

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Henry M. Gunn High School	43-69641-4332904	April 11, 2022	June 7, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school will work to meet the goals established through this School Plan for Student Achievement (SPSA), which are aligned with the District's Local Control and Accountability Plan (LCAP), in order to effectively meet Every Student Succeeds Act (ESSA) requirements. The three areas of focus for these goals are high-quality teaching and learning, equity and excellence, and wellness and safety.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program.....	3
Educational Partner Involvement	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement.....	29
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	42
Goal 3.....	47
Goal 4.....	53
Budgeted Funds and Expenditures in this Plan	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	56
School Site Council Membership	57
Recommendations and Assurances	58

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Comprehensive needs assessment, professional development, and engagement opportunities are outlined in the 2020-21 WASC Self-Study.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Instructional Council (March 2022)
Site Council (March and April 2022)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	511	467	428
Grade 10	510	489	468
Grade 11	497	488	491
Grade 12	478	492	481
Total Enrollment	1,996	1,936	1,868

Conclusions based on this data:

1. The Hispanic/Latino, Asian and Multiple Races subgroups at Gunn have seen small, steady increases over the past three years.
2. Gunn continues to have a predominantly Asian American and White student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	55	38	51	2.8%	2.00%	2.7%
Fluent English Proficient (FEP)	778	767	736	39.0%	39.60%	39.4%
Reclassified Fluent English Proficient (RFEP)	9	21		17.0%	1.10%	

Conclusions based on this data:

1. There has been a decrease in the number of students who are Redesignated Fluent English Proficient (RFEP).
2. The number of English Learner (EL) students has remained small and consistent from 2018-19 and 2019-20.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	480	487	478	348	319	411	348	319	411	72.5	65.5	86.0
All Grades	480	487	478	348	319	411	348	319	411	72.5	65.5	86.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2708.	2721.	2706.	70.69	71.79	65.94	16.95	18.18	21.41	8.33	5.02	7.30	4.02	5.02	5.35
All Grades	N/A	N/A	N/A	70.69	71.79	65.94	16.95	18.18	21.41	8.33	5.02	7.30	4.02	5.02	5.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	70.32	64.26	58.78	22.19	30.41	37.80	7.49	5.33	3.41
All Grades	70.32	64.26	58.78	22.19	30.41	37.80	7.49	5.33	3.41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	76.66	68.97	65.85	19.02	25.71	26.59	4.32	5.33	7.56
All Grades	76.66	68.97	65.85	19.02	25.71	26.59	4.32	5.33	7.56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	56.61	35.11	34.39	38.79	61.44	61.95	4.60	3.45	3.66
All Grades	56.61	35.11	34.39	38.79	61.44	61.95	4.60	3.45	3.66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	70.03	62.38	50.24	25.94	33.86	44.15	4.03	3.76	5.61
All Grades	70.03	62.38	50.24	25.94	33.86	44.15	4.03	3.76	5.61

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In order to develop a more comprehensive picture of student achievement at Gunn according to this metric, we are focusing heavily on increasing participation for the 2022 administration of the CAASPP tests through a number of different strategies.
2. The data demonstrates that, even with slight shifts in the participation rate, the data has remained consistent, with 95% of tested students scoring, At or Near Standard, and above.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	480	487	478	329	284	407	329	283	407	68.5	58.3	85.1
All Grades	480	487	478	329	284	407	329	283	407	68.5	58.3	85.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2742.	2770.	2743.	68.39	74.91	65.11	14.89	13.43	17.20	8.51	6.71	9.83	8.21	4.95	7.86
All Grades	N/A	N/A	N/A	68.39	74.91	65.11	14.89	13.43	17.20	8.51	6.71	9.83	8.21	4.95	7.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	76.60	75.97	69.78	12.77	19.08	21.87	10.64	4.95	8.35
All Grades	76.60	75.97	69.78	12.77	19.08	21.87	10.64	4.95	8.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	66.87	73.14	63.88	26.75	22.97	30.47	6.38	3.89	5.65
All Grades	66.87	73.14	63.88	26.75	22.97	30.47	6.38	3.89	5.65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	71.12	71.02	62.65	23.10	26.86	31.94	5.78	2.12	5.41
All Grades	71.12	71.02	62.65	23.10	26.86	31.94	5.78	2.12	5.41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In order to develop a more comprehensive picture of student achievement at Gunn according to this metric, we are focusing heavily on increasing participation for the 2022 administration of the CAASPP tests through a number of different strategies.
2. The data suggests that we had more students falling into the Standards Not Met category in 2019, as compared to 2018, with a slight drop in the percentage of students in the Standards Met category, or above.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1589.3	1554.9	1561.9	1578.8	1560.5	1562.3	1599.3	1548.5	1561.0	12	15	16
10	1586.9	1568.9	*	1577.7	1565.1	*	1595.5	1572.1	*	11	15	8
11	*	*	*	*	*	*	*	*	*	10	7	10
12	1473.5	*	*	1468.3	*	*	1478.0	*	*	12	5	*
All Grades										45	42	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	41.67	46.67	18.75	41.67	20.00	43.75	8.33	13.33	37.50	8.33	20.00	0.00	12	15	16
10	27.27	20.00	*	63.64	33.33	*	0.00	33.33	*	9.09	13.33	*	11	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	16.67	*	*	25.00	*	*	33.33	*	*	25.00	*	*	12	*	*
All Grades	33.33	30.95	24.32	37.78	33.33	40.54	15.56	19.05	29.73	13.33	16.67	5.41	45	42	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	41.67	53.33	31.25	41.67	26.67	50.00	8.33	0.00	18.75	8.33	20.00	0.00	12	15	16
10	36.36	26.67	*	45.45	53.33	*	9.09	13.33	*	9.09	6.67	*	11	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	33.33	*	*	33.33	*	*	8.33	*	*	25.00	*	*	12	*	*
All Grades	42.22	35.71	45.95	35.56	42.86	35.14	11.11	7.14	16.22	11.11	14.29	2.70	45	42	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	25.00	33.33	6.25	41.67	20.00	18.75	16.67	26.67	68.75	16.67	20.00	6.25	12	15	16
10	18.18	20.00	*	54.55	26.67	*	18.18	33.33	*	9.09	20.00	*	11	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	8.33	*	*	16.67	*	*	33.33	*	*	41.67	*	*	12	*	*
All Grades	15.56	26.19	10.81	40.00	23.81	13.51	24.44	30.95	67.57	20.00	19.05	8.11	45	42	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	8.33	40.00	6.25	75.00	40.00	93.75	16.67	20.00	0.00	12	15	16
10	9.09	13.33	*	81.82	66.67	*	9.09	20.00	*	11	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	*	*	58.33	*	*	41.67	*	*	12	*	*
All Grades	6.67	21.95	8.11	71.11	58.54	83.78	22.22	19.51	8.11	45	41	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	83.33	66.67	81.25	8.33	13.33	18.75	8.33	20.00	0.00	12	15	16
10	72.73	80.00	*	18.18	13.33	*	9.09	6.67	*	11	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	58.33	*	*	16.67	*	*	25.00	*	*	12	*	*
All Grades	71.11	71.43	78.38	17.78	14.29	16.22	11.11	14.29	5.41	45	42	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	41.67	46.67	18.75	41.67	33.33	56.25	16.67	20.00	25.00	12	15	16
10	45.45	33.33	*	54.55	46.67	*	0.00	20.00	*	11	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	16.67	*	*	25.00	*	*	58.33	*	*	12	*	*
All Grades	31.11	38.10	21.62	46.67	42.86	56.76	22.22	19.05	21.62	45	42	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	25.00	14.29	0.00	66.67	71.43	100.00	8.33	14.29	0.00	12	14	16
10	9.09	6.67	*	81.82	80.00	*	9.09	13.33	*	11	15	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
All Grades	15.56	12.50	5.41	73.33	72.50	89.19	11.11	15.00	5.41	45	40	37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The small number of students taking the ELPAC assessment makes it difficult to compare data from year to year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,868	9.9	2.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Henry M. Gunn High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	2.7
Foster Youth		
Homeless	6	0.3
Socioeconomically Disadvantaged	184	9.9
Students with Disabilities	147	7.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	1.4
American Indian	2	0.1
Asian	837	44.8
Filipino	16	0.9
Hispanic	219	11.7
Two or More Races	185	9.9
Pacific Islander	8	0.4
White	573	30.7

Conclusions based on this data:

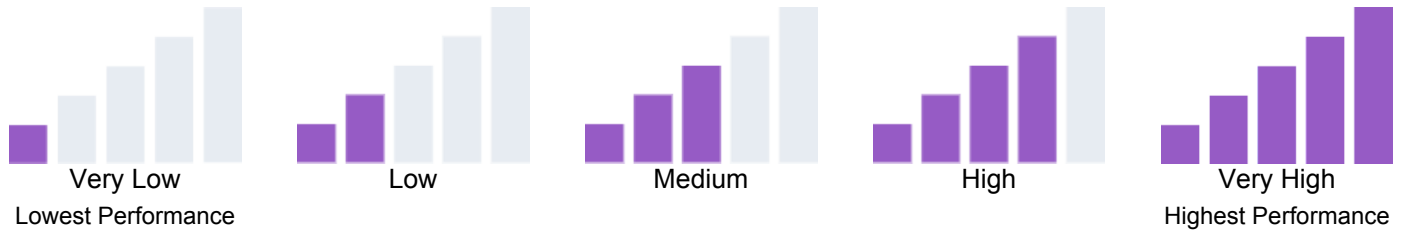
1. We have small populations of students who are EL, Foster Youth, Homeless, SED, or Students with Disabilities. We must ensure equity by keeping a clear focus on these student groups in everything we do, especially given that the small size of these groups can lead them to feel marginalized.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	Graduation Rate Very High	Suspension Rate Medium
Mathematics Very High		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

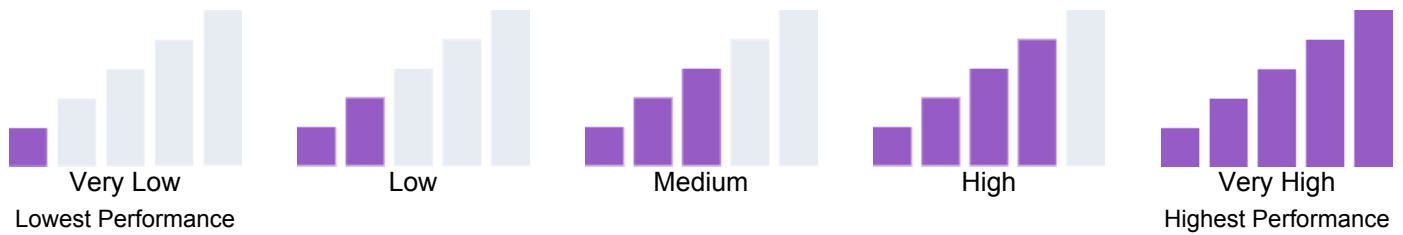
1. Overall, students are performing at acceptable/high levels on all metrics measured by the CA Dashboard.

School and Student Performance Data

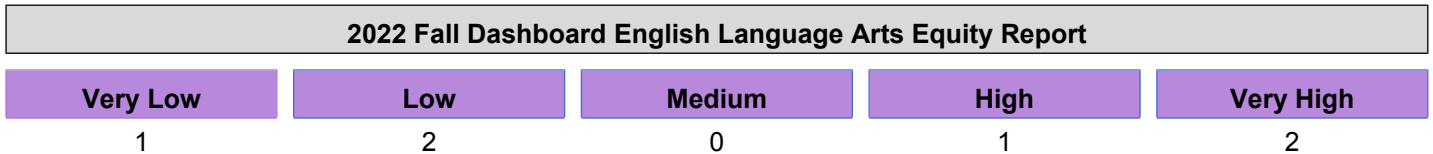
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

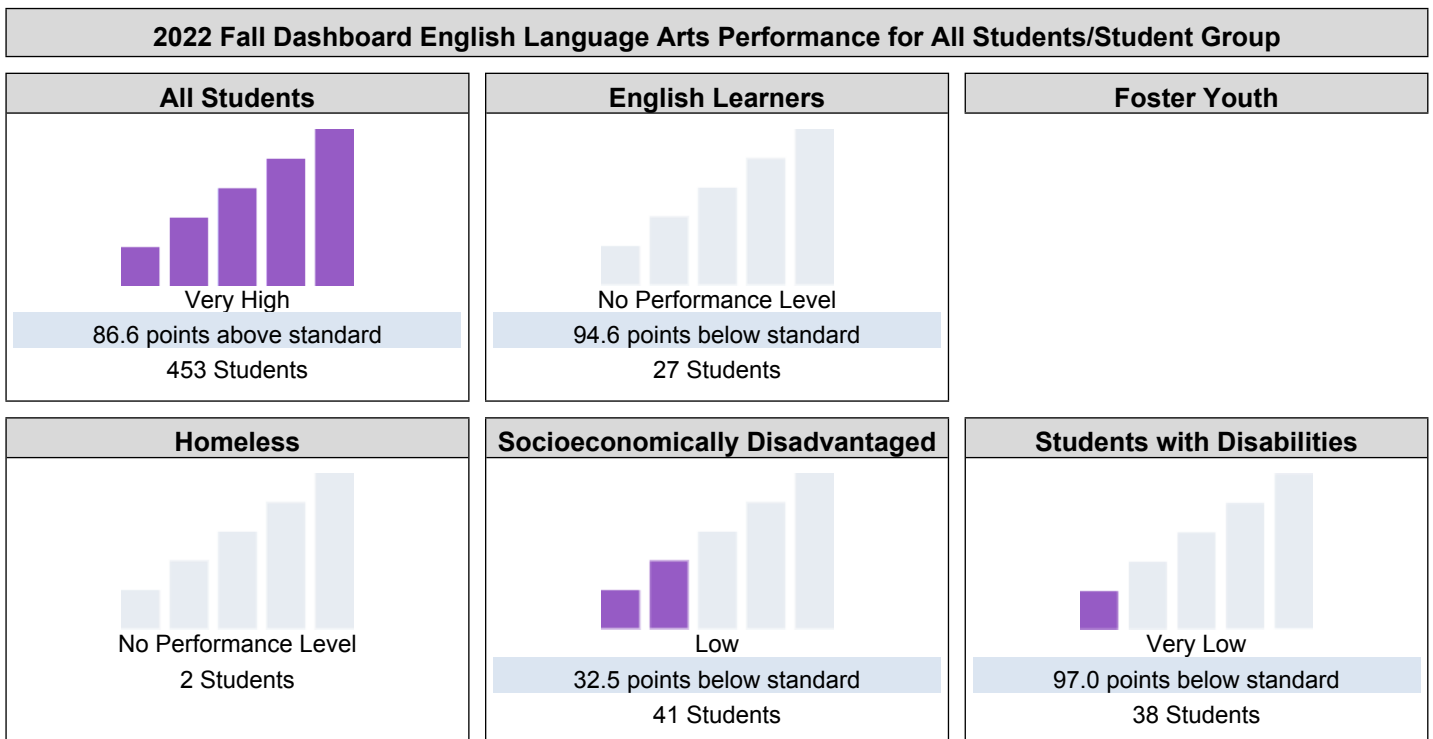
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



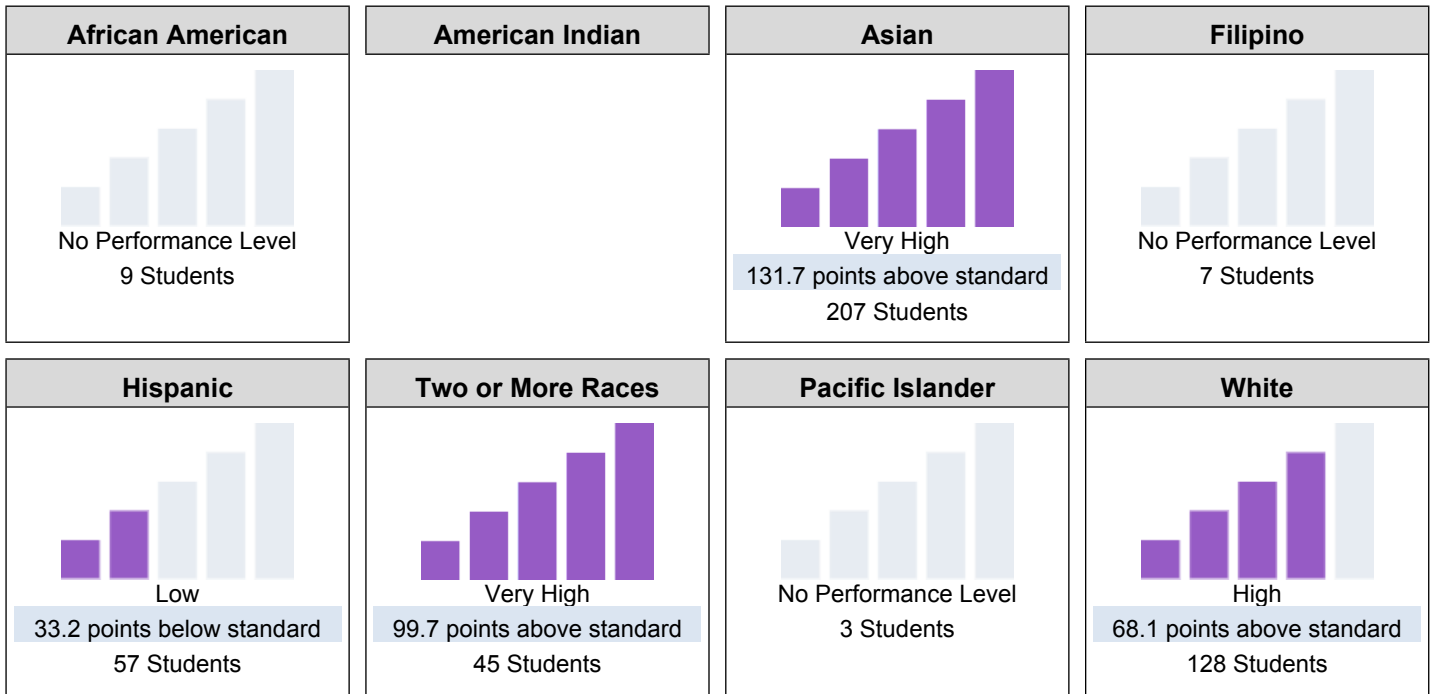
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	70.8 points below standard 19 Students	92.3 points above standard 263 Students

Conclusions based on this data:

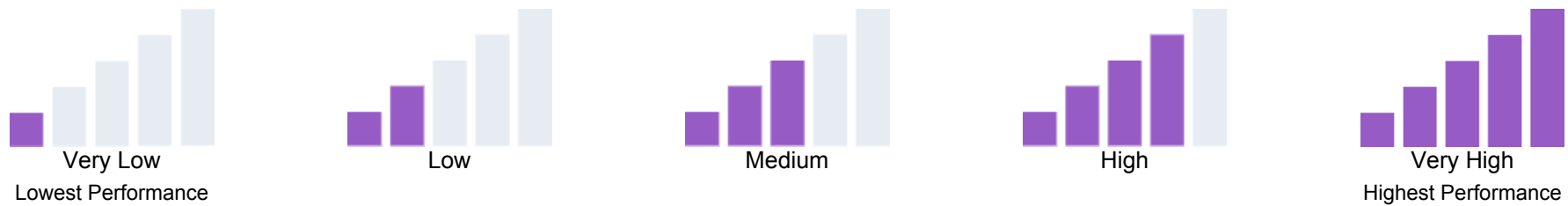
1. These data are more than two years old, but even so, indicate that there is more work to do to ensure that our under-resourced and under-represented sub-groups are demonstrating achievement on par with other subgroups.
2. As a school, we are doing well, overall.

School and Student Performance Data

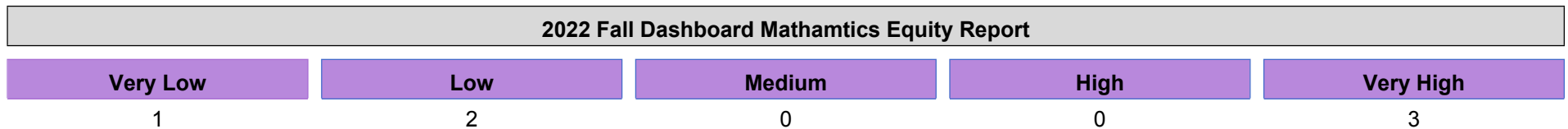
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



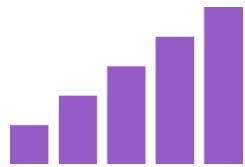
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Very High
77.4 points above standard
453 Students

English Learners



No Performance Level
58.3 points below standard
27 Students

Foster Youth

Homeless



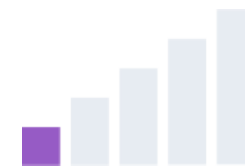
No Performance Level
2 Students

Socioeconomically Disadvantaged



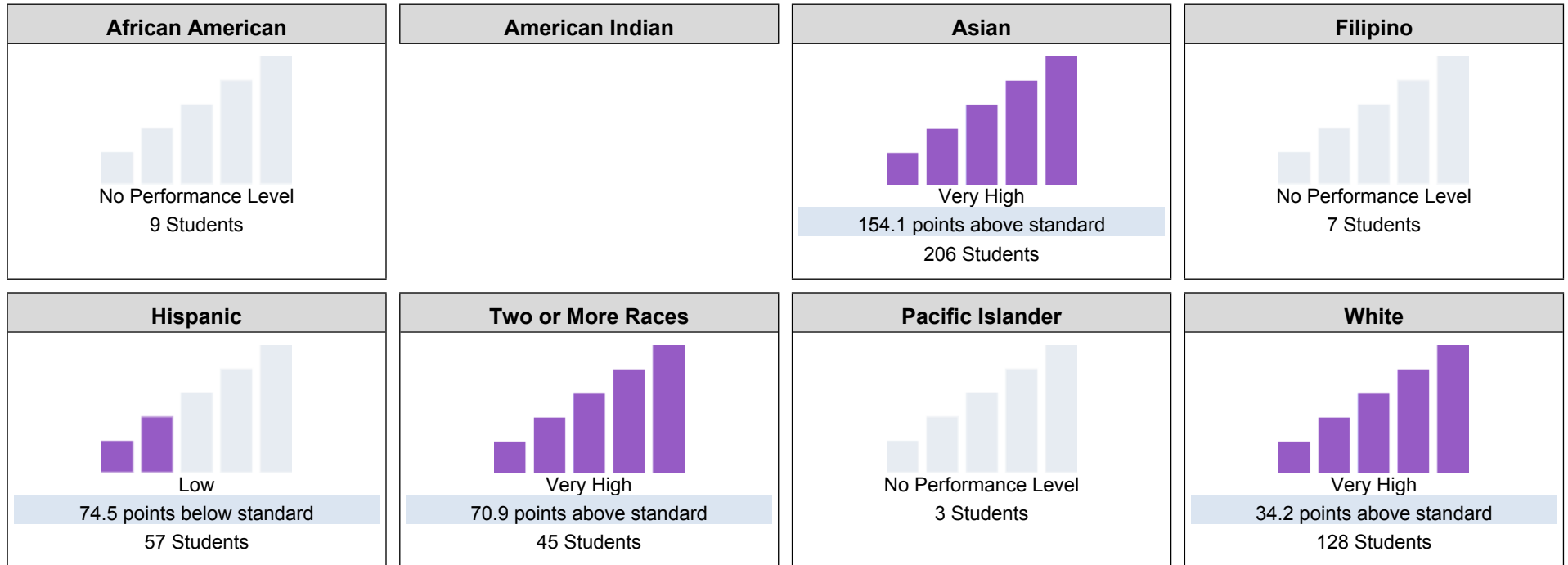
Low
66.2 points below standard
41 Students

Students with Disabilities



Very Low
135.5 points below standard
38 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	22.4 points below standard 19 Students	68.8 points above standard 263 Students

Conclusions based on this data:

- These data are more than two years old, but even so, indicate that there is more work to do to ensure that our under-resourced and under-represented subgroups are demonstrating achievement on par with other subgroups.
- Targeted interventions for SED, Students with Disabilities, and Hispanic students need to be continued and improved.

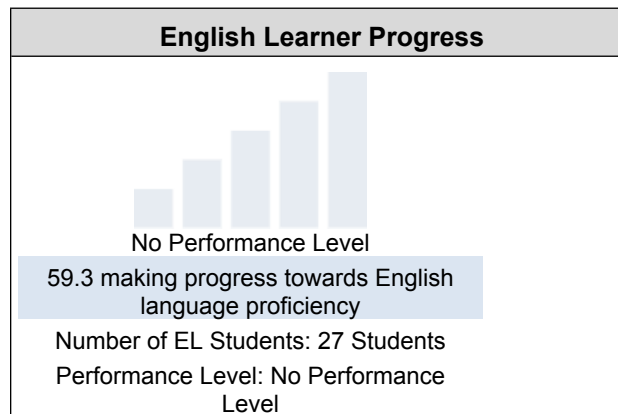
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.2%	18.5%	0.0%	59.3%

Conclusions based on this data:

- Those these data are old, we are making progress with EL students, but will continue to implement research-based strategies to further increase their rate of progress.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

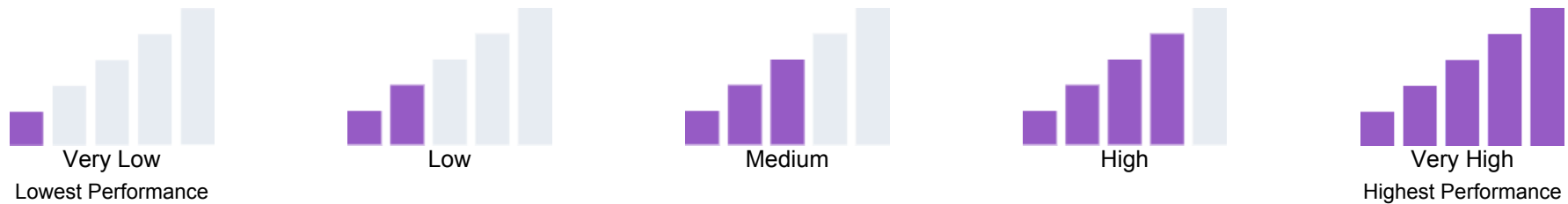
Conclusions based on this data:

1. We made great strides in the area of pathway completion as a marker of college and career readiness; already surpassing our goal for 2023-2024.
2. Students continue to satisfy a-g requirements and other college and career readiness metrics at high rates. However, SED students, Hispanic students, EL students, and students with disabilities are often not achieving these objectives at the same rate as their peers in other sub-groups, necessitating more attention, resources and support.

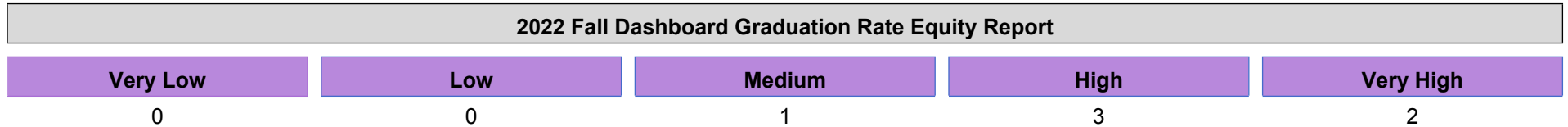
School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students



Very High

96.1% graduated

486 Students

English Learners



No Performance Level

94.4% graduated

18 Students

Foster Youth

Homeless



No Performance Level

Less than 11 Students

1 Student

Socioeconomically Disadvantaged



High

91.4% graduated

58 Students

Students with Disabilities

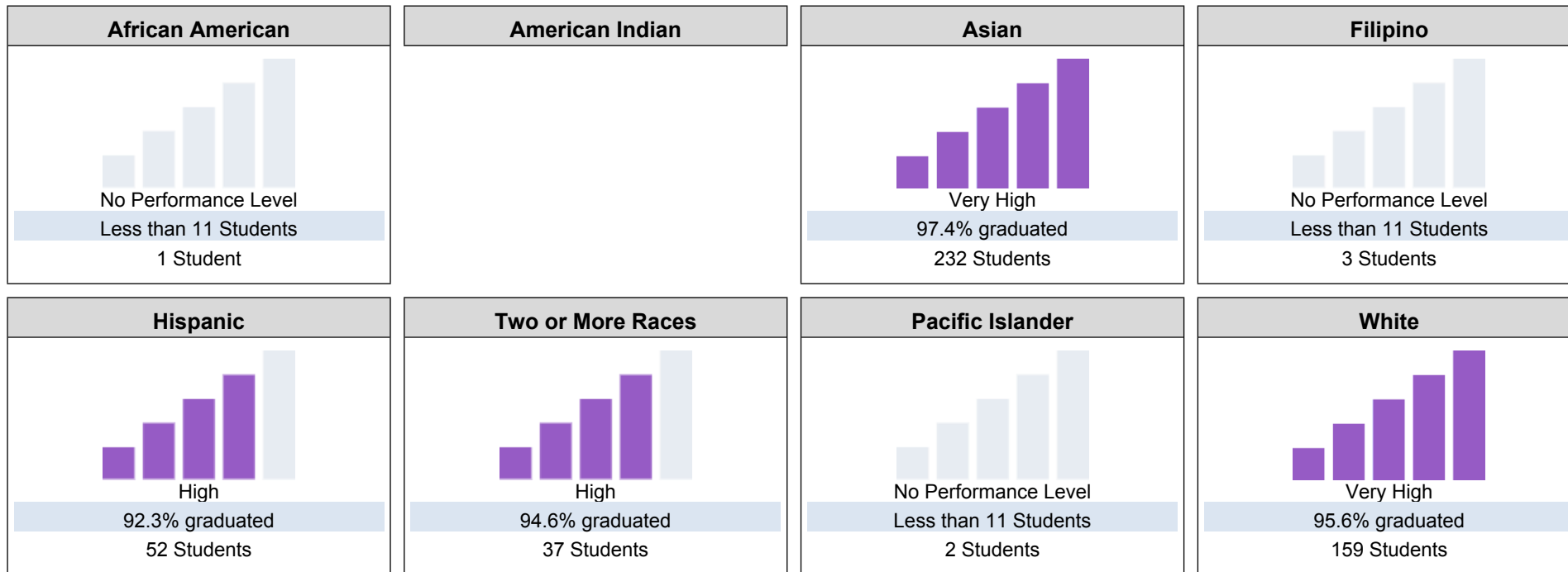


Medium

83.8% graduated

37 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

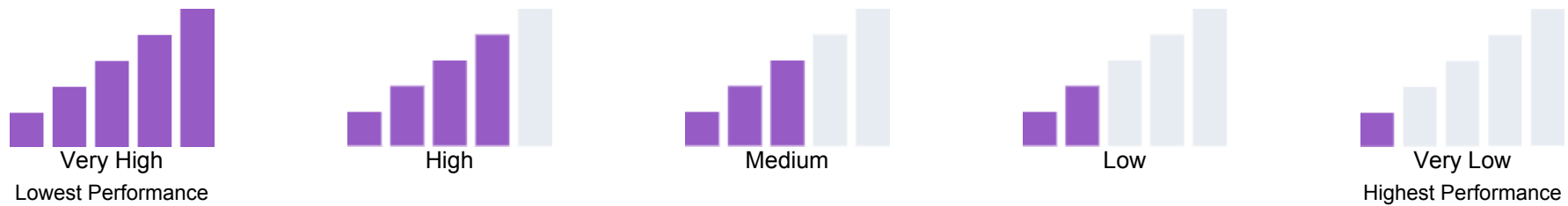
1. We need to increase and focus efforts to help students in the Hispanic, SE, and students with disabilities subgroups to graduate within four years.

School and Student Performance Data

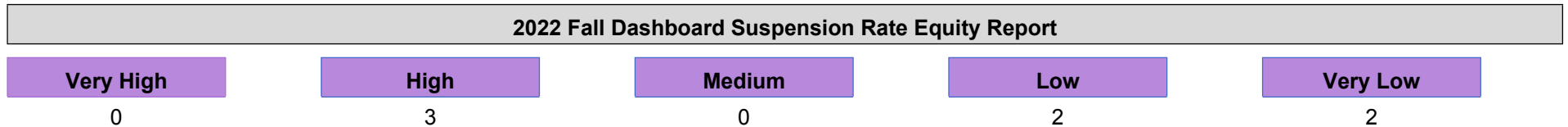
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

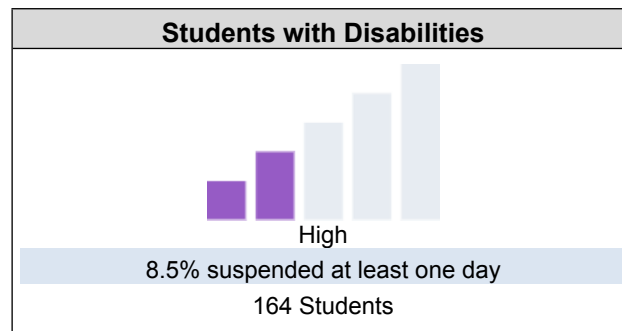
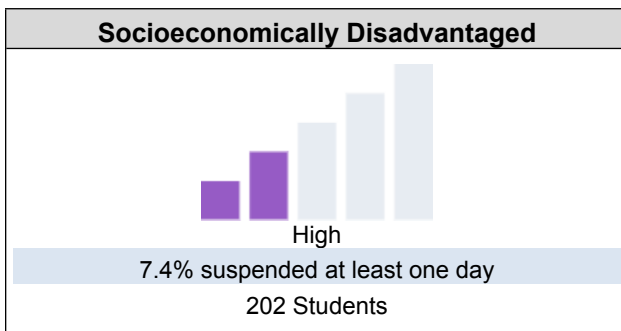
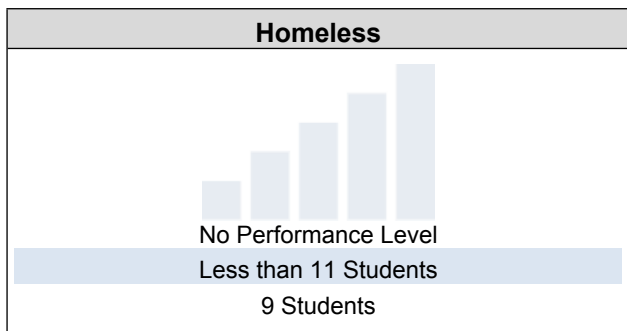
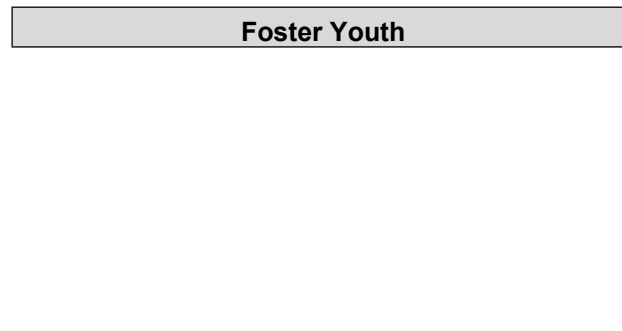
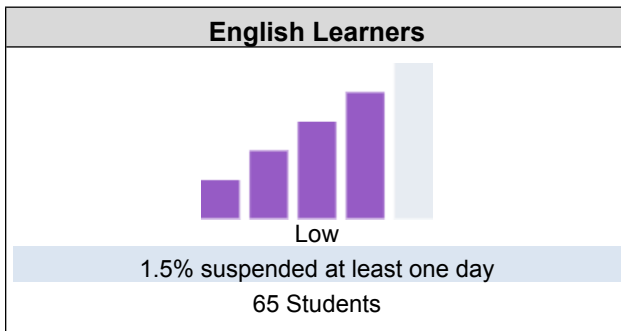
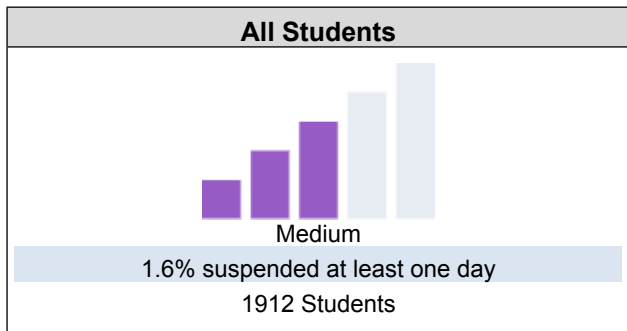


This section provides number of student groups in each level.

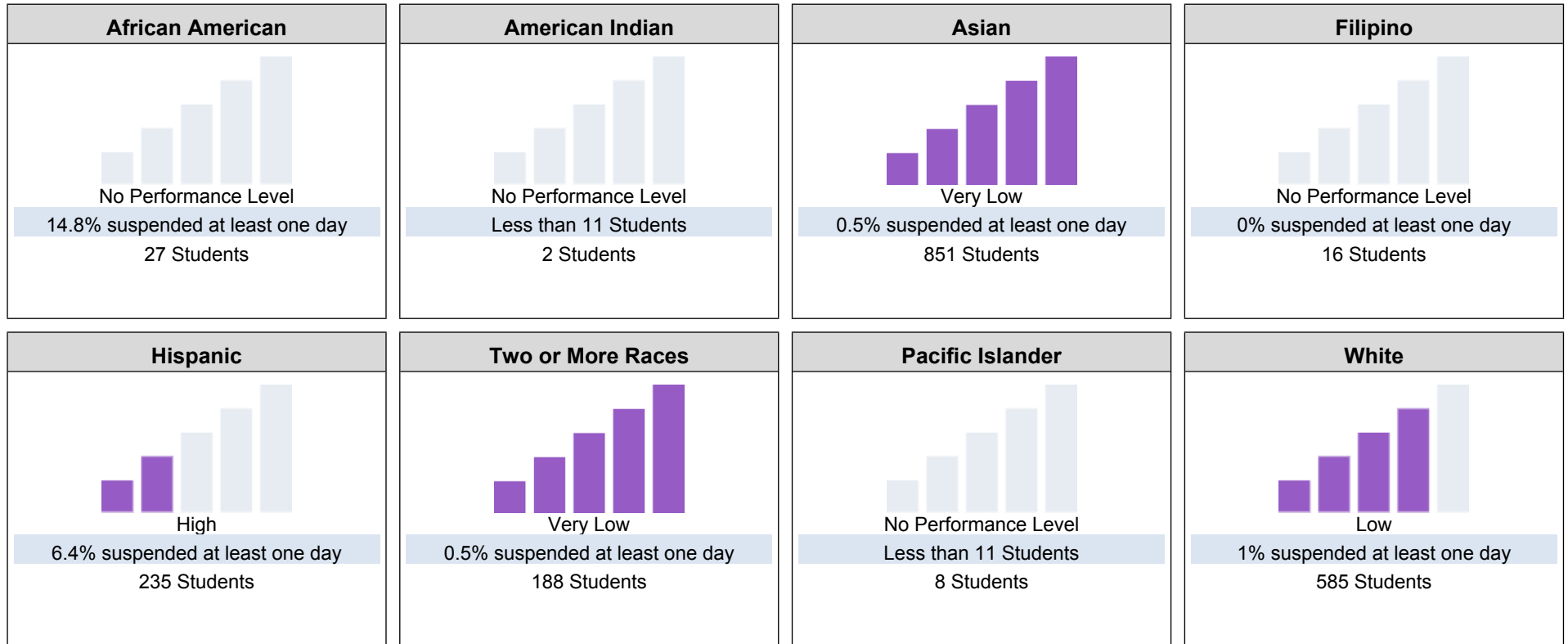


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. These data are two years old, but at that time, rates of suspension decreased for four subgroups, maintained for three subgroups, and increased for four subgroups. The overall rate declined slightly from 2018.
2. We will continue to bolster our efforts around restorative practices to help decrease the incidence of suspensions at Gunn.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High Quality Teaching and Learning

LEA/LCAP Goal

LEA Goal 1: All students are challenged to reach high standards and are capable of accelerating learning through pedagogical academic supports, unobstructed access to rigorous courses, and an unwavering belief that a quality education can positively impact the trajectory of each child.

Goal 1

HIGH QUALITY TEACHING AND LEARNING: Improving College and Career Readiness

Ensure that all education partners are accountable for every learner having full access to quality education, challenging curriculum, and appropriate, sufficient support for learning by:

Providing standards-aligned, evidenced-based instruction that increases the percentage of students performing at or above standard on the CAASPP assessments;

Providing students with the tools, feedback and opportunities to evaluate and improve their own progress toward learning targets/Expected Learning Outcomes (ELOs);

Developing and promoting Career Technical Education (CTE) pathways and increasing support for a-g completion to increase the number of ALL students meeting College and Career Readiness Standards.

Identified Need

The main focus of our current efforts is to articulate and align our expectations about what students should know and be able to do, and how we can measure their progress toward their stated learning goals, using common assessments and grading practices. The articulation of ELOs, learning targets, and proficiency scales, enables students to more readily identify and meet the learning outcomes that are expected of them, and eventually, allows them to monitor their own progress toward these learning objectives. The need for this kind of transparency and data-informed instruction is especially glaring in the case of our HUR/under-resourced students. It is our goal that these students will achieve at or above the standard, at rates that are in line with their non-HUR counterparts. These alignment efforts also allow teachers to learn from each other, based on what works best for students, and increase the opportunities for all students to reach their full learning and achievement potential. We are still working to move all Professional Learning Communities (PLCs) into high-performing adult learning groups, and continue to devote substantial resources and professional learning time to this endeavor. Additionally, in order for us to analyze and use our CAASPP data with more fidelity and effectiveness, to ensure that all learners have access to quality education, and appropriate, sufficient support, we need to increase CAASPP participation to 95% participation or more.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Participation	65.5% participation for ELA; 58.11% participation for math in spring 2021. Approximately 80% participation on CAASPP tests for spring 2022.	Attain 95%+ participation by Spring 2023.
College and Career Readiness	<p>CCR Indicator (Class of 2020): 80.4% prepared; students with disabilities 33.3% prepared; Hispanic 48.9% prepared; SED 49.2% prepared.</p> <p>Comparable data for class of 2021 is not available due to the suspension of CAASPP testing in Spring 2020, but some gains were made among certain subgroups in the class of 2021; for instance, a 5.3% increase in the percentage of Hispanic students meeting a-g requirements, and a 14.5% increase in the number of Special Education students both completing a CTE pathway and meeting a-g requirements. There were also some small declines, such as the percentage of socio-economically disadvantaged students meeting a-g requirements, which decreased 3%.</p>	Increase HUR sub-group College and Career Readiness to be within a 5% margin of non-HUR sub-group College and Career Readiness.
Proficiency Scales	65.4% of PLCs have agreed on proficiency scales for some ELOs, but not all (December 2021); 38.5% of PLCs share rubrics that are explicitly aligned with ELOs.	Identify proficiency scales across all course-alike PLCs by 2022-23 – 80% of PLCs use aligned measures of proficiency tied to standards, measured by similarity of grade distribution, by Spring 2024.
Implement high-impact instructional strategies (including introducing AVID strategies school-wide) to increase	10% of teachers are currently AVID-trained	Increase AVID-trained teachers to 15% AVID-trained by Fall 2023 (an additional seven teachers).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
student engagement, metacognition, and agency.		
CAASPP Proficiency Rate	Scores for 2021 showed a marked increase in proficiency for HUR subgroups. Hispanic students meeting or exceeding the standards in ELA and math increased from 35% to 69.7%, and 20% to 51.7%, respectively; SED students meeting or exceeding the standards in ELA and math increased from 44% to 66.7%, and 43.5% to 75%, respectively; and SpEd students meeting or exceeding the standards in ELA and math increased from 30.4% to 45.3%, and 17.4% to 42.9%, respectively. However, without full participation, it is hard to draw strong conclusions from these data. This is why it is imperative that we increase our participation rate.	Increase HUR sub-group CAASPP Proficiency to be within a 5% margin of non-HUR sub-group CAASPP Proficiency.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Course-alike teams will identify and agree upon levels of proficiency for each ELO, and create accurate and consistent grading practices to support all learners in developing content and skill proficiency.	Admin, English and math intervention TOSAs, ILs, PLC Teams	100% of course-alikes have aligned and published proficiency scales for ELOs by the end of the 2022-2023 school year.
Provide targeted professional development on high-leverage instructional practices to enhance standards and framework-aligned instruction.	Admin, IC	Establish rubric for measuring PD effectiveness, focused on increasing teacher efficacy. Implement proficiency scales and accurate and consistent grading practices across all course-alike PLCs.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Guided by student feedback, implement high-impact instructional strategies (including introducing AVID and UDL strategies schoolwide, as well as vocational training opportunities) to increase student engagement, metacognition, and agency.	Admin, AVID Site Team, English and math intervention TOSAs, ILs, IC	Increase AVID-trained teachers to 15% AVID-trained by Fall 2023 (an additional seven teachers) Panorama Survey: "I can meet all the learning goals my teachers set." from 60% to 80% favorable overall; increase in HUR/under-resourced subgroups responding favorably to be within 5% of non-HUR subgroups by Spring 2024.
Differentiated counseling support for our SED and HUR students, including greater collaboration among wraparound support programs like SaFE, College Pathways, and counseling, in general.	Admin, counseling	Increase in HUR/ under-resourced subgroups completing a-g requirements to be within 5% of non-HUR subgroups by Spring 2024.
As part of MTSS, provide universal progress reports at 6-week and 12-week marks.	MTSS leadership, all teachers	Increase in HUR/ under-resourced subgroups completing a-g requirements to be within 5% of non-HUR subgroups by Spring 2024.
At the 12-week mark each semester, all teachers will communicate specific guidance for the level of mastery/proficiency that any student in danger of failing will need to demonstