within our school community so that the expectations and attitudes of everyone on campus is that all students will graduate future ready, including ready to attend college, with global competency skills.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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Strategy #1 - A Vision for our Future

Strategy #2 - Global Competencies and Increasing Student "Voice and Choice"

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented?
Further development/implementation of a shared Vision and Mission statement for our schools	Ed Council	<p>Ongoing conversations in Ed Council about the need for a shared vision and development of a school motto.</p> <p>Partnership with Stanford Graduate School of Education's "Re-Envisioned" project began in January 2017 to collect qualitative data/student voice regarding the purpose of school. Over 150 student interviews collected so far with project analysis to be completed and presented in October 2017.</p> <p>Meanwhile, Ed Council is conducting a book study on Michael Fullan's "Coherence" which also offers guiding principals for work in this area.</p>
<p>Establish a Challenge Success committee to research and redefine "rigor" in learning at Palo Alto High School. The committee is also charged with:</p> <ul style="list-style-type: none"> <li>* Audit alignment of assigned homework with the district's homework policy</li> <li>* Evaluate the effectiveness and relevancy behind assigned homework</li> <li>* Examine and shift student, teacher and parent perception in regard to "rigor vs. workload" for AP/Honors courses.</li> </ul>	Challenge Success team, Wellness TOSA and Assistant Principal of Teaching and Learning	Challenge Success committee meets monthly and includes representation from all stakeholders.
<p>Create conversations among all stakeholders to explore and share passions: Research and investigate "Growth Mindset" and its implications into a new definition of success (to create a cultural shift where risk-taking and failure are necessary components of the learning process where teaching is for mastery)</p>	Challenge Success team	Challenge Success committee organized student and teacher fishbowls this winter to develop empathy and generate understanding among our community.
Examine other school's approaches to increasing love of learning and intrinsic motivation (e.g. project-based learning, student agency)	Challenge Success team	To be addressed in 2017-2018.
Examine grading practices to support "Growth Mindset" and mastery learning by encouraging self-assessment and embracing design thinking in the classroom.	Challenge Success team	To be addressed in 2017-2018.
Campaign to encourage collaboration and discourage academic comparison and competition between students.	Challenge Success team	"Rock" campaign on Field day.
Visit and learn from other schools that have implemented programs that meet A-G requirements but also have successfully developed multiple learning pathways.	Challenge Success team	To be addressed in 2017-2018.
Investigate and launch "Senior Research Project" program.	AAR District Initiative	The district's senior research program was expanded to all grades and is called "Advanced Authentic Research." Launched in 2015-

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented?
		2016, AAR has grown substantially. We currently have 104 students participating in the program.
Investigate and research interdisciplinary learning opportunities and projects that promote interdisciplinary learning.	AAR District Initiative, Ed Council	Hire an Interdisciplinary TOSA in Spring 2017.
Reconsider use of tutorial time to maximize learning opportunities for students and teachers on campus (examples may include Genius Hour or 20% time).	Ed Council, ASB students, Challenge Success, Site Council students	Tutorial has been rebranded and is now called "Flex" time. Attendance is taken at the end of the period, but during the period, students have freedom to chose how to best use their time on campus.
Parents as learning partners - Improve parent education, communication and community outreach to become a learning system.	Ed Council, PTSA President and Site Council members	Working with the PTSA Wellness Liaison and Wellness Advisory committee, plans are underway to coordinate parent education programs at the high school level.
Embrace district's Future Ready Vision - Bring Your Own Device (BYOD)/Chromebook implementation/technology integration. Fully implement and embrace our school's five-year technology integration plan (Paly 1:World).	Ed Council, Department members, Technology Team	All Paly 10th and 11th graders are expected to have a device on campus this year. 400 Chrome books were distributed to students during the first week of school.
<p>Investigate and develop a comprehensive Computer Science Curriculum K-12 with a focus on increasing female participation in our Computer Science courses.</p> <p>Promote Computer Science extracurricular learning opportunities to expose more students to careers that prepare them students for a global economy.</p> <p>Investigate and expand out STEM course offerings to include biomedical science, engineering and computer science pathways within a STEM academy.</p> <p>Establish articulation programs and expand our partnership with Foothill Community College.</p>	Principal, CTE Instructional Supervisor, Math Instructional Supervisor, Science Instructional Supervisor, department members	<p>CSCAC formed this year by the Math TOSA for the district. Principal and two Paly CS teachers serve on the district committee. Recommendations presented to the BOE in May 2017.</p> <p>As Paly Robotics program continues to grow, exploring ways to include more students and plan to pilot the VEX program this summer and next year to start a "JV" Robotics program.</p> <p>Paly Science Instructional Leader and Principal working on developing STEAM pathways in Biomedical Science, Engineering and Computer Science. Innovation Programming TOSA position created in spring 2017 to help with future planning and implementation. Biology team to attend Project Lead the Way training in summer 2017 as science department embraces project-based learning.</p> <p>Principal met with Foothill College President on May 3rd to discuss future concurrent enrollment partnerships. Foothill's Nanotechnology course continues to be offered at Paly and has been a successful addition to our course offerings.</p>

**School Site Council Membership  
Palo Alto Senior High School**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kim Diorio	[X]	[ ]	[ ]	[ ]	[ ]
Jonake Bose	[ ]			X	
Hayley Gans	[ ]			X	
Anjana Joshi	[ ]			X	
Daniel Theo	[ ]			X	
Erin Angell	[ ]	X			
Chris Farina	[ ]	X			
Melinda Mattes	[ ]	X			
Theresa McDermott	[ ]	X			
Andrea Struve	[ ]	X			
Carolyn Benfield	[ ]		X		
Meb Steiner	[ ]		X		
Joshua Athayde	[ ]				X
Ivory Tang	[ ]				X
Bridget Li	[ ]				X
Amber Lim	[ ]				X
Angel Trach	[ ]				X
Stephanie Lee	[ ]				X
Yasmine Kamgar	[ ]				X
Candace Wang	[ ]				X
Lien Vu	[ ]			X	X
<b>Numbers of members of each category</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>9</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances  
Palo Alto Senior High School**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other committees established by the school or district (list):

Ed Council

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/08/17

Attested:

Kim Diorio  
\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Melinda Mattes  
\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

Hayley Gans, M.D.  
\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**Site Council Budget**  
**SPSA Budget: Palo Alto Senior High School**

	<b>Expense Accounts</b>	<b>Instructional Services/ Programs</b>	<b>Release Time/ Staff Development</b>	<b>Instructional Assistants/ Aides/Tutors</b>	<b>Supplies/Materials and Equipment</b>	<b>Centralized Services</b>	<b>EXPENSE TOTAL</b>
1000	Certificated Salaries		23,500				23,500
2000	Classified Salaries						0
3000	Employee Benefits						0
4000	Supplies						0
5000	Contracted Services						0
6000	Capital Outlay						0
7000	Indirect Costs						0
	<b>Total</b>						23,500



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	510	474	214	110	207	109	42.0	23
All Grades	510	474	214	110	207	109	42.0	23

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2685.4	2702.3	61	67	19	25	11	5	6	4
All Grades	N/A	N/A	61	67	19	25	11	5	6	4

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	62	66	28	31	10	4
All Grades	62	66	28	31	10	4

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	71	73	21	22	9	5
All Grades	71	73	21	22	9	5

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	41	43	53	54	6	3
All Grades	41	43	53	54	6	3

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	67	67	28	29	5	4
All Grades	67	67	28	29	5	4

**Conclusions based on this data:**

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## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	510	474	237	120	230	119	46.5	25.3
All Grades	510	474	237	120	230	119	46.5	25.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2722.8	2745.0	62	71	14	18	10	3	11	8
All Grades	N/A	N/A	62	71	14	18	10	3	11	8

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	72	80	14	12	14	8
All Grades	72	80	14	12	14	8

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	57	66	36	27	7	7
All Grades	57	66	36	27	7	7

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	59	70	33	26	8	4
All Grades	59	70	33	26	8	4

**Conclusions based on this data:**

1.

School and Student Performance Data

CAASPP Results (All Students)

Science

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
10	91	88	83	7	8	12	1	2	3	1	2	2

## School and Student Performance Data

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	40	44	17		11	50	60	33	33					11	
10	25	***		75		***									***
11	20			50	***								30		
12	***						***		***						
<b>Total</b>	31	42	10	42	25	50	15	25	30				12	8	10