

SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

PALO ALTO SENIOR HIGH SCHOOL

**50 Embarcadero Road
Palo Alto, CA 94301**

Palo Alto Unified School District

March 9 – March 11, 2009

Visiting Committee Members

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Chapter I: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status).
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).
- ➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Palo Alto Senior High School (Paly), established in 1894, is one of two comprehensive high schools serving grades 9 through 12 in the Palo Alto Unified School District. The present enrollment is 1757 and is expected to increase to 2200 within the next five years. Located in the heart of Silicon Valley, the City of Palo Alto includes a dynamic mix of business and residential development. Hewlett-Packard and Stanford University and Hospitals are the City's largest employers. Palo Alto's population is approximately 60,000; the mean household income is \$90,377; the median home price is \$1,103,000; 74% of adults hold a four-year college degree; and 43% of adults over 25 have at least one graduate degree.

Students who attend Paly typically live in the City's northern and central neighborhoods. Recent demographic shifts in northern Santa Clara County have brought new families and increased ethnic and linguistic diversity within Asian, East Indian and Middle Eastern populations. In addition, the Voluntary Transfer Program (VTP), also referred to as the Tinsley Program, brings students from Ravenswood School District to PAUSD, with Paly as the program's designated high school. The current composition of the student body is 59.9% White, 7.4% Latino, 21.6% Asian, 5.9% African-American, .6% Pacific Islander, .9% Filipino, and .5% Native American. Over the last fifteen years, the student body at Paly has become more ethnically and linguistically diverse. The white student population has decreased from over 80% in 1993 to less than 60% in 2008. The largest percent increase in the last fifteen years has been in the Asian population, which has doubled from 15% to over 20% since 1993.

Along with a comprehensive guidance department staff that includes a College and Career Center, Paly has a full-time school psychologist. Additionally, students are assigned a Teacher-Advisor throughout their four years, staying with the same TA from 10th through 12th grade. The TA program is a national model for the future of delivery of guidance curriculum.

The Paly High Special Education program currently serves 169 students, who represent less than 10% of the student population. The Achievement Via Individual Determination (AVID) program has increased from 11 students in 2004 to the present 23, with an additional 44 students in *Focus on Success*. The Paly Opportunity Program is a self-contained classroom for core subjects, serving 9th and 10th-grade students who need more structure in their school day. Paly also offers Independent Study for struggling 11th and 12th-grade students so that they can successfully complete their high school education. Average class size is 28.5, with a class-size cap of 22 and 25 students in freshman and sophomore English and math courses respectively.

Over 22% of the students at Paly speak a language other than English at home. The percentage of English-as-a-Second-Language (ESL) students has increased by 100% in the last five years. As Paly does not have a formal English Development Program for English Language Learners, students who test as Limited English Proficient at the high school level in PAUSD attend Gunn High School, Paly's sister school in the district. To remain at Paly, LEP students must waive their access to a formal ELD program.

Table 1.8 ENGLISH LEARNERS AND SECOND LANGUAGE STUDENTS

Year	Total Enrollment	ELL		FEP		RFEP		Total	
		#	%	#	%	#	%	#	%
2007 - 2008	1,701	50	2.9	329	19.3	3	0.2	382	22.5
2006 - 2007	1,690	30	1.8	328	19.4	0	0.0	358	21.2
2005 - 2006	1,728	22	1.3	314	18.2	4	0.2	340	19.7
2004 - 2005	1,698	7	0.4	320	18.8	74	4.4	401	23.6
2003 - 2004	1,662	34	2.0	260	15.6	1	0.1	295	17.7
2002 - 2003	1,626	1	0.1	179	11.0	0	0.0	180	11.1

ELL = English Language Learners; FEP = Fluent English Proficient; RFEP- Redesignated Fluent English Proficient

Table 1.9a ELL STUDENTS BY MAIN LANGUAGE

	2004 – 2005		2005 – 2006		2006 – 2007		2007 – 2008	
	#	%	#	%	#	%	#	%
Spanish	5	71.4	6	27.3	8	26.7	12	24.0
Mandarin			4	18.2	3	10.0	12	24.0
Japanese			2	9.1	1	3.3		
Korean			2	9.1	1	3.3	4	8.0
Russian					3	10.0	4	8.0
Hebrew			2	9.1	2	6.7	1	2.0
Cantonese					1	3.3	1	2.0
German	1	14.3	2	9.1	4	13.3	5	10.0
Other	1	14.3	4	18.2	7	23.3	11	22.0
TOTAL ELL	7	100.0	22	100.0	30	100.0	50	100.0

Table 1.10 FEP BY MAIN LANGUAGE

	2004 – 2005		2005 – 2006		2006 – 2007		2007 – 2008	
	#	%	#	%	#	%	#	%
Spanish	82	25.6	85	27.1	80	24.4	81	24.6
Mandarin	86	26.9	81	25.6	94	28.7	88	26.7
Korean	24	7.5	23	7.3	24	7.3	25	7.6
Russian	18	5.6	19	6.1	19	5.8	18	5.5
Hebrew	17	5.3	15	4.8	19	5.8	16	4.9
Cantonese	14	4.4	14	4.5	17	5.2	18	5.5
German	12	3.8	6	1.9	8	2.4	8	2.4
French	9	2.8	10	3.2	7	2.1	13	4.0
TOTAL FEP	320	100.0	314	100.0	328	100.0	329	100.0

283 students or 16.6% have been identified as Gifted and Talented. Over 6% of Paly students qualify for Title I, a slight increase over the past three years. Paly anticipates that the Title I population may continue to increase, given the current economic realities.

PAUSD is a basic aid district and does not receive state funding base on Average Daily Attendance, but attendance is an educational priority for the school and the district because it influences both the academic success of individual students and the overall instruction in the classroom. Paly enjoys a high rate of attendance, but it has experienced selective period absences in the past few years. The period truancy rate has increased to current levels of approximately 50% of the student body selectively cutting at least three or more classes.

Table 1.11 ANNUAL SCHOOL ATTENDANCE AND PERIOD TRUANCY

	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
	Percent Truant	Percent Truant	Percent Truant	Percent Truant
Palo Alto High School	12.72	56.0	48.9	69.0
PAUSD	6.69	14.7	16.6	21.7
Santa Clara County	20.28	22.3	17.5	17.8
California	22.56	24.6	25.2	25.9
Truant = Number of students with unexcused absence on 3 or more days				

There are 180 staff members at Paly; of the 123 certificated staff members, 114 are classroom teachers and 13 are National Board Certified Teachers. The teaching staff is highly qualified, with 100% fully credentialed and over 65% holding at least one master's degree. Only 34, however, are CLAD credentialed, an area of concern. The certificated staff is not as diverse as the student population, but the school and district have made significant headway in hiring underrepresented minority teachers (see table at the end of this report).

The number of suspensions at Paly has remained relatively constant, 68 for the 2007-2008 school year. Expulsions are rare; there was one expulsion for the 2007-2008 school year. Suspensions that are of concern are physical injury, drugs and alcohol, stealing, and defiance. The only area that has shown an increase in numbers over the last four years is that of drugs and alcohol.

Table 1.12 SUSPENSIONS BY VIOLATION

Ed Code	Description	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
48900(a)(1)	Related to physical injury to another person	15	11	2	8
48900(a)(2)	Related to use of force or violence	4			2
48900(b)	Related to firearms, knives, explosive devices, etc.	1	1		1
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	17	21	36	33
48900(e)	Committed or attempted to commit robbery or extortion	1			
48900(f)	Caused or attempted to cause damage to school property or private property	2	1	5	
48900(g)	Stole or attempted to steal school property or private property	7	7	12	11
48900(h)	Related to possession or use of tobacco products	1		3	3
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	3	1	2	
48900(k)	Related to disruption of school activities or willfull defiance	17	15	8	9
48900(l)	Knowingly received stolen school property or private property	2	1	2	
48900.2	Related to sexual harassment	1	1		
48900.3	PDS-Related to hate violence	1			
48900.4	Related to harassment, threats, or intimidation		1		1
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	2			
48915(c)(1)	PDS-Related to possessing, selling, or otherwise furnishing a firearm		1		
48915(c)(5)	PDS-Possession of an explosive		1		
48915(c)(2)	PDS-Brandishing a knife at another person			1	
	TOTAL	74	62	71	68
	ENROLLMENT	1,698	1,728	1,690	1,701

Table 1.13 EXPULSIONS

		2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
48900(a)(1)	Related to physical injury to another person			2	
48900(b)	Related to firearms, knives, explosive devices, etc.				1
48915(c)(1)	PDS-Related to possessing, selling, or otherwise furnishing a firearm		1		
48915(c)(5)	PDS-Possession of an explosive		1		
	TOTAL	0	2	2	1

Paly uses a variety of assessments to measure the overall academic achievement of students. Over 90% of Paly's 2008 graduates self-reported that they intend to attend four-year college; however, the percent of students meeting the University of California entrance requirements seems to indicate a decrease in that percentage over the past several years. A review of UC eligibility data by ethnicity reveals that the academic achievement of Latino and African-American students significantly lags behind the academic achievement of Asian and white students.

Table 1.22 GRADUATION DATA

	2007 - 2008		2006 - 2007		2005 - 2006		2004 - 2005		2003 - 2004	
Total Enrollment	1701		1690		1728		1698		1662	
	#	%	#	%	#	%	#	%	#	%
12 th Grade Enrollment	404		408		436		399		390	
Graduates	382	94.5	387	94.8	396	93.8	387	99.2	369	99.2
UC Eligible	267	66.1	253	65.4	306	77.3	280	72.4	264	71.5

Table 1.23 UC ELIGIBLE - By Ethnicity

	2004 - 2005			2005 - 2006			2006 - 2007			2007 - 2008		
	Total	#	%	Total	#	%	Total	#	%	Total	#	%
White	256	193	75.4	258	202	78.3	231	162	70.1			
Latino	26	10	38.5	24	13	54.2	18	2	11.1			
Asian	60	56	93.3	66	61	92.4	80	61	76.2			
African-American	19	4	21.1	17	8	47.1	8	0	0.0			
Pacific Islander	0	0	0	1	0	0.0	3	0	0.0			
Filipino	0	0	0	4	2	50.0	1	0	0.0			
Native American	3	2	66.7	0	0	0.0	0	0	0.0			
Non-Responsive	21	15	71.4	26	20	76.9	46	28	60.9			
TOTAL	387	280	72.4	396	306	77.3	387	253	65.4	382	267	66.1

Paly students perform quite well on the CSTs; in 2008, in the majority of subject areas, at least 75% of students at all grade levels consistently scored at the proficient and advanced levels. Latino and African-American students routinely score lower than white and Asian students in almost all subjects (see table at the end of this report).

The SAT scores for Paly students are much higher than those of the county and the state, and 97% of all students in the Class of 2010 passed the ELA portion of the CAHSEE; 98% passed the mathematics portion. Far fewer Latino and African-American students passed than Asian and White.

Table 1.27 CALIFORNIA HIGH SCHOOL EXIT EXAM RESULTS

	English/Language Arts			Mathematics		
	Tested	Passed	%	Tested	Passed	%
Class Of 2010						
All Students	433	422	97%	428	418	98%
Asian	100	99	99%	100	99	99%
African-American	16	14	88%	17	15	88%
Hispanic/Latino	30	25	83%	29	26	90%
White not Hispanic	269	267	99%	264	261	99%
English Learners	11	10	91%	11	10	91%
Redesignated FEP	43	39	91%	43	41	95%
Students w/ Disabilities	25	19	76%	24	16	67%

Class Of 2009						
All Students	413	402	97%	414	402	97%
Asian	89	89	100%	88	88	100%
African-American	26	24	92%	26	25	96%
Hispanic/Latino	31	24	77%	31	25	81%
White not Hispanic	255	254	100%	257	254	99%
English Learners	<i>10 or fewer students</i>			<i>10 or fewer students</i>		
Redesignated FEP	45	42	93%	45	43	96%
Students w/ Disabilities	31	25	81%	31	25	81%

Paly students perform extremely well on Advanced Placement Exams; in 2008, 94% scored a 3 or more on the exams, with over 50% scoring a 5. Since 2003-2004, the percent of students in the 11th and 12th grades who take AP tests has increased from 47% to 54%.

Table 1.24b: ADVANCED PLACEMENT RESULTS
Advanced Placement Test Scores (5 = Highest; 3 Qualifies for College Credit)

Year	Score of 5		Score of 4		Score of 3		Score of 2		Total Tests Taken	# Tested	# Enrolled	Rate*
	#	%	#	%	#	%	#	%				
2007-08	426	49	272	31	122	94	32	18	870	446	829	54%
2006-07	428	49	248	29	138	94	41	12	867	421	839	50%
2005-06	413	48	255	30	137	94	38	10	853	427	862	50%
2004-05	366	47	239	30	129	93	42	10	786	421	840	50%
2003-04	333	48	220	32	107	95	31	7	698	369	788	47%

* The Participation Rate is calculated on enrollment in grades 11 and 12 though some tests were taken by students in grades 9 and 10.

Since the inception of NCLB, Paly has met all its AYP accountability measures each year. Although African-American and Latino students perform significantly lower than Asian and white students, they have also demonstrated an increase in the proficiency criteria over the last several years in both mathematics and English Language Arts (see table at the end of this report).

In addition to the wealth of academic courses and electives, including an extensive schedule of honors and AP course offerings, Paly offers a wide range of co-curricular opportunities. These include the journalism program, in which 25% of students participate; 45 clubs, ranging from the Robotics Club to Relay for Life and the Princess Project; and athletics, in which more than 50% of students participate.

Funds provided by PAUSD to Paly fall into three categories: basic allocations, non-categorical supplemental allocations, and categorical allocations. The latter include funds which support the School Improvement Plan, career technical education, GATE, textbook purchases, counseling, and arts education.

Along with funds provided by the PAUSD, Paly has several significant sources of income from generous community and parent groups. Parents in Education (PiE) is a community educational foundation that provides essential supplemental funding on a per-student basis; this funding has grown over the years and now exceeds the per-student allocation from the District. PiE money has predominately been used to pay both certificated and classified salaries, directly fostering student learning. Paly received \$500,000 in science equipment as a result of the \$1 million Science Campaign; donations came from PAUSD parents, the broader community, and corporate donations. Additionally the PTSA raises approximately \$150 thousand per year from Paly families.

The core purpose of Palo Alto Senior High School is to affirm the potential of every 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 its collective effort to grow and to promote human potential. Guiding this effort is a belief in the following:

- 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 growth and learning are an essential part of life
- Acknowledging great effort and great fun in work and play

Chapter II: Progress Report (2 pages)

Since the last self-study:

- Comments on the school's major changes and follow-up process.

Since the last WASC self-study in 2002/3, the school has benefited from six years of strong leadership. The current Paly principal joined the school in fall 2007, bringing over two decades of experience as a teacher, assistant principal, and principal. In 2007-8, PAUSD hired its new superintendent, Dr. Kevin Skelly, acquired two new School Board members, and adopted a new Strategic Plan. Palo Alto citizens both renewed and extended a parcel tax which provides approximately \$9 million annually to PAUSD, and in June 2008 voted to approve a \$378 million capital bond measure for facility improvements. The Facilities Committee is currently working to ensure that the physical plant continues to support the student body. Paly now enters a five-year building phase which will result in the construction of a new theater, renovation of the gymnasiums, construction of new classroom facilities, and modernization of current classroom facilities and library center.

As a result of the last self-study and Visiting Committee report, the following growth areas/critical areas of follow-up were identified by the Leadership Team, including three overarching goals for the school:

1. Goal 1: Horizontal and Vertical Curricular Alignment – the idea that teachers work together in the best interest of each and every student at Paly.
2. Goal 2: College Readiness and Post-secondary planning – the idea that Paly intends to prepare each and every student for college and that each and every student graduates from Paly with a robust and individual plan for his or her education after high school.
3. Goal 3: Support for all Students – the idea that each and every student is supported in his or her personal and academic work.

Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Recommendation #1: Explore more formalized systems of assistance for at-risk students.

The Paly staff has taken a multi-level approach to addressing the academic performance of its underrepresented minority students, based on a hierarchy of strategies and interventions. Teachers have participated in trainings to increase their awareness and subsequent practice of instructional strategies that address multiple learning styles, as well as fundamental classroom practices that foster a safe and equitable academic and social environment for all students. Each department has established specific goals and strategies for addressing the academic performance of its underrepresented minority students; several non-departmental programs such as AVID have also become involved with this concern. At the school level, Paly has focused its efforts on the early identification of potentially struggling students and providing appropriate school level assistance. Paly has also increased its outreach efforts to the parents and families of underrepresented minority students and has taken a more comprehensive approach to its use of data.

Recommendation #2: Expand both systemic and individual opportunities to reduce student stress and encourage social and emotional growth.

Paly has focused on strategies and interventions that address student stress related to personal choices or social-emotional health as well as academic challenges. It is working on course alignment, both horizontally and vertically. Departments plan to come together to better understand linkages and alignments between state standards and state assessments. The Balance Task Force was absorbed into the Stressed-Out Students Committee, which has continued to provide guidance and direction for the school's response to dealing with student stress. The Academic Task Force has investigated strategies to clarify academic expectations for students and to assist students with time management related to class work.

Recommendation #3: Increase awareness and acceptance of a wider variety of career/vocational opportunities.

In alignment with PAUSD's new Strategic Plan, Paly has refocused its energies on college-readiness for every student, expanding the definition of college-readiness and recognizing that there are several paths leading to college and other post-secondary educational options. Each department continues to integrate career awareness into its curriculum and instruction. The school's CTE teachers are focusing their efforts on creating CTE pathways that can lead students to both two-year as well as four-year programs. The College and Career Center has been expanded to include Work Experience and community service opportunities.

Recommendation #4: Use the teacher collaborative time to clarify grading, pacing, and assessments across the curriculum.

Department specific testing days have been formalized, teachers use InClass to increase communication regarding academic expectations, and each department devotes time throughout the year to discussing and sharing best practices for grading policies, assessments, and homework assignments. Most departments have made progress on the development of common assessments.

Recommendation #5: Design a more comprehensive staff development plan to continue the school's efforts in creating a more nurturing, supporting environment.

The Teacher-Advisor Program has incorporated stress awareness into its curriculum, and the Teacher-Advisors work closely with both students and their parents to monitor both the academic and co-curricular workloads of students. Guidance counselors at Paly provide mental health support services for students.

Recommendation #6: Determine "essential questions" to answer with data, and how to best use data to make critical curricular decisions.

Paly has taken a more comprehensive approach to its use of data – both quantitative and qualitative – to examine trends among its underrepresented minority students and to better focus resources and interventions. The established At-Risk Database continues to be broadened and refined annually. It provides a tool for tracking individual students and providing early targeted interventions. The Paly staff has taken a deeper look at existing data by disaggregating and analyzing it student-by-student to answer key questions and inform instructional practices moving forward. Teachers have been provided access to Cruncher data so that critical quantitative analysis of individual student achievement can begin in the classroom. Such information informs decisions for needed curricular adjustments in the near future. Collaboration with similar course and/or grade-level instructors results in more in-depth data analyses. The school now focuses on the University of California course entrance requirements as a telling measure of achievement for all students at Paly.

Further recommendations from the 3-Year Visiting Committee Review:

1. Continue to work on closing the achievement gap for all Palo Alto High School students.
2. Continue to work on common assessment tools.
3. Continue to review and use data as appropriate.
4. Continue to address the needs of underrepresented students.
5. Look at classroom practices to keep all students engaged.

Chapter III: Self-Study Process (1–2 pages)

- Include a copy of the school's expected school-wide learning results.

PAUSD Expected School-wide Learning Results (ESLRs)

ESLRs measured by report card grades:

1. Demonstrated knowledge of key concepts, principles, processes, facts, and skills in the disciplines of:

- . Language Arts
- . History/Social Science
- . Mathematics
- . Science
- . Physical Education
- . Visual and Performing Arts
- . Foreign Language
- . Career/Vocational Education
- . Health/Practical Living Skills

ESLRs measured by rubric:

2. Effective communication through listening, speaking, and writing
3. Strong research skills
4. Ability to integrate knowledge across disciplines
5. Reading with understanding
6. Critical and creative thinking to solve problems
7. Effective use of technology

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement

Over the past six years, all stakeholders, including staff, students, parents, and community members, were actively involved in developing the action plan. The staff has paid particular attention to the recommendations of the WASC Visiting Committee and has been closely involved in the disaggregation of data, including on a student-by-student basis. The goals developed reflect a broad consensus of teachers, students, staff and parents in the Paly community. Each focus group included staff representatives from all departments and levels of service at Paly. In addition, two parents were assigned to each focus group; these parents also met as a team, and their groups reflected the demographic composition of the student body. Decisions were made by consensus whenever possible. Student representatives were not appointed to the focus teams, but over 400 students during the fall semester of 2008 shared their perspectives during lunchtime "Pizza with the Principal" meetings. Paly also devoted at least three hour-long faculty meetings per month to its WASC work, as well as four full staff development days. The Visiting Committee wants to commend the work of the self-study coordinator, who has facilitated the creation of a thoughtful, comprehensive, and articulate document.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected school-wide learning results and academic standards (*note the selected expected school-wide learning results examined by the school*)

The school has created three overarching goals and has linked them to the District's ESLRs. Goal 1: Horizontal and Vertical Alignment has been linked to ESLRs 2-7. Goal 2: College Readiness and Post-secondary planning as been linked to ESLRs 2, 5, and 7. Goal 3: Support for Each and Every Student has been linked to ESLRs 2- 7.

3. The gathering and analyzing of data about students and student achievement

The school collects and analyzes a wide variety of data, including student demographics, participation in extra-curricular activities, attendance, and discipline. Palo Alto High School uses a variety of assessments to measure the overall academic achievement of students including graduation data, UC/CSU A-G requirements, the SAT, Advanced Placement exams, the California High School Exit Exam, the Standardized Testing and Reporting (STAR) Program, and the California English Language Development Test (CELDT). It also analyzes and disaggregates data concerning:

- a. Faculty curricular mapping
- b. A-G requirements
- c. Athletic eligibility numbers
- d. Transcript analysis
- e. ACS referrals
- f. Truancy
- g. Student and parent survey results
- h. Student 5-3-1 conversations
- i. Parent coffee results
- j. AP and honors enrollments and exam scores
- k. Elective course enrollment rates
- l. PSAT participation rates
- m. SAT participation rates and scores
- n. National Merit Finalist and Commended Scholars
- o. Four-year college eligibility rates
- p. UC and CSU acceptance numbers
- q. Selective university acceptance numbers
- r. Athletic participation
- s. Art and Theatre participation rates
- t. Co-curricular club and student service participation

Paly is now in the process of determining what baseline data to use in addition to calculation methodologies in order to establish appropriate goals and objectives.

4. The assessment of the entire school program and its impact on student learning in relation to expected school-wide learning results, academic standards and WASC/CDE criteria

Paly and the stakeholders have spent a great deal of time looking at data, in particular as it relates to underrepresented minority students and to aligning curricula both vertically and horizontally in an effort to relieve stress on students. These efforts are in direct response to the WASC recommendations and relate to Paly's overarching goals of supporting all students through equitable practices.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

Paly's school-wide actions plans are the result of intense work undertaken during the last twelve months, reflecting a broad consensus of teachers, students, staff and parents in the Paly community. The three goals of Horizontal and Vertical Alignment (#1), College Readiness and Post-secondary planning (#2), and Support for Each and Every Student (#3) are to be met with the guiding principles of equity and professional learning communities in the forefront of all plans.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists (10–20 pages)

Based on the self-study and Visiting Committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
 - B. Standards-Based Student Learning: Curriculum
 - C. Standards-Based Student Learning: Instruction
 - D. Standards-based Student Learning: Assessment and Accountability
 - E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning.
 - Highlight areas of strength (if any).
 - Highlight the key issues (if any).
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *WASC Accreditation Term Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

- A1.** To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by expected school-wide learning results and the academic standards?

Paly's core purpose is also its mission statement: "The core purpose of our 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." It is posted in all of their classrooms and published in the student handbook and school profile, in both hard copy and on the school website. The Paly staff also devotes instructional time to explaining their mission and vision during the beginning of the school year, implementing a special schedule with an extended fourth period to communicate priorities to their students by reviewing the student handbook. While certainly not the only occasion, this extended period with their students offers them a focused time to review explicitly their expectations for academic achievement as well as character and citizenship. Many teachers report that by annually institutionalizing these conversations with their students, frank and honest dialogue occurs more readily.

When taken as a whole, the staff believes that the school's main documents and policies are consistent with Paly's core vision and with the district ESLRs, and that the ESLRs support the state standards. The Visiting Committee validated this through their classroom visits, where most classrooms had the core purpose and the core values posted. State standards were listed, and how they aligned with the ESLRs. In some cases, the activities for the day were also connected to state standards and the ESLRs, for the benefit of the students.

Teacher evaluations are based on district criteria for professional teaching standards, and include evaluation of teachers' implementation of ESLRs. They require all new teachers, those who are new to teaching as well as those who are new to the district, to participate in BTSA and district-wide programs respectively. Such programs support their vision and mission, facilitating new teachers' acclimation to the organization's culture and mores.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single school-wide action plan and its relationship to the Local Educational Agency (LEA) plan?

Palo Alto Unified School District has undergone some significant changes in leadership over the last two years. In addition to bringing in a new superintendent and creating a new assistant superintendent position, the town of Palo Alto voted in two new Board members in the fall of 2007. Then, in the spring of 2008, the entire district came together, under the new superintendent's leadership and with pro bono assistance from a renowned consulting firm, to create an all-new Strategic Plan for PAUSD. These staffing changes, combined with adoption of the new plan and the ongoing efforts to align their work to state standards, the ESLRs, and University of California A-G entrance requirements, have helped inspire Paly staff to make alignment an essential goal at Palo Alto High School. The district, board, and school leaders work cooperatively in a culture that ensures student achievement of the expected school wide learning results, aligning of the academic standards, and UC entrance requirements have helped inspire the staff to make alignment an essential goal at Palo Alto High School.

There are several structures in place to oversee this work, and the district's governing board and central office leaders are committed to helping Paly staff achieve their goals. The School Site Council, Ed Council, as well as the academic, support, and technical departments, annually discuss and work to implement the school policies based on school-wide goals. As yearly documents show, the school has examined WASC critical areas of need steadily over the last six years. In the last eighteen months the work has greatly accelerated, as they have extended their reach to include extensive alignment with state standards and the PAUSD strategic plan.

In this district, the Board approves policy, but District leaders oversee administrative regulations and procedures. Paly site-specific policies that govern such procedures as attendance; emergency drills; subject tracking (known as "laning" at Paly) in English and math; the bell schedule, AP testing policies; and the alignment of graduation requirements to CSU/UC college entrance requirements have been systematically revised over the past six years for the benefit of their students.

Additionally, Paly's programs and policies are designed to support the school's vision and purpose. In particular, the Teacher-Advisor program is one of their strongest mechanisms for connecting and implementing their student-centered policies. Teacher-Advisors, with a caseload of approximately 75 advisees, meet weekly with subsets on a regular rotation. Connections between TAs and advisees typically last beyond the high school experience.

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

At Palo Alto High School, the Site Council oversees annual creation and evaluation of the Single Plan for Student Achievement (SPSA), with extensive collaboration with the Administrative Team and Ed Council. The school's annual Accountability Report Card captures the school's demographics, as well as important achievement data including CST score results, staffing patterns, and budget allocations. Paly utilizes annual department-based reports of both efforts and progress, SASI access to class schedules, grades, and progress reports. Annual achievement data is also made available to guidance staff and administrators to assess student progress.

The Ed Council devoted the better part of a spring 2008 retreat to analyzing and disaggregating various data to understand more clearly where students need more support. Through this critical analysis, Ed Council concluded that if 9th graders do not receive sufficient individual academic support as freshmen, they are in danger of spending the remaining years of high school in a state of "make-up to keep-up." This process can involve enrollment in various online courses and the District's fee-based summer school program as well as the use of private tutors. The department leaders have begun the process of overhauling 9th grade student support strategies. The data also revealed that a disproportionate number of students of color have not completed A-G requirements by the time they graduate.

Guidance counselors generate an At-Risk Database each semester to identify and follow students who are struggling to be successful at Paly. Assessment criteria include the California Standards Test, English Language proficiency, and CAHSEE results. These measurements, in combination with GPA, attendance, the D/F list during the most recent marking period, Student Study Teams (SST), Special Education eligibility, or 504 referral processes form the basis of their determination of students who are at-risk. Next, they share this information with Ed Council to inform school-wide decisions. An example of how the database has helped identify support structures needed at the site is the expansion of operating hours in the Academic Resource Center to include time both before school and after school to support students who arrive at Paly very early in the morning or need to stay late after school to make up a test or receive tutoring services.

Highly qualified staff members promote departmental discussions, course alignment and mentoring of new teachers, which leads to improving the achievement of each and every student. Programs such as At-Risk Database, Student Study Teams, Special Education, and Advancement Via Individual Determination (AVID) all promote academic success.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

Amid statewide shortages of qualified teachers in many areas, PAUSD is fortunate to continue to attract outstanding, well credentialed professionals. In keeping with state regulations, courses are taught by credentialed, *highly qualified* teachers working within their certificated content areas. Departmental discussions focus on improving achievement of each and every student by aligning curriculum with content-area standards.

A recent audit of staff credentials did reveal one significant gap, which PAUSD is in the process of remediating: 47 of Paly's certificated teachers have not completed CLAD, which is now required for all teachers under state mandate. These teachers are now working with the Assistant Superintendent for Human Resources, who is overseeing their supplemental credentialing needs, and the Visiting Committee has been informed that more teachers have recently completed CLAD.

The weekly school schedule at Paly includes two embedded collaboration periods that are generally used for department collaboration. Paly staff have led staff-development cadres that brought together staff from various departments to work in specific areas of their choice such as National Board Certification, Improving Assessments, Academic Honesty, InClass Technology Use, and Working to improve the Success of Under-Represented Minorities.

- A5.** To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

Numerous opportunities exist for the staff to participate in professional development trainings. The teachers are provided with two collaboration periods per week in which to work with various departments in areas of their choice. Departments participate in regular professional development within subject areas. Recent examples include: day-long retreats by both the English and math departments. Further opportunities for inter-department professional development include a Google Teach-in last fall. Seventy-five teachers met at the Google campus for a seminar in refined search techniques and Google Docs protocols. Student use of Google Docs fosters collaboration between students as well as students and teachers. Students also receive more immediate feedback on their writing style and technique using Google Docs. Anecdotally, the more public component of Google Docs seems to foster more student engagement with writing.

In addition, there is ongoing professional development across curricular areas for subjects such as equity, academic honesty, and assessment. These teacher-led series proved popular during the 2006-2007 school-year. For example, teachers attending the series on plagiarism, "WHAT Were You Thinking" identified a two-prong teacher-driven approach to re-directing students who may struggle with plagiarism: develop differentiated writing prompts and assignments that more closely reflect classroom discussion and learning activities and revisit the academic honesty policy to promote more complete ownership by teachers and students.

Additionally, the District has a conference budget that allows staff members to submit conference funding requests for reimbursement each year for professional development activities. For example, in the math department, a Stanford professor presented a workshop on statistics to Paly math staff in 2008, and there are annual summer curriculum development workshops.

Last semester the guidance department developed a curriculum map for the Teacher Advisory Program with the National Standards in School Counseling. This map was then shared with the Teacher-Advisors at a professional development retreat in April 2008. For both the TAs and guidance staff, this review of Paly's advisory curriculum alongside the National Standards in School Counseling was a very useful exercise, generating thoughtful questions about how they can make programmatic change.

- A6.** To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

PAUSD is one of the lucky—and rare—districts in this state that has been able to maintain “basic aid” funding status, and with their tax base remaining steady and even growing in recent years, they have a funding stream that is routinely higher than that of any revenue limit district. They also benefit from having a community that demonstrates its profound commitment to the schools through its annual parcel tax, its recent successful bond measure, through district-wide gifts from their foundation, PiE, and from PTSA, and through individual grants also available through PiE and PTSA and Site Council. Physical resources at the moment seem to be the only detriment to the implementation of the goals, due to the limitations of construction which has been approved in the near future.

Use of technology is one of the ESLRs that is well supported by physical equipment at Paly via departmental computer carts, digital projectors in a number of classrooms, availability of InClass, and District-led technology training. Additionally, classroom supplies are readily available as needed.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- Site Council funding is in alignment with the vision statement.
- The Palo Alto High School Vision and Purpose are posted publicly throughout the campus, including classrooms, the library, and the main office.
- A funding stream exists that is routinely higher than that of any revenue limit district.
- The district, board, and school leaders work cooperatively in a culture that ensures student achievement of the ESLRs.
- Aligning of the academic standards, and UC entrance requirements has helped inspire the staff to make alignment an essential goal at Palo Alto High School.
- There is ongoing professional development across curricular areas for subjects such as equity, academic honesty, and assessment.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- Paly needs to find ways to fully realize the Paly vision which communicates their full commitment to respect and emotional safety for every person on their campus, whether student, staff member, or parent.
- Paly needs a more fully transparent and regularized means of decision-making in which all stakeholders feel heard and included.
- 47 of Paly's certificated teachers have not completed CLAD, which is now required for all teachers under state mandate.
- Data has revealed that a disproportionate number of students of color have not completed A-G requirements by the time they graduate.
- Summer school is fee based, and there do not seem to be clear mechanisms in place providing an equal opportunity to low-income students to attend PAUSD summer school.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study
- Interviews with staff, students, and parents
- Classroom visits
- Achievement data, e.g., CAHSEE, SATs, A-G completion rate, AP test scores and API

Chapter IV: CATEGORY B: Standards-based Student Learning: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results.

Palo Alto High School offers a full range of academic college prep courses and unique electives, including an extensive schedule of honors course offerings including an Advanced Placement program. With this extensive array of courses available, students are afforded the opportunity to attend college or to pursue whatever path in life they choose. To that end the majority of courses offered are college prep, honors and AP, and students may take concurrent college courses to get college and high school credits. Math and English offer students multiple lanes which allow them to work at levels that match their interest and skill level, thus promoting academic success overall. The science department has restructured its curriculum at the introductory level to provide alternative pathways for students who need assistance building the requisite skills for success in upper level classes. The department is hoping to increase enrollment of underrepresented students in higher-level science courses, and has eliminated lanes in science.

The English department is looking at combining 9th grade honors and college prep courses as one way to address the achievement gap. Multiple electives in various disciplines are offered, allowing students to expand their horizons beyond the normal high school curriculum, and the AVID program is available to selected students in grades 9-12.

The use of common subject assessments in some departments ensures that all students receive a high quality education, regardless of what class they select. However, based on the selected area of growth for the self study, it appears that not all course offerings are available to all students. Some AP courses are taught by only one teacher, and these teaching assignments do not rotate through the department.

Some AP courses, such as economics and psychology, have open enrollment, while AP U.S. History requires that a student receive A's in his/her history class the previous year, or enroll in a "Bridge" program, where he/she does both college prep and AP work for one quarter before moving into the AP class. The Visiting Committee was informed that the goal is to have all students receive a 5 on the AP U.S. History test. Students enrolling in AP science must have taken biology and chemistry beforehand; they may concurrently take physics. Students must submit an application and two writing samples to enroll in the AP English Literature class. The Visiting Committee observed that most AP classes are predominantly Asian-American and white.

The school reports that courses and textbooks are aligned to the California State Standards, and support student achievement in all subjects. However, it appears that the math department currently does not use standards-based textbooks. Through a variety of assignments, teachers support the school's Expected School-wide Learning Results. Effective communication and strong research skills, ESLRs 2 and 3, are strongly evident in the work the librarian does in collaboration with teachers. A rigorous curriculum that provides opportunities to apply knowledge across disciplines, to construct new knowledge and skills, is available.

B2. To what extent do all students have access to the school's entire program and with assistance a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

The Teacher-Advisor Program allows course planning and assistance for students through the development of 4-year plans. This document is created for all students under the guidance of their individual Teacher-Advisor and parent to help clarify their goals for the future, and assist them in planning logical ways to meet those goals. The freshmen are assigned to a TA and are all taught a common program. For their sophomore year they choose a new TA who stays with them for their remaining 3 years.

Students are eligible to take core subjects in either a regular and rigorous college prep lane or a more advanced lane. Movement between lanes, either up or down is possible depending on performance and interest, although some students say that it is difficult to move. A 7-period day affords classes before and after school. Students receive credit for taking community college courses in addition to the Middle College program offerings and the Opportunity Program for 9th and 10th graders. Lastly, Independent Study is an option for the older students. All these programs allow a student to complete his or her education and receive a diploma.

Over 50% of students are in after-school athletics during their 4 years. There are 58 clubs at Paly, and the journalism program with 5 separate publications – both print and electronic - includes 25% of the student population.

The Paly library has 100 seats and 29 computers. The librarian has sponsored a student book club and service group called Global Literacy Club. The library also provides whole-class and small-group lessons and tutorials, as well as assistance in student needs, including research guidance and collaboration with faculty on projects. There are 17,000 print & electronic resources, 17 online databases accessible off campus 24 hours daily, 7 days a week. Differentiated reading sections exist for a wide range of skill levels. Paly also benefits from business and public library partnerships.

B3. To what extent are students able to meet all of the requirements of graduation upon completion of the high school program?

Palo Alto data indicates that 88% of students meet graduation requirements, and go on to attend college, illustrating that the majority of students understand what is expected to graduate, including passing the CAHSEE (Data is not available to track the remaining 12% of Paly graduates who do not meet the UC or CSU requirements. Although 74% of graduates in 2006-07 completed A-G requirements, only 36% of African-Americans and 44% of Latinos did so). The staff is actively involved in the monitoring of student success towards meeting graduation requirements, as evidenced through the Teacher-Advisor Program. TAs assist students in course selections and monitor progress toward graduation requirements, along with providing suggested solutions to remedy deficiencies. The monitoring is guided by the 4-year plan.

The school community works to plan and implement multiple methods of tracking student progress. The analysis of the 4-year plan, curriculum, CAHSEE preparation and support, grades, and guidance support this endeavor. Aligning the curriculum with the state standards also ensures that students will be CSU or UC eligible upon graduation.

There are a number of support systems in place for students, including the Academic Resource Center, the College & Career Center, readers for English teachers, tech support, and science lab techs. 123 peer tutors have logged over 900 hours, and the math department offers a daily after-school drop-in center.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- Palo Alto High School offers a full range of academic college prep courses and unique electives, including an extensive schedule of honors course offerings, including an Advanced Placement program.
- The staff is actively involved in the monitoring of student success towards meeting graduation requirements, as evidenced through the Teacher-Advisor Program, which allows course planning and assistance for students through the development of 4-year plans.
- The core subjects and elective courses available support student achievement and are aligned to the California State Standards.
- Math and English offer students multiple lanes which allow them to work at levels that match their interest and skill level, thus promoting academic success overall.
- There are a number of support systems in place for students.

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- Not all course offerings are available to all students.
- Most AP classes are predominantly Asian-American and white.
- The goal to increase the number of underrepresented students in AP courses is contradictory to the goal of students receiving all 5's on the AP U.S. History test.
- Some AP courses are taught by only one teacher, and these teaching assignments do not rotate through the department.
- It appears that the math department currently does not use standards based texts.
- A significant number of teachers are not CLAD qualified.
- There is no ELL program at Paly.
- It is not clear how easy it is to move from one lane to another.
- There is an evident discrepancy between the A-G and graduation completion of Asian and white students on the one hand, and African-American and Latino students on the other.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Teacher-Advisor Program
- Paly's varied class offerings
- Core subjects and courses aligned with state standards
- State standards posted in classrooms
- ESLRs posted
- Results of standardized testing and reporting (STAR) system
- On-site interviews with teachers, students, and parents

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Students participate in a variety of challenging learning experiences within several content areas. In Geometry A, for example, teacher collaboration around alignment and expectations allows for the discussion of various approaches to benefit each student's learning needs. The use of formative group quizzes allows the students to learn from problem-solving with a team, to learn from their peers and to practice proofs which build on the skills practiced in homework.

The use of rubrics is practiced in various subjects, including English, world languages, science (for lab reports), and physical education, and this practice provides students with the clarity to enable them to perform to their highest ability to meet course expectations.

In classes such as Humanities H, AP Psychology, and Theatre, students make class presentations and reflect on the feedback they receive from the other students in class, turning in a written reflection as a part of their evaluation process. During their freshman year, students in history class produce a research project that requires them to develop their skills using a variety of research resources, including print and electronic references available in the school's library. Students involved in the school's journalism program are also provided opportunities to publish their work through the school's magazine, newspaper, and website.

The inclusion of daily critical thinking activities recognizes the importance of critical thinking as a practice embraced by the whole school community as well as a core purpose of instruction. In addition, incorporation of multi-modal assignments allows students to learn using standard technologies as well as those on the cutting edge, as well as using projects based in the real world with deadlines and quality expectations. Research and paper-writing begin in the freshman history classes, allowing students to employ a variety of research materials, both electronic and traditional, and to build their skills from the most basic summaries of information in progression to historically-accurate fiction pieces. Creative approaches of teaching higher-order thinking appear in advanced classes in theatre, where students are challenged to bring out the best in their classmates to enhance their own performances.

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

While homework checks and reading quizzes are the most-employed strategies of soliciting and assessing demonstration of student mastery of content, some teachers use a variety of tools to assist in monitoring student comprehension and retention of their instruction, including RF clickers and Scratchers for instantaneous feedback on student learning. Other uses of technology in the classroom include Solid Works, Photoshop, AutoCAD, PowerPoint, and digital video production. Senior students in economics participate in a true-to-life project in the Urban Land Institutes, redesigning in teams a fictitious blighted urban area. These projects are then reviewed by working professionals, whose responses have been quite positive and praising of the students' understanding of the complicated issues which inter-relate in the simulated scenario.

In English, students nominate a modern day humanist to a "Humanist Senate" and respond to the question, "Is Shakespeare Relevant?" Students also have the opportunity to create and present their original poetry along with presenting their Creative Script and Performance project. Students in physics participate in a solar house project in which they create a model home with actual lighting and working switches.

By creating the opportunity for students to solve problems with more than one correct answer (which many of the projects described here clearly do), teachers at Paly push the students to deconstruct the assignments, causing the students to discover meaning and understanding themselves and then exhibit that understanding in their presentations.

Ninth grade English students are challenged in their study of poetry, to write and present their own works in various styles to meet the criteria in a set of twelve poems. In this project, students learn not only the forms of poetry, but also the personal and symbolic nature of this expressive form.

The Creative Script and Performance project integrates higher order thinking in a practical culmination. Students create a new scene for a piece of literature they have studied, and perform it on video or live in class. In developing the final product, they are engaging in authentic learning, incorporating the characters into new situations which could be plausible within the context of the work, and being evaluated by themselves, their peers, and their teachers in the process.

Together Everyone Achieves More (TEAM) is a voluntary program that exists for 100 freshman students. It is staffed by teachers from math, English, social sciences, world language, and science. It operates much like a school-within-a-school, or a smaller learning community in that the teachers may share a common prep period to collaborate. The program includes not only instructional time at school, but also activities such as a week-long trip to Yosemite, and other community-building activities to encourage improved student performance. However, students must pay a fee to participate in the TEAM program.

Finally, department leaders are called Instructional Supervisors (IS), and have quasi-administrative responsibilities, including evaluation of teacher performance in their respective subject areas. This practice required a waiver from the State; it allows a closer relationship between the IS and teachers, along with increased opportunities for collaboration.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- There are explicit rubric-based assignment expectations.
- Exemplars of student work are provided to guide student efforts.
- Reflective practices are integrated in instruction across subjects.
- There are opportunities for students to reflect on effort folded into evaluation of assignments.
- Interdepartmental collaboration exists among teachers in the freshman TEAM.
- There is great variety in assessments.
- Students have multiple opportunities to demonstrate mastery of material.

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- A coordinated and supported school-wide approach to research activities using technology across subjects/content areas is needed.
- There needs to be a system that allows school staff, across all subjects and content areas, to continue and further extend the planning, collaboration, and shared assessment practices which have been so successful in several departments.
- There needs to be an opportunity to move toward more fully articulated and shared assessments across content areas.
- Having collaborative time embedded in the school program/schedule is essential.
- Students would benefit from a school-wide approach to department research activities that is coordinated and supported.
- School-wide practices should be implemented that allow the staff to continue to expand the planning collaboration and shared assessment practices that have been developed in several departments.
- Collaborative time should be provided to develop school-wide assessment practices.
- Students must pay a fee to participate in the TEAM program.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Geometry group tests and quizzes
- Exemplars from American classics
- Rubrics from English, world languages, science and physical education
- Humanities presentation reflections
- Student publications
- Freshman history research projects

Category D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

- D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to parents and other shareholders of the community.

Letter grades serve as the main indicator of student achievement in academic classes. The school sends home mid-quarter warning notices to students receiving a grade of C- or lower, as well as quarterly grade reports. An online database system, InClass, is used by some teachers to communicate student progress in individual classes. Some teachers post student grades including individual assignments. InClass can be used to monitor a student's performance across his/her classes and to maintain contact between school and parents. TEAM, a freshman collaborative effort between English, history, math, and science, allows some teachers to meet weekly and discuss individual student achievement across content areas.

The ISs generate annual department-based reports of both departmental efforts and progress towards meeting their goals. Annual achievement data is also made available to guidance staff and administrators to access student achievement data.

Guidance counselors generate an At-Risk Database each semester to identify and track students who are struggling to be successful at Paly. Assessment criteria include California Standards Test, English Language proficiency, and CAHSEE results. These measurements, in combination with GPA, attendance, the D/F list during the most recent marking period, SST, SPED or 504 referral processes form the basis of their determination of students who are at-risk. Next, they share this information with Ed Council to inform school-wide decisions. The school community works to plan and implement multiple methods of tracking students. The analysis of the 4-year plan, curriculum, CAHSEE preparation and support, grades, and guidance support this endeavor.

The staff is actively involved in the monitoring of student success towards meeting graduation requirements, as evidenced through the Teacher-Advisor Program. TAs assist students in course selections and progress toward graduation requirements, along with providing solutions to remedy deficiencies. The monitoring is governed by the creation of the 4-year plan.

Students' scores on their CTSs, AP tests, CAHSEE, and SATs are collected to report out information on student performance and sent home to parents along with STAR reports. This information is available to guidance staff and teachers through Cruncher, a statistical data analysis system. Juniors at Paly participate in the Early Assessment Program (EAP) conducted by the California State University system. The EAP is conducted as a component of the STAR Program during the administration of the CSTs. In mathematics, 68% of students overall scored "Ready for College". A breakdown of the math scores shows that students who had completed Algebra 2 before their junior year were more likely to be college ready (86%) than students who were enrolled in Algebra 2 during their junior year (51%).

The journalism program's cross-curricular application of knowledge, language use, and technology is on public display in the school's newspaper, magazines, and website. They broadcast how well students perform vis-à-vis Paly's ESLRs, specifically those relating to effective communication, research skills and the ability to integrate knowledge among disciplines.

In 2008 446 students were enrolled in AP classes for a duplicated enrollment count of 1226. Taking the AP exam is not a requirement for the course, but students took 870 AP tests. According to data analyses, Paly's high rates of student achievement have remained steady. However, there is a discrepancy in achievement between Asian and white students on the one hand, and African-American and Latino students on the other.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Paly keenly believes their rigorous curriculum and pioneering instruction lay the very best groundwork for their students' achievement. Individual teachers use rubrics and explicit learning targets to measure, analyze, and report the development of language skills. However, no school-wide system seems to exist for this purpose. School-wide assessment processes periodically collect or report data on skills such as integrating knowledge across disciplines, research skills, and use of technology. Individual teachers have systems in place to collect, disaggregate, analyze and report student data, but such practices do not seem to reach beyond individual classrooms.

When students receive 2 or more Ds or Fs in any particular marking period, the guidance counselor meets with the student (1st intervention) to discuss strategies for success. If the grade does not improve by the subsequent marking period, the guidance counselor schedules a parent-student progress meeting. (202 were held in 2007-08).

Mathematics, world languages, and history departments give common assessments and modify curriculum at the department level. Math teachers use daily homework review for quick assessment of student comprehension. Math teachers use quizzes to assess student understanding during a unit and to help students realize what it is that they still need to improve upon in that particular unit.

The English department gives short reading quizzes to determine which material in the literature needs to be reviewed that day or in the next day's lesson. It uses informal formative assessments and relies heavily on performance-based summative assessments such as essays and presentations. English teachers build their grammar and usage lessons from collective challenges they see after grading class sets of essays. English honors teachers pool their observations and cull through Cruncher data to develop a cogent and universal response to challenges a large number of students appear to be facing in accessing the curriculum.

Art, career/vocational education, English, and physical education departments allow individual teachers freedom in modifying lessons in immediate response to student assessment data. The science department uses lab practical tests, self-assessment and journal writing, research projects, individual and group testing, and peer grading of written work.

The career/vocational education, physical education, world languages and history departments focus on performance assessments; relying on individual teachers to gather and use student assessment data. Department-specific testing days have been formalized by departments to ensure that students are not overburdened by assessments on any given day. However, because of block scheduling on Wednesdays and Thursdays, students may end up having to sit for four exams on either of those days.

Assessments in the math department identify students for placement in math courses and those who need extra help outside of class. The Math Resource Center (MRC), Academic Resource Center (ARC), and peer tutoring are all available to meet the needs of these students. The Math Resource Center is staffed by a department teacher every day to help students with homework and additional exam preparation. ARC is a centralized location for students who need tutoring or to make-up missed quizzes and exams. There are 7 adult tutors, and the 123 peer tutors logged 900 hours this year. The math and world language departments have set the example in achieving horizontal alignment, while many departments are still working to accomplish this goal.

Fully understanding the past academic performance of a student assists a teacher in planning the appropriate differentiation for that student in his/her classroom now and in the near future. Teachers of junior level English courses, in response to classroom performance and Cruncher data, have adjusted and refined various writing assignments to better promote and evaluate student success in these courses. The math department, after reviewing and correlating college acceptance and math course enrollment, discerned a pattern of AB/BC Calculus enrollment and entry to the nation's more selective universities. In combination with research-based literature detailing collegiate success, defined by successful four-year BA/BS courses of study, with four years of high school mathematics, the math department extended this corollary throughout its scope and sequence. The department will institute changes to course curriculum such that curriculum is more closely aligned to state assessments with the goal of increasing the numbers and success of all students in Paly's math courses.

- D3.** To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of academic standards and the expected school-wide learning results?

In the spring of 2008, Paly individually mapped classroom assessments from gradebooks to California content standards, reviewed findings from individual work, meeting first with individual colleagues teaching similar courses and successive courses, and then as departments. The process reflected the school's attention to the 2003 WASC visiting team's recommendation that the school use data to drive its decisions. Paly noted common trends and documented questions that arose from these comparisons.

Paly uses a variety of assessments to measure the overall academic achievement of students including graduation data, UC/CSU A-G requirements, the SAT, Advanced Placement exams, the California High School Exit Exam, the Standardized Testing and Reporting (STAR) Program, and the California English Language Development Test (CELDT). Students of all grade levels may take AP tests if they are in an AP class or challenging one. 10th-12th graders may take the CAHSEE. 11th-12th graders may take the ACT and SAT. 11th graders also take the PSAT, and CSU-EAP. The PSAT was offered this year on a school day, so that all juniors were able to take it. Students on free or reduced-fee lunch were provided with fee waivers.

Paly has consistently scored a 10 on its statewide ranking within the Academic Performance Index (API) and a 9 on its similar schools ranking. The school's score in 2007-08 was 900 and the school community attributes the 17 point rise to the increased number of students who took the CSTs. The only numerically significant subgroups are whites and Asians. In 2007-08 the Ed Council reviewed and compared individual CST results with students' transcripts in an ongoing effort to determine how Paly might better support each and every student. Examining disaggregated data has made it clear that more dimensional measures of achievement are necessary because GPA does not reflect the actual course work students select. The school focuses now on the UC course entrance requirements as a more telling measure of achievement for all students at Paly.

Annual Yearly Progress (AYP) is the federal government's accountability measure under NCLB. The percent of all students meeting accountability measures increased slightly over the last four years from 88% to 90% in math and from 88.8% to 92.7% in English. African-American and Latino students have demonstrated an increase in the proficiency criteria in both subject areas, but still perform significantly lower than Asian and white students. This is a concern for the school, as are proficiency rates for the three remaining subgroups (socioeconomically disadvantaged, English learners, and students with disabilities).

PAUSD supports and uses Cruncher, a web based data management system, to house the performance results from the afore-mentioned student data and standardized tests. Instructional supervisors, the administrative team, and the guidance department have access to the program. Core academic departments perform periodic analyses of standardized test data. The guidance department reviews data from six-week grading periods and attendance, which become part of the At-Risk Database used as an early warning system to better serve struggling students.

- D4.** To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

TAs and other Paly staff look out for student needs on an ongoing, daily and weekly basis. Staff anecdotal data provides a powerful complement to all-school statistics, often helping point the way to the best pathways to address issues. TAs may help a parent initiate an SST process or make a referral to the Adolescent Counseling Services, College and Career Center, or guidance department. The administrative team and Ed Council evaluate the performance of all student subgroups throughout the year.

Paly has taken a more comprehensive approach to its use of data –both quantitative and qualitative/perception– to examine trends among its underrepresented minority students and to better focus resources and interventions. The established At-Risk Database continues to be broadened and refined annually. It provides a tool for tracking individual students and providing early target interventions.

In addition, Paly staff has taken a deeper look at existing data by disaggregating and analyzing it student-by-student to answer key questions and inform instructional practices moving forward. The EL, URM, and low socioeconomic subgroup data has been shared at various retreats and meetings. The leadership team discussed the best management practices at Stanford University. The English department took a full day retreat to discuss and evaluate laning. They are now considering the elimination of lanes for freshman English within two years.

AVID enrolls just 18 students 9th -12th (a scheduling conflict between Spanish for Native Speakers and AVID prevented more students from enrolling), Focus on Success enrolls over 45 students 9th -12th, and the Opportunity Program enrolls 15 students 9th -10th. Each of these programs requires a significant allocation of school resources in staff time and money. The staff working with these students tracks the students' GPA in each of their core classes, and the administrative team and Site Council oversee school-wide allocation of funds and staffing for them. To decide which students to refer to these three programs the school assembles numerical facts through SASI and Cruncher about absence, grade point averages, and all district-wide, national, and state testing instruments along with evidence and perception data collected from parents and teachers.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- The school-wide assessment process periodically collects or reports data on skills such as integrating knowledge across discipline, research skills, and use of technology.
- Individual teachers have systems in place to collect, disaggregate, analyze and report student data.
- Paly has invested significant school resources in AVID, Focus on Success, and the Opportunity Program to help students requiring extra support.
- Paly staff has taken a deeper look at existing data by disaggregating and analyzing it student-by-student to answer key questions and inform instructional practices moving forward.
- Individual teachers use rubrics and explicit learning targets to measure, analyze, and report the development of language skills.
- Paly has taken a more comprehensive approach to its use of data –both quantitative and qualitative/perception– to examine trends among its underrepresented minority students and to better focus resources and interventions.
- The established At-Risk Database continues to be broadened and refined annually, providing a tool for tracking individual students and providing early target interventions.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- Individual teachers have systems in place to collect, disaggregate, analyze and report student data, but such practices do not seem to reach beyond individual classrooms.
- Scheduling conflicts have prevented more students from enrolling in AVID classes, so that there are only 10 students in one class, and 8 in the other.
- Continued alignment is needed between course work and standards as measured by school-wide assessments.
- There is a need for increased communication of assessment data in ways that promote Paly's parents' better understanding of their student's academic performance.
- Stakeholders have expressed a wish to streamline InClass, and make it even more accessible to both staff and parents.
- Teachers report that the difficulty of accessing school-wide and department-wide achievement data hampers the complete evaluation and revision of curriculum.
- Many teachers have difficulty using InClass because it is cumbersome, and they have requested that the District convert to another program such as School Loop.
- District training and usage remain limited in reference to the Cruncher web-based tool.
- Staff development in data analysis needs to be provided to the Paly staff.
- A review of CST scores by ethnicity reveals that Latino and African-American students routinely score lower than white and Asian students in almost all subject areas.
- A review of the UC eligibility data by ethnicity reveals that the academic achievement of Latino and African American students significantly lags behind the academic achievement of Asians and white students.
- Paly needs to determine how horizontal and vertical curricular alignment can occur most effectively and in the timeliest manner to the benefit of each and every student.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Interviews and discussions with focus groups
- Data provided by district
- ARC tutorial referral system
- Cruncher analyses and grade-level meetings among junior English teachers
- At-Risk Database review
- Reports of the Ed Council Spring 2008 retreat
- Discussions about the TEAM program and its impact on students
- Focus-group and department evidence binders
- Observations of TEAM and AVID classes
- Interviews with AVID students

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

- E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Students are supported both academically and emotionally by a variety of collaborative relationships between the school staff and parents. There is a particular emphasis on informing parents how they can be involved and support the development of effective study habits. For example, in the classroom, teachers contact parents regarding individual student performance, particularly when their performance slips. The school has developed the practice of teachers making calls home to address urgent issues. In addition, all parents have access to their student's InClass account.

Various school leadership groups including the administrative team and the Ed Council discuss school wide events and disseminate pertinent information from their meetings to the teachers and staff throughout the school. This coordinated communication greatly strengthens and supports the various strategies used to encourage parental and community involvement.

Many teachers have established a daily habit of InClass/Blackboard use to post assignments, resources, and reminders. Some teachers are experimenting with posting online grades, either through InClass or WebGrade and parents have access to these accounts.

The school hosts an annual Back-to-School night to welcome parents to a new school year. As a part of this evening, the staff meets with freshmen and sophomore parents. The school also schedules various evening meetings for parents throughout the year, including an evening for incoming 8th graders. Meetings are also held twice a year in the fall and spring, for parents of students participating in the Voluntary Transfer Program from East Palo Alto. Faculty and staff are strongly encouraged to attend these get-togethers. The staff presents to the parents a short educational presentation that emphasizes the importance of college planning and reviews the support services available at the school. There is a longstanding tradition of Sunday-afternoon parent "coffees," held in Paly homes, where parents have the opportunity to meet staff and interact with one another.

Junior Night, held in March, is especially important to support parents in working with their students in completing graduation requirements and developing the best plans for post-secondary education.

The school has multiple forms of communication available to both parents and the broader community. These includes the PTSA managed *PalyLink*, teacher driven InClass postings, and the student-journalism publications, *Verde*, *Campanile*, *Voice*, and *the Viking* that frequently interview parents and other community members. Paly publications are distributed on campus, at Town and Country, mailed home, and published online.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

The school provides a safe, clean and orderly campus that supports student learning. While some building facilities are in need of an update, the majority of the campus has undergone recent renovations in the last Building for Excellence bond measure that the local community supported overwhelmingly. The school custodians and campus supervisors take great pride in a clean and beautiful campus contributing to school pride and a rich learning environment. However, the staff is concerned about the high level of truancy that exists, despite the policy of dropping students from a class at the 8th tardy or the 5th unexcused absence.

In the fall the school experienced "Freshman Friday" for the first time, where 17 seniors threw eggs at some freshmen and followed them in their cars, harassing and frightening them. The Paly staff came together to confront this issue, suspending most of the offending students and expelling one of them. They turned this incident into a learning experience for the entire student body.

Staff at the school also demonstrates their professionalism in a variety of ways. There is a *can-do* spirit that exists among staff, especially when it comes to supporting the students. Teachers are often meeting students during their free time during lunch, prep periods and after school to help students improve. Teachers participate in staff development programs and diversity training, although they have expressed frustration that there are not more opportunities provided for them, and they have had to pay for some professional development themselves. Staff absenteeism is low.

- E3.** To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Teachers and staff at Paly make a thorough effort to provide the most appropriate support to each student in a rich learning environment. A sequential series of interventions provides support for each student. In addition to the teacher's individual classroom strategies, the following interventions include creating individualized learning plans which are implemented in the following ways:

- On a day-to-day basis, student support with peer tutoring in the ARC
- For freshmen in TEAM the *No Homework Club*
- Involving instructional supervisors in scheduling
- Developing four-year plans
- Holding "Brown Bag" lunches for teachers and guidance counselors to identify struggling students
- Conducting parent-student conferences
- Securing peer tutors through the ARC
- Enrolling students in reading classes and AVID or Focus on Success
- Reading and reviewing IEPs
- Attending 504 meetings

In total, these support mechanisms form both an early warning system as well as a safety net to insure that Paly students will not slip through a crack. Nonetheless, there is some concern that more attention is directed to the highest- and lowest-achieving students and that mid-performing students receive less attention and fewer resources.

- E4.** To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Paly has many avenues for communication between school and families. School to student communications-- the daily bulletin, student publications, posters, the student handbook, and Paly.net,. There are extensive opportunities for students to participate in activities and as a result, find a place for themselves on the Paly campus. A majority of students participate in a club, a sport, a journalism program, theater, or choir, creating a strong sense of belonging and pride in the school. Clubs are open to all students and are promoted in a school wide Club Day. There are non-cut sports each season: cross country, swimming, track. Even non-athletes attend many of the athletic events.

Students have stated, however, that they do not always have a voice in decision-making, and there does not seem to be a clear process in place for them to submit proposals to the administration. As a result, they tend to resort to expressing themselves through school publications. The Visiting Committee was also informed that there are not sufficient efforts to celebrate cultural diversity; for example, there were no school-wide activities this year to acknowledge Black History Month.

Students from East Palo Alto who need to attend summer school state that it is difficult for them to take classes at Sequoia High School, which is in their home district, as their summer school schedule overlaps with Paly's regular school year. Although fee waivers are available for students on free and reduced lunch, it is still a hardship for some students to pay the fee, and the Visiting Committee has learned that the summer school office does not easily waive fees for other low-income students.

The District has implemented a pilot program – College Pathways – for first-generation, low-income, and/or underrepresented students, beginning in elementary school. However, this program begins in an elementary school that ultimately feeds into Gunn High School, the other PAUSD high school; Paly students, therefore, will not be able to take advantage of this program.

The Teacher-Advisor Program is one of the strongest mechanisms for connecting and implementing Paly's student-centered policies. TAs, with a caseload of about 75 advisees, meet weekly with subsets of students on a regular rotation. TAs help students develop their 4-year plans. This document is created for each student under the guidance of their individual TA and parent to help clarify their goals for the future, and to assist them in planning logical ways to meet those goals.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- There is extensive contribution of resources through parents.
- Strong community partnerships exist.
- Some processes are in place to identify struggling students and to intervene early.
- Camp Everytown is a life-changing program for the students who participate in it.
- There is a wide range of communication vehicles.
- Extensive parent involvement and support exists.
- Highly professional teaching staff are committed to teaching excellence.
- There is a highly committed classified staff.
- The Teacher-Advisor Program is a national model.
- There is a rich array of student clubs and activities, and extensive financial support for these activities.
- The athletic program provides opportunities for many Paly students.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- There needs to be increased development of early intervention strategies to provide maximum student support.
- Students are concerned that the Site Council will no longer support Camp Everytown.
- The model of 75 students to one 10th-12th grade Teacher Advisor needs to be evaluated.
- Systems should be expanded for identifying students in need of assistance, and for helping them stay fully connected to the Paly community.
- There needs to be uniform and coordinated access to all programs so that any student can find a place to connect with other students and staff and other adults on campus.
- Students have stated that they do not always have a voice in decision-making, and there does not seem to be a clear process in place for them to submit proposals to the administration.
- A high level of truancy exists, despite the policy of dropping students from a class at the 8th tardy or the 5th unexcused absence.
- Students from East Palo Alto find it difficult to attend Sequoia High School summer school because its schedule overlaps with Paly's regular schedule.
- A pilot College Pathways program for first-generation, low-income, and/or underrepresented students that begins in elementary school will feed only into Gunn High School and, at this point will not serve Paly students.
- There are not sufficient on-going efforts to celebrate cultural diversity on campus.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Administrative team agendas
- InClass Data
- Teacher Advisor documentation
- Guidance calendar
- Meeting agendas

Part B: Synthesis of School-wide Areas of Strength and School-wide Critical Areas for Follow-up

- Briefly comment about the previously identified school-wide strengths and critical areas for follow-up.

The 3-Year Visiting Committee Review made a number of observations about progress since the 2003 WASC visit. It found that Paly had used some data in an effective manner to examine trends, as well as areas of strength and areas that needed improvement, and that the parent/student community had been actively involved in developing and using surveys to determine and prioritize challenges. It further found that there was school-wide concern about the achievement gap, that there was a great deal of personal contact with students, that there was significant school pride and a sense of community, and that there were a large number of student support systems in place for curricular help.

At the same time the Review concurred with the school's analysis that Paly needed to explore a more formalized system of assistance for at-risk students, and that it needed to expand both systemic and individual opportunities to reduce student stress and encourage social and emotional growth. In addition, it recommended that Paly increase awareness and acceptance of a wider variety of career/vocational opportunities, that it use teacher collaborative time to clarify grading, pacing and assessments across the curriculum, that it design a more comprehensive staff development plan to continue Paly's efforts in creating a more nurturing, supporting environment, and that it determine "essential questions" to answer with data. The Review recognized positive steps that Paly was taking, at the same time urging the school to continue with its efforts.

General Comments:

Over the past six years, all stakeholders, including staff, students, parents, and community members, were actively involved in developing the action plan. The staff has paid particular attention to the recommendations of the WASC Visiting Committee and has been closely involved in the disaggregation of data, including on a student-by-student basis. The goals developed reflect a broad consensus of teachers, students, staff and parents in the Paly community. Each focus group included staff representatives from all departments and levels of service at Paly. In addition, two parents were assigned to each Focus Group; these parents also met as a team, and their groups reflected the demographic composition of the student body. Decisions were made by consensus whenever possible. Student representatives were not appointed to the Focus Teams, but over 400 students during the fall semester of 2008 shared their perspectives during lunchtime "Pizza with the Principal" meetings. Paly also devoted at least three hour-long faculty meetings per month to its WASC work, as well as four full staff development days.

- Synthesize school-wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

School-wide Areas of Strength (list numerically)

1. The Teacher-Advisor Program, along with continual work by the staff to promote an inclusive community, focuses on the needs of students.
 2. There exist at Paly high standards, a rigorous curriculum, numerous elective offerings over a 7-period day, and an extensive college-preparatory curriculum, which offers multiple opportunities for students to demonstrate mastery of material.
 3. Excellent financial resources and strong community partnerships are available, allowing Paly to strengthen both its physical and academic foundations.
 4. There is extensive parent involvement and support, a wide range of communication vehicles, and an enduring tradition of personal connections and individual attention.
 5. There are strategies in place, including data assessment, to identify struggling students to continue expansion of information and intervention strategies, and to address a broad range of issues, both academic and personal.
 6. Teacher-led professional development, Ed Council and department analysis of student data, as well as weekly collaboration periods for teachers, provide a means to address areas of critical concern.
- Synthesize school-wide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
 - ✓ Areas already identified by the school in the action plan sections
 - ✓ Areas to be strengthened within the already identified areas
 - ✓ Additional areas identified by the Visiting Committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

School-wide Critical Areas for Follow-Up (list numerically)

1. More support is needed for the collaboration time necessary to analyze data, using it to close the achievement gap, and to develop shared assessment practices.
2. A better-defined process should be developed to identify appropriate professional development based on the results of data analyses.
3. All Paly courses should be open to all students, and more students should complete the A-G requirements; there is a significant gap between Asian and white students on the one hand and Latino and African-American students on the other.
4. There needs to be more vertical and horizontal alignment of courses and alignment to state standards.
5. Early intervention strategies for struggling students need to be expanded, both during the regular school day as well as after school and summer. Student support should be a major category for Paly action plans, and the school needs to explore additional ways to support all students, not only in their academic work, but in their social/emotional development as well.
6. Paly needs to devise a more effective and consistent system to communicate data to parents and students and to make them aware of support systems that are available to them.

Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the school-wide action plan

The Palo Alto Senior High School school-wide action plan is focused on the belief that equity must be the first focus: the principle that practices in both the classroom and throughout the campus are grounded in delivering to each and every student what he or she needs in order to be personally and academically successful. Moving through the work ahead, Paly intends to keep this principle of equity as its guiding standard. Additionally, Paly intends to develop the kind of responsive professional learning community that speaks to the best of who they are as teachers and staff members.

Paly goals:

1. Horizontal and vertical curricular alignment – the goal that teachers work together in the best interest of each and every student at Paly.
2. Support for all students – the goal that every student is supported in his or her personal and academic work.
3. College readiness and post-secondary planning – the goal that Paly prepares every student for college and that every student graduates from Paly with a robust and individual plan for his or her education after high school.

- Comments on the following school improvement issues:
 - ✓ Adequacy of the school-wide action plan in addressing the identified critical areas for follow-up
 - ♦ Do the action plan sections address the critical areas for follow-up?
 - ♦ Will the action plan steps enhance student learning?
 - ♦ Is the action plan feasible within existing resources?
 - ♦ Is there sufficient commitment to the action plan, school-wide and system-wide?
 - ✓ Existing factors that will support school improvement
 - ✓ Impediments to improvement that the school will need to overcome
 - ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the school-wide action plan.

Paly does not anticipate that this work will reach fruition in the next few months. Indeed, their efforts during this period involve achieving consensus, developing and then implementing the subsequent plans that will carry them forward. The staff also recognizes that they must further work out the best and most productive ways to support and encourage one another in their efforts to foster the success of all students at Paly. As a means of addressing their critical areas of need, Paly intends to develop the skills to identify appropriate data and then interpret that data to make sound decisions regarding refinement of practice. They are also determined to develop a working understanding of the essential skills that students vitally need in order to succeed here and in their lives beyond the campus.

As their data shows, Paly is a high-achieving school by many measures. The staff also recognizes, however, that this is a challenging environment where almost everyone will need support and encouragement at some point. They expect this need to be even greater in the next six years, as the school moves toward fully articulated four year sequences in core subjects, with the goal of helping all students reach A-G requirements and beyond, with no achievement gaps among student subgroups. This action plan sets forth strategies of academic and social/emotional support so that all students can succeed and reach their fullest potential. Both academic and support departments are crucial in providing this additional academic support. To promote student success in all four years at Paly, they will refine and expand their current approaches to providing additional support for every student within the school day and beyond.

At Paly, there is a compelling desire to work collegially to bring greater depth and additional vitality to the curriculum. Teachers and departments will align curriculum both horizontally and vertically to promote the academic success of every student at Paly. This critical area of need addresses the consistency between teachers of similar courses and the logical progression of successive courses within departments. It also addresses the skill sets and habits of mind reaching across departments at each grade level. Both academic and support departments are crucial to achieving this alignment.

Building on a powerful tradition of teaching excellence, Paly staff will complete aligning courses vertically with content standards and ESLRs, within and across departments, as well as with District middle schools. Successive courses will build systematically on prior knowledge in order to enrich students' education.

While Paly's curricular alignment goals address plans for sequencing academic topics, the College Readiness action plan weaves in core intellectual competencies, which Paly believes are a vital component of a student's preparation for life-long education. Although there are different ways to define academic college readiness, with equity as Paly's guiding principle, staff will define it as successful completion of A-G requirements, which are the college courses identified by the CSU/UC. Paly wants to ensure that all students are successful in the course sequence that makes them college eligible. Paly will identify the core cognitive strategies that students need in order to be successful in these courses, and embed these strategies in all of their courses. Paly is working on more extensive communication with both parents and students about requirements not only to graduate from high school, but also to be eligible for a four-year university.

The action plan sections address the critical areas of need. They are a work in progress; not all departments have done extensive work in either vertical or horizontal alignment, the math and world language departments being notable exceptions. These alignments are critical in supporting students so that they fully comprehend teacher, department, and school expectations from one teacher to the next and from one grade level to the next. These alignments must also clearly delineate standards as a way of underscoring a comprehensive and cohesive curricular program.

In addition to the academic success that Paly students pursue, Paly believes that student achievement also means success as a fully engaged member of the Paly community. As fledgling members of a global society, students must possess and be able to use a fully stocked tool-kit of essential skills, which includes exhibiting respectful and ethical personal behavior, in every aspect of their lives. Academic and support departments both are crucial in fostering this acquisition of core student skills.

At Paly, there is agreement that in order to access the curriculum completely, students must be healthy both emotionally and physically. They must feel consistently safe as well, not only from physical violence but from threats to fundamental identity and emotional well-being. While Paly understands that many of these issues will always loom as long as they are working with teenagers in this fast-paced society, they are committed to doing everything they can to continue building a strong and caring community at Paly. Student, parent, and staff discussion as well as surveys and focus group evidence work, all point to support for this goal. While guidance is the lead department in promoting social and emotional health, academic departments are critical in identifying, referring, providing, and implementing appropriate support. These activities should be on-going, inclusive, and implemented throughout the school year.

One critical component in the action plan is determining support programs beyond the school day and implementing appropriate strategies, including expansion of the Math Resource Center hours, development of a writing resource center in the new library, and adjusting of curricula so that more students may successfully complete the A-G requirements.

Completion of these goals, as mentioned previously, is a work in progress. Much of Paly's action plan has deadlines, which extend into the future, from the spring of 2009 through 2011. The staff has spent considerable time articulating these goals and has increased its efforts to analyze and disaggregate the data necessary to informing their actions. Resources at the school level appear sufficient and accessible; however, it is not clear what resources the District itself is making available, recognizing that equitable outcomes do not mean equal input of resources. The TA program, for example, may need additional resources if TAs are to be assigned 25 students rather than 75. The College Pathways Program, which is being piloted for feeder schools to Gunn High School, has not been made available to feeder schools to Paly. Further extension of the ARC hours would help address the goal of supporting struggling students; a late bus would provide additional support for this effort. Finally, the fee-based summer school policy of PAUSD, unless low-income students receive a fee waiver, serves as a deterrent to the school's goal of supporting at-risk students and working to close the achievement gap.

The Paly staff has by and large demonstrated its willingness to support all students, although it has yet to show its commitment through substantial alignment of courses, both vertically and horizontally. There is still significant work to be done in this area, as evidenced by the school-wide action plan itself. There is also work to be done in encouraging more underrepresented students to take AP classes and classes in the higher lanes, as well as implementing strategies to support them in those courses.

That much said, it is clear that the Paly community is well aware of areas of need and is working hard to address them. It has made significant progress and, with continued reflection and action, should continue in an impressive manner on the path that it has set for itself.

PALO ALTO HIGH SCHOOL DATA TABLES

Table 1.1 ENROLLMENTS BY GRADE LEVEL

	Grade 9	Grade 10	Grade 11	Grade 12	Total
1993 - 1994	337	291	293	278	1199
2005 - 2006	433	433	426	436	1728
2006 - 2007	422	429	431	408	1690
2007 - 2008	433	439	424	405	1701
2008 - 2009	498	419	441	412	1770

Table 1.3 ETHNICITY

	1993 - 1994		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	#	%	#	%	#	%	#	%	#	%
White	960	80.1	1072	62.0	990	58.6	973	57.2	1061	59.9
Latino	41	3.4	117	6.8	102	6.0	112	6.6	131	7.4
Asian	125	10.4	326	18.9	311	18.4	326	19.2	383	21.6
African-American	58	4.8	83	4.8	66	3.9	67	3.9	105	5.9
Pacific Islander	3	.3	15	.9	11	.7	9	.5	9	.6
Filipino	9	.8	10	.6	6	.4	8	.5	16	.9
Native American	3	.3	4	.2	4	.2	5	.3	8	.5
Invalid Responses			101	5.8	200	11.8	201	11.8	57	3.2
TOTAL	1199	100.0	1728	100.0	1690	100.0	1701	100.0	1770	100.0

Table 1.4 SCHOOL COMPARISONS 2007 - 2008

	Palo Alto High School		PAUSD		Santa Clara County		California	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
White	973	57.2	5,401	48.2	65,040	25.0	1,787,192	28.7
Latino	112	6.6	874	7.8	95,668	36.8	3,046,432	48.7
Asian	326	19.2	3,002	26.8	65,196	25.1	516,553	8.3
African-American	67	3.9	322	2.9	8,074	3.1	462,330	7.4
Pacific Islander	9	.5	60	.5	1,839	.7	39,723	.6
Filipino	8	.5	55	.5	12,752	4.9	167,269	2.7
Native American	5	.3	17	.2	1,087	.4	47,451	.8
	201	11.8	1,472	13.1	10,254	3.9	191,056	3.1
TOTAL	1701	100.0	11,203	100.0	259,910	99.9	6,258,006	100.3

Table 1.7 SPECIAL NEEDS POPULATIONS

	2004 – 2005		2005 – 2006		2006 – 2007		2007 – 2008	
	#	%	#	%	#	%	#	%
Special Ed	183	10.8	169	9.8	146	8.6	131	7.7
Total ESL	401	23.6	340	19.7	358	21.2	382	22.5
Title 1	59	3.5	60	3.5	82	4.7	105	6.3
AVID	22	1.3	10	.6	15	.9	17	
GATE	212	12.5	267	15.5	290	17.2	283	16.6
AP/Honors	421	24.8	427	24.7	421	24.9	446	26.2
Total Enrollment	1698		1728		1690		1701	
ESL = English as a Second Language; RFEP = Redesignated Fluent English Proficient; FEP = Fluent English Proficient; ELL = English Language Learners; Title 1 = Socioeconomically Disadvantaged based on Free and Reduced Meals								

Table 1.8 ENGLISH LEARNERS AND SECOND LANGUAGE STUDENTS

Year	Total Enrollment	ELL		FEP		RFEP		Total	
		#	%	#	%	#	%	#	%
2007 - 2008	1,701	50	2.9	329	19.3	3	0.2	382	22.5
2006 - 2007	1,690	30	1.8	328	19.4	0	0.0	358	21.2
2005 - 2006	1,728	22	1.3	314	18.2	4	0.2	340	19.7
2004 - 2005	1,698	7	0.4	320	18.8	74	4.4	401	23.6
2003 - 2004	1,662	34	2.0	260	15.6	1	0.1	295	17.7
2002 - 2003	1,626	1	0.1	179	11.0	0	0.0	180	11.1
ELL = English Language Learners; FEP = Fluent English Proficient; RFEP- Redesignated Fluent English Proficient									

Table 1.9a ELL STUDENTS BY MAIN LANGUAGE

	2004 – 2005		2005 – 2006		2006 – 2007		2007 – 2008	
	#	%	#	%	#	%	#	%
Spanish	5	71.4	6	27.3	8	26.7	12	24.0
Mandarin			4	18.2	3	10.0	12	24.0
Japanese			2	9.1	1	3.3		
Korean			2	9.1	1	3.3	4	8.0
Russian					3	10.0	4	8.0
Hebrew			2	9.1	2	6.7	1	2.0
Cantonese					1	3.3	1	2.0
German	1	14.3	2	9.1	4	13.3	5	10.0
Other	1	14.3	4	18.2	7	23.3	11	22.0
TOTAL ELL	7	100.0	22	100.0	30	100.0	50	100.0

Table 1.10 FEP BY MAIN LANGUAGE

	2004 – 2005		2005 – 2006		2006 – 2007		2007 – 2008	
	#	%	#	%	#	%	#	%
Spanish	82	25.6	85	27.1	80	24.4	81	24.6
Mandarin	86	26.9	81	25.6	94	28.7	88	26.7
Korean	24	7.5	23	7.3	24	7.3	25	7.6
Russian	18	5.6	19	6.1	19	5.8	18	5.5
Hebrew	17	5.3	15	4.8	19	5.8	16	4.9
Cantonese	14	4.4	14	4.5	17	5.2	18	5.5
German	12	3.8	6	1.9	8	2.4	8	2.4
French	9	2.8	10	3.2	7	2.1	13	4.0
TOTAL FEP	320	100.0	314	100.0	328	100.0	329	100.0

Table 1.11 ANNUAL SCHOOL ATTENDANCE AND PERIOD TRUANCY

	2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008
	Percent Truant	Percent Truant	Percent Truant	Percent Truant
Palo Alto High School	12.72	56.0	48.9	69.0
PAUSD	6.69	14.7	16.6	21.7
Santa Clara County	20.28	22.3	17.5	17.8
California	22.56	24.6	25.2	25.9

Truant = Number of students with unexcused absence on 3 or more days

Table 1.12 SUSPENSIONS BY VIOLATION

Ed Code	Description	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
48900(a)(1)	Related to physical injury to another person	15	11	2	8
48900(a)(2)	Related to use of force or violence	4			2
48900(b)	Related to firearms, knives, explosive devices, etc.	1	1		1
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	17	21	36	33
48900(e)	Committed or attempted to commit robbery or extortion	1			
48900(f)	Caused or attempted to cause damage to school property or private property	2	1	5	
48900(g)	Stole or attempted to steal school property or private property	7	7	12	11
48900(h)	Related to possession or use of tobacco products	1		3	3
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	3	1	2	
48900(k)	Related to disruption of school activities or willfull defiance	17	15	8	9
48900(l)	Knowingly received stolen school property or private property	2	1	2	
48900.2	Related to sexual harassment	1	1		
48900.3	PDS-Related to hate violence	1			
48900.4	Related to harassment, threats, or intimidation		1		1
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	2			
48915(c)(1)	PDS-Related to possessing, selling, or otherwise furnishing a firearm		1		
48915(c)(5)	PDS-Possession of an explosive		1		
48915(c)(2)	PDS-Brandishing a knife at another person			1	
	TOTAL	74	62	71	68
	ENROLLMENT	1,698	1,728	1,690	1,701

Table 1.13 EXPULSIONS

		2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
48900(a)(1)	Related to physical injury to another person			2	
48900(b)	Related to firearms, knives, explosive devices, etc.				1
48915(c)(1)	PDS-Related to possessing, selling, or otherwise furnishing a firearm		1		
48915(c)(5)	PDS-Possession of an explosive		1		
	TOTAL	0	2	2	1

Table 1.14 2007-2008 CREDENTIALLED STAFF

	Administrators	Teachers	Counselors	Psychologists	Librarian	Total
Male	2	44	0	1	0	47
Female	2	70	3.0	0	1	76
Total	4	114	3.0	1	1	123

Table 1.15 STAFF ETHNICITY

	Certificated		Classified	
	#	%	#	%
White	90	73.2	28	49.1
Latino	12	9.7	8	14.0
Asian	13	10.6	11	19.3
African-American	3	2.4	0	0
Pacific Islander	0	0	0	0
Filipino	0	0	1	1.8
Native American	0	0	0	0
Declined	1	0.8	8	14.0
Multiple	4	3.3	1	1.8
TOTAL	123	100.0	57	100.0

Table 1.16 CERTIFICATED STAFF -- EDUCATION AND EXPERIENCE

Educational Level				Years of Experience							
BA	1 MA	2 MA	Ph.D.	1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	30 +	
42	60	16	5	25	33	25	20	9	5	6	
34.1%	48.8%	13.0%	4.1%	20.3%	26.8%	20.3%	16.3%	7.3%	4.1%	4.9%	

Table 1.17 CERTIFICATED STAFF - CREDENTIALS

Highly Qualified	Not Highly Qualified	Fully Credentialed	Waiver/ Emergency	CLAD	SDAIE/ Other	Non CLAD
86	0	123	0	34	34	47



Table 1.18 2007–2008 CLASSIFIED STAFF

Administration	FTE
Clerical Support	4.0
Health Services	.875
Custodial	9.0
Accounting	1.75*
Campus Security	2.5*
Department Clerical Support	3.318
Technology Support	1.0
Classroom Support	
Science Lab Tech	.375*
Copy Room Support	1.0*
Classroom Aides – Special Ed	6.0
Computer Lab Aide	.625
Academic Resource Center	1.0*
Accompanists	V
Readers	V
Guidance Support	
Guidance – Clerical Support	1.0
College & Career Center	1.0
Teacher Advisor Support	1.0

Table 1.21 SITE BUDGET ALLOCATIONS

Basic Allocations (Fund 0)						
	Account	Students	\$/student	Allocation	Carryover	Total
Base	14100	1754	\$105	\$184,170	\$0	\$184,170
Mandated Costs	14100			TBD	\$0	TBD
PAPIE (Foundation)	14106	1754	\$143	\$250,331	\$0	\$250,331
TOTAL				\$434,501	\$0	\$434,501

Non-Categorical Supplemental Allocations (Fund 0)						
Commencement	15000			\$4,000	\$0	\$4,000
Competitive Events	14107			\$2,500	\$0	\$2,500
Student Data Processing	15000			\$2,500	\$0	\$2,500
Drivers' Ed	12400			\$4,875	\$0	\$4,875
Music Repair	16201			\$2,000	\$0	\$2,000
AVID	16700			\$13,272	\$0	\$13,272
TOTAL				\$29,147	\$0	\$29,147

Total Fund 0 Allocations				\$463,648	\$0	\$463,648
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Categorical Allocations (Fund 6)						
School & Library Improvement	72600			\$56,661	\$29,731	\$86,392
IMF Block Grant (Textbooks)	71560	1754	\$61.13	\$107,222	\$82,884	\$190,106
GATE	71400			\$9,358	\$8,947	\$18,305
Perkins - Career Technical Ed	35500			\$11,000	\$0	\$11,000
10th Grade Counseling	67390			\$12,724	\$2,520	\$15,244
ROP	92000			\$27,556	\$0	\$27,556
PE Block Grant	67613			NA	\$38,491	\$38,491
CAHSEE Intensive Services	70550				\$37,518	\$37,518
Discretionary Block Grant	73960			NA	\$15,350	\$15,350
AB 1802 Counseling	70800	1754	\$62.65	\$109,888	-\$4,382	\$105,506
AB1802 Art & Music	67610	1754	\$13.35	\$23,416	\$0	\$23,416
Totals				\$196,965	\$211,059	\$321,047

Other Income Accounts						
Facilities Rental Fund	15300			TBD		TBD
PTSA				TBD		TBD
Athletics				TBD		TBD

Table 1.22 GRADUATION DATA

	2007 – 2008		2006 – 2007		2005 – 2006		2004 - 2005		2003 – 2004	
Total Enrollment	1701		1690		1728		1698		1662	
	#	%	#	%	#	%	#	%	#	%
12 th Grade Enrollment	404		408		436		399		390	
Graduates	382	94.5	387	94.8	396	93.8	387	99.2	369	99.2
UC Eligible	267	66.1	253	65.4	306	77.3	280	72.4	264	71.5

Table 1.23 UC ELIGIBLE - By Ethnicity

	2004 – 2005			2005 – 2006			2006 - 2007			2007 – 2008		
	Total	UC Eligible		Total	UC Eligible		Total	UC Eligible		Total	UC Eligible	
		#	%		#	%		#	%		#	%
White	256	193	75.4	258	202	78.3	231	162	70.1			
Latino	26	10	38.5	24	13	54.2	18	2	11.1			
Asian	60	56	93.3	66	61	92.4	80	61	76.2			
African-American	19	4	21.1	17	8	47.1	8	0	0.0			
Pacific Islander	0	0	0	1	0	0.0	3	0	0.0			
Filipino	0	0	0	4	2	50.0	1	0	0.0			
Native American	3	2	66.7	0	0	0.0	0	0	0.0			
Non-Responsive	21	15	71.4	26	20	76.9	46	28	60.9			
TOTAL	387	280	72.4	396	306	77.3	387	253	65.4	382	267	66.1

Table 1.24a SCHOLASTIC APTITUDE TEST (SAT) SCORES

	2007 – 2008				2006 – 2007				2005 – 2006			
	%	Verbal	Math	Writing	%	Verbal	Math	Writing	%	Verbal	Math	Writing
Paly	84.0	629	656	629	82.3	620	644	611	78.9	617	646	617
PAUSD	NA	NA	NA	NA	84.5	624	655	615	85.5	614	649	611
County	NA	NA	NA	NA	47.9	534	572	533	49.1	530	570	532
State	NA	499	515	498	35.9	493	513	491	36.7	495	516	495

Table 1.24b: ADVANCED PLACEMENT RESULTS**Advanced Placement Test Scores (5 = Highest; 3 Qualifies for College Credit)**

Year	Score of 5		Score of 4		Score of 3		Score of 2		Total Tests Taken	# Tested	# Enrolled	Rate*
	#	%	#	%	#	%	#	%				
2007-08	426	49	272	31	122	94	32	18	870	446	829	54%
2006-07	428	49	248	29	138	94	41	12	867	421	839	50%
2005-06	413	48	255	30	137	94	38	10	853	427	862	50%
2004-05	366	47	239	30	129	93	42	10	786	421	840	50%
2003-04	333	48	220	32	107	95	31	7	698	369	788	47%

* The Participation Rate is calculated on enrollment in grades 11 and 12 though some tests were taken by students in grades 9 and 10.

Table 1.25 2008 ADVANCED PLACEMENT TESTS BY SUBJECT

Course	Students			Scores							
	Enroll ed	Tested	Percen t	< 2		3		4		5	
				#	%	#	%	#	%	#	%
Art History	15	6	40.0	0	0.0	3	50.0	1	16.7	2	33.3
Art - Drawing	5	5	100	3	60.0	0	0.0	2	40.0	0	0.0
Art - 2D Design	1	1	100	0	0.0	0	0.0	0	0.0	1	100
Biology	112	76	67.9	9	11.8	10	13.2	18	23.7	39	51.3
Calculus AB	97	95	97.9	3	3.2	5	5.3	19	20.0	68	71.6
Calculus BC	51	52	102.0	0	0.0	0	0.0	2	3.8	50	96.2
Chemistry	40	38	95.0	2	5.4	2	5.4	10	26.3	24	63.2
Chinese Language	0	7	--	0	0	0	0	0	0.0	7	100
Computer Science AB	18	15	83.3	0	0	1	6.7	8	53.3	6	40.0
Economics - Micro	--	1	--	0	0.0	0	0.0	0	0.0	1	100
Economics - Macro	--	2	--	0	0.0	1	50.0	1	50.0	0	0.0
Eng Lang & Comp	--	8	--	0	0.0	2	25.0	2	25.0	4	50.0
Eng Lit & Comp	93	89	95.7	1	1.1	20	22.5	33	37.1	35	39.3
Environmental Science	171	59	34.5	7	11.7	9	15.3	29	49.2	14	23.7
French Language	29	22	75.9	3	13.6	8	36.4	5	22.7	6	27.3
French Literature	5	5	100	1	20.0	2	40.0	1	20.0	1	20.0
German Language	--	2	--	0	0.0	0	0.0	0	0.0	2	100
Italian Language	--	1	--	0	0.0	0	0.0	0	0.0	1	100
Japanese Language	14	12	85.7	0	0.0	5	41.7	3	25.0	4	33.3
Music Theory	23	21	91.3	0	0.0	0	0.0	5	23.8	16	76.2
Physics B	--	1	--	0	0.0	0	0.0	0	0.0	1	100
Physics C: Elec & Mag	13	12	92.3	0	0.0	0	0.0	3	25.0	9	75.0
Physics C: Mechanics	13	12	92.3	0	0.0	0	0.0	0	0.0	12	100
Psychology	155	109	70.3	7	6.4	13	11.9	46	42.2	43	39.4
Spanish Language	83	65	78.3	5	7.7	12	18.5	22	33.8	22	33.8
Spanish Literature	45	23	51.1	4	17.4	7	30.4	5	21.7	4	17.4
Statistics	72	54	75.0	2	3.7	7	13.0	23	42.6	22	40.7
US History	74	75	101.4	3	4.0	12	16.0	30	40.0	30	40.0
2008 TOTAL	1226	870	71.0	48	5.5	118	13.6	267	30.7	487	56.0
2007 TOTAL	1051	867	82.5	53	6.1	138	15.9	248	28.6	428	49.4
2006 TOTAL	1052	813	77.3	46	5.7	128	15.7	246	30.3	393	48.3

Table 1.26 EARLY ASSESSMENT PROGRAM (EAP)

	2005 - 2006	2006 - 2007	2007 - 2008
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WASC/CDE Visiting Committee Report

Grade 11 Enrollment	417		424		416	
Total # Tested in EAP	107		384		371	
Percent Tested	25.7%		90.6%		89.2%	
English	EAP	%	EAP	%	EAP	%
Students Tested	87		380		370	
Ready for College	29	33	124	33	192	52
Not College Ready	58	67	161	42	156	42
Algebra 2	EAP	%	EAP	%	EAP	%
Students Tested	38		60		111	
Ready for College	17	45	32	53	57	51
Ready for College - Conditional	10	26	18	30	34	31
Not College Ready	11	29	10	17	20	18
Summative Math	EAP	%	EAP	%	EAP	%
Students Tested	24		64		101	
Ready for College	19	79	51	80	87	86
Ready for College - Conditional	5	21	13	20	14	14
Not College Ready	0	0	0	0	0	0
Mathematics - Total	EAP	%	EAP	%	EAP	%
Students Tested	62		124		212	
Ready for College	36	58	83	67	144	68
Ready for College - Conditional	15	24	31	25	48	23
Not College Ready	11	18	10	8	20	9

Table 1.27 CALIFORNIA HIGH SCHOOL EXIT EXAM RESULTS

	English/Language Arts			Mathematics		
	Tested	Passed	%	Tested	Passed	%
Class Of 2010						
All Students	433	422	97%	428	418	98%
Asian	100	99	99%	100	99	99%
African-American	16	14	88%	17	15	88%
Hispanic/Latino	30	25	83%	29	26	90%
White not Hispanic	269	267	99%	264	261	99%
English Learners	11	10	91%	11	10	91%
Redesignated FEP	43	39	91%	43	41	95%
Students w/ Disabilities	25	19	76%	24	16	67%
Class Of 2009						
All Students	413	402	97%	414	402	97%
Asian	89	89	100%	88	88	100%
African-American	26	24	92%	26	25	96%
Hispanic/Latino	31	24	77%	31	25	81%
White not Hispanic	255	254	100%	257	254	99%
English Learners	<i>10 or fewer students</i>			<i>10 or fewer students</i>		
Redesignated FEP	45	42	93%	45	43	96%
Students w/ Disabilities	31	25	81%	31	25	81%
Class Of 2008						
All Students	425	409	96%	427	404	95%
Asian	79	79	100%	79	79	100%
African-American	22	15	68%	22	16	73%
Hispanic/Latino	34	31	91%	35	29	83%
White not Hispanic	257	253	98%	257	251	98%
English Learners	<i>10 or fewer students</i>			<i>10 or fewer students</i>		
Redesignated FEP	41	38	93%	41	36	88%
Students w/ Disabilities	40	28	70%	41	26	63%
Class Of 2007						
All Students	411	402	98%	409	395	97%
Asian	85	85	100%	85	85	100%
African-American	16	15	94%	16	13	81%
Hispanic/Latino	22	21	95%	22	17	77%
White not Hispanic	260	256	98%	259	205	98%
English Learners	<i>10 or fewer students</i>			<i>10 or fewer students</i>		
Redesignated FEP	19	19	100%	19	16	84%
Students w/ Disabilities	33	28	85%	33	22	67%

Table 1.28 CST RESULTS BY PERCENT

English									
	2007 - 2008			2006 - 2007			2005 - 2006		
Grade Level	9	10	11	9	10	11	9	10	11
Reported Enrollment	427	412	416	423	420	424	427	431	417
English Language Arts									
Students Tested	406	412	416	396	373	311	392	358	254
Percent of Enrollment	95.1	94.5	90.6	93.6	88.8	73.3	91.8	83.1	60.9
Advanced	62.0	62.0	69.0	61.0	54.0	61.0	69.0	60.0	59.0
Proficient	20.0	23.0	16.0	23.0	23.0	17.0	15.0	22.0	23.0
Basic	8.0	8.0	9.0	9.0	11.0	10.0	10.0	9.0	7.0
Below Basic	7.0	3.0	3.0	5.0	7.0	2.0	4.0	3.0	4.0
Far Below Basic	3.0	3.0	3.0	3.0	5.0	10.0	2.0	7.0	6.0

History - Social Science									
	2007 - 2008			2006 - 2007			2005 - 2006		
Grade Level	9	10	11	9	10	11	9	10	11
Reported Enrollment	427	412	416	423	420	424	427	431	417
World History									
Students Tested	400	20		393	26			356	
Percent of Enrollment	93.7	4.6		92.9	6.2			82.6	
Advanced	34.0	0		23.0	40.0			47.0	
Proficient	33.0	0		38.0	0			28.0	
Basic	20.0	0		28.0	40.0			11.0	
Below Basic	7.0	0		8.0	0			4.0	
Far Below Basic	7.0	100.0		3.0	20.0			9.0	
U.S. History									
Students Tested			361			308			247
Percent of Enrollment			86.8			72.6			59.2
Advanced			67.0			56.0			52.0
Proficient			23.0			24.0			29.0
Basic			7.0			10.0			10.0
Below Basic			2.0			5.0			4.0
Far Below Basic			2.0			5.0			4.0

Mathematics									
	2007 - 2008			2006 - 2007			2005 - 2006		
Grade Level	9	10	11	9	10	11	9	10	11
Reported Enrollment	427	412	416	423	420	424	427	431	417
General Math									
Students Tested	53			36			27		
Percent of Enrollment	12.4			8.5			6.3		
Advanced	4.0			0.0			0.0		
Proficient	15.0			22.0			4.0		
Basic	42.0			31.0			30.0		
Below Basic	23.0			19.0			30.0		
Far Below Basic	15.0			28.0			37.0		
Algebra 1									
Students Tested	204	29		209	24		239	29	
Percent of Enrollment	47.8	6.7		49.4	5.7		56.0	6.7	
Advanced	44.0	7.0		21.0	13.0		27.0	7.0	
Proficient	33.0	34.0		56.0	4.0		40.0	7.0	
Basic	14.0	24.0		18.0	42.0		19.0	31.0	
Below Basic	7.0	28.0		5.0	33.0		8.0	34.0	
Far Below Basic	1.0	7.0		0.0	8.0		5.0	21.0	
Geometry									
Students Tested	126	193	13	131	210	14	113	174	18
Percent of Enrollment	29.5	44.3	3.1	31.0	50.0	3.3	26.5	40.4	4.3
Advanced	88.0	46.0	0	70.0	26.0	0.0	82.0	18.0	0.0
Proficient	10.0	35.0	31.0	30.0	48.0	14.0	18.0	55.0	17.0
Basic	1.0	15.0	54.0	0.0	15.0	7.0	0.0	18.0	44.0
Below Basic	1.0	3.0	15.0	0.0	10.0	57.0	0.0	6.0	17.0
Far Below Basic	0	2.0	0	0.0	1.0	21.0	0.0	3.0	22.0
Algebra 11									
Students Tested	11	141	196	18	109	152	7	113	125
Percent of Enrollment	2.6	32.3	47.1	14.3	26.0	35.8	1.6	26.2	30.0
Advanced	82.0	52.0	14.0	89.0	65.0	13.0		72.0	17.0
Proficient	18.0	39.0	42.0	11.0	32.0	47.0		27.0	33.0
Basic	0	9.0	30.0	0.0	2.0	27.0		2.0	29.0
Below Basic	0	0	11.0	0.0	1.0	11.0		0.0	11.0
Far Below Basic	0	0	3.0	0.0	0.0	3.0		0.0	10.0
Summative High School Math									
Students Tested	3	22	125	3	8	116		15	82
Percent of Enrollment	.7	5.0	30.0	.7	1.9	27.4		3.5	19.7
Advanced	NA	95.0	66.0	NA	NA	79.0		73.0	56.0
Proficient	NA	5.0	30.0	NA	NA	18.0		27.0	38.0
Basic	NA	0	5.0	NA	NA	1.0		0.0	6.0
Below Basic	NA	0	0	NA	NA	2.0		0.0	0.0
Far Below Basic	NA	0	0	NA	NA	0.0		0.0	0.0

Science									
	2007 - 2008			2006 - 2007			2005 - 2006		
	9	10	11	9	10	11	9	10	11
Reported Enrollment	427	436	416	423	420	424	427	431	417
Grade 10 Life Science									
Students Tested		407			361			345	
Percent of Enrollment		93.3			86.0			80.0	
Advanced		54.0			43.0			53.0	
Proficient		28.0			33.0			25.0	
Basic		12.0			14.0			13.0	
Below Basic		2.0			5.0			6.0	
Far Below Basic		4.0			4.0			2.0	
Biology/Life Sciences									
Students Tested	349	30	7	365	14	6	360	22	5
Percent of Enrollment	81.7	6.9	1.7	86.3	3.3	1.4	84.3	5.1	1.2
Advanced	48.0	37.0	NA	40.0	7.0	NA	38.0	19.0	NA
Proficient	30.0	47.0	NA	36.0	36.0	NA	36.0	19.0	NA
Basic	13.0	10.0	NA	19.0	36.0	NA	19.0	19.0	NA
Below Basic	4.0	3.0	NA	4.0	0.0	NA	5.0	29.0	NA
Far Below Basic	5.0	3.0	NA	1.0	21.0	NA	2.0	14.0	NA
Chemistry									
Students Tested		310	22		282	18		287	24
Percent of Enrollment		71.1	5.3		67.1	4.2		66.6	5.8
Advanced		41.0	41.0		30.0	17.0		21.0	8.0
Proficient		35.0	18.0		38.0	28.0		41.0	8.0
Basic		21.0	36.0		28.0	33.0		27.0	58.0
Below Basic		1.0	5.0		2.0	17.0		6.0	4.0
Far Below Basic		2.0	0		2.0	6.0		5.0	21.0
Physics									
Students Tested			281			235			169
Percent of Enrollment			67.5			55.4			40.5
Advanced			44.0			24.0			32.0
Proficient			36.0			42.0			35.0
Basic			17.0			28.0			27.0
Below Basic			2.0			4.0			4.0
Far Below Basic			1.0			2.0			2.0

Table 1.29 STAR RESULTS BY ETHNICITY – PERCENT PROFICIENT AND ABOVE

	2007 – 2008						2006 – 2007						2005 – 2006					
	9		10		11		9		10		11		9		10		11	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Arts																		
White	24 1	90	25 4	89	23 3	88	24 5	86	23 0	81	18 8	78	23 3	88	21 6	87	14 4	87
Asian	84	92	98	94	88	95	88	98	85	92	76	91	89	97	73	95	74	84
Af. Am.	17	18	13	69	19	47	14	57	22	32	17	40	18	39	14	43	10	*
Latin o	40	45	28	46	23	41	31	50	25	39	19	69	24	46	28	54	12	55
World History																		
White	23 6	76	13	0	4	*	24 4	64	18	50	4	*			21 5	80		
Asian	84	73					88	77	5	*					75	92		
Af. Am.	17	6					13	23	1	*	1	*			14	43		
Latin o	40	20	4	*	1	*	30	20	2	*					26	38		
U.S. History																		
White					22 7	92					18 6	80					13 8	87
Asian					87	94					76	96					74	83
Af. Am.					16	69					16	44					10	*
Latin o					20	50					19	74					11	63
General Mathematics																		
White	17	19					17	41					5	*				
Asian	3	*					1	*					9	*				
Af. Am.	13	23					4	*					8	*				
Latin o	17	18					11	9										
Algebra 1																		
White	14 4	80	17	53	1	*	15 5	79	9	*	5	*	16 8	68	14	14		
Asian	21	86					21	90	1	*			30	83	1	*	1	*
Af. Am.	3	*	1	*	2	*	9	*	6	*	2	41 *	7	*	3	*	1	*
Latin o	23	61	7	*	2	*	14	43	5	*	2	*	14	43	7	*	2	*
Geometry																		
White	70	99	14 3	83	5	*	67	10 0	15 6	78	4	*	55	10 0	12 3	76	10	*
Asian	50	10 0	22	91			54	10 0	22	77			52	10 0	24	75	4	*
Af. Am.			8	*	4	*	1	*	11	36	6	*	1	*	9	*	3	46 *
Latin o			11	64	3	*	5	*	14	64	2	*	1	*	11	64		
Algebra 11																		
White	2	*	71	86	14 7	57	7	*	54	10 0	10 6	58			59	98	80	55
Asian	8	*	63	95	22	68	11	10 0	51	94	26	73	6	*	42	98	30	45
Af. Am.			1	*	7	*			1	*	6	*					3	*
Latin o			2	*	9	*			1	*	9	*			4	*	5	*
Summative High School Mathematics																		
White	2	*	9	*	57	98	1	*	1	*	60	97			9	*	41	93
Asian			12	10 0	63	94	1	*	7	*	49	98			6	*	37	95
Af.											1	*						

	2007 - 2008						2006 - 2007						2005 - 2006					
	9		10		11		9		10		11		9		10		11	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 10 Life Science																		
White			25	84					22	81					20	81		
Asian			97	93					85	88					75	93		
Af. Am.			13	62					20	35					13	38		
Latin o			27	37					23	35					25	48		
Biology																		
White	22	79	21	81	3	*	22	77	5	*	3	*	21	75	12	67		
Asian	79	91	7	*	3	*	86	92			1	*	88	88			4	*
Af. Am.	6	*					10	*	3	*	1	36	12	33	2	*		
Latin o	23	35					24	38	4	*	1	*	18	24	3	*		
Chemistry																		
White			19	76	9	*			18	65	9	*			17	60	11	18
Asian			85	88	7	*			75	80	3	*			72	75	5	*
Af. Am.			9	*	2	*			7	*	2	*			7	*	4	18
Latin o			11	45	1	*			10	*	1	36			17	35	3	*
Physics																		
White					18	80					14	62					10	71
Asian					70	84	1	*	1	*	68	79					55	63
Af. Am.					10	*					7	*						
Latin o					11	64					12	55					4	*

Table 1.30 CELDT RESULTS BY LEVEL

	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03
Advanced	14	17	6	0	0	0
Early Advanced	11	8	4	0	0	0
Intermediate	9	5	2	0	0	0
Early Intermediate	2	0	0	0	0	0
Beginning	2	0	0	0	0	0
Total	38	30	12	3	0	0

Table 1.31 ACADEMIC PERFORMANCE DATA (API)

Academic Performance Index

Table 1.33 SURVEY RESULTS

PARENT OPINION INVENTORY			
TOP FIVE RESPONSES		BOTTOM FIVE RESPONSES	
Our schools have a positive impact on the community's property values.	4.48	Substance abuse (e.g., drugs/alcohol) is not a problem at our school.	2.85
The quality of schools influenced my decision to live in this community.	4.38	There is no problem with bullies at our school.	2.89
The education offered to students at our school is of high quality.	4.21	Students see a relationship between what they are studying and their everyday lives.	3.20
Our school uses technology to provide parents with information about our school.	4.18	Safety measures are in place to protect students traveling to and from school.	3.27
Our school is doing a good job teaching social studies.	4.04	Our school recognizes the achievements of students for all types of accomplishments.	3.28
5 - Strongly Agree; 4 - Agree; 3 - Neutral; 2 - Disagree; 1 - Strongly Disagree; NA - Do Not Know/Not Applicable - No Weight (Note: score of 3 or above indicates neutral to positive opinions.)			

STUDENT OPINION INVENTORY			
TOP FIVE RESPONSES		BOTTOM FIVE RESPONSES	
Cheating is strongly discouraged at our school.	4.32	Students' opinions are considered when important school decisions are made.	2.71
In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	4.28	Substance abuse (e.g., drugs/alcohol) is not a problem at our school.	2.77
The education offered to students at our school is of high quality.	4.27	I look forward to going to school each day.	2.93
Students are provided with opportunities to learn important knowledge and skills in each subject.	4.14	The amount of homework I am given help me succeed in my studies.	2.95
I have an opportunity to participate in the activities that interest me (e.g., clubs, sports, music)	4.10	Students see a relationship between what they are studying and their everyday lives.	3.16
5 - Strongly Agree; 4 - Agree; 3 - Neutral; 2 - Disagree; 1 - Strongly Disagree; NA - Do Not Know/Not Applicable - No Weight (Note: score of 3 or above indicates neutral to positive opinions.)			

TEACHER OPINION INVENTORY			
TOP FIVE RESPONSES		BOTTOM FIVE RESPONSES	
The education of students at our school is of high quality.	4.74	There are no problems with bullies at our school.	2.49
Our school is doing a good job teaching fine arts (music, visual arts, dance, drama).	4.57	Substance abuse (e.g., drug/alcohol) is not a problem at our school.	2.59
Teachers hold high expectations for student learning.	4.55	Class sizes at our school are appropriate for effective teaching.	2.78
In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	4.48	Teachers collaboratively develop instructional activities to help students learn across different subject areas.	3.10
Teachers are willing to give students individual help outside of class time.	4.43	Positive working relationships between teachers and administrators are supported in our school through mutual respect and effective communication.	3.14
5 - Strongly Agree; 4 - Agree; 3 - Neutral; 2 - Disagree; 1 - Strongly Disagree; NA - Do Not Know/Not Applicable - No Weight (Note: score of 3 or above indicates neutral to positive opinions.)			

SUPPORT STAFF OPINION INVENTORY			
TOP FIVE RESPONSES		BOTTOM FIVE RESPONSES	

WASC/CDE Visiting Committee Report

Our school is committed to improving student learning.	4.71	There are no problems with bullies at our school.	2.35
There are positive working relationships between teachers, administrators, and support staff.	4.48	Substance abuse (e.g., drug/alcohol) is not a problem at our school.	2.31
In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	4.38	Students respect all adults in our school regardless of their role.	2.50
The education offered to students at our school is of high quality.	4.29	Students are respectful of school and community property.	2.96
Cheating is strongly discouraged at our school.	4.21	Students see a relationship between what they are studying and their everyday lives.	3.05
5 - Strongly Agree; 4 - Agree; 3 - Neutral; 2 - Disagree; 1 - Strongly Disagree; NA - Do Not Know/Not Applicable - No Weight (Note: score of 3 or above indicates neutral to positive opinions.)			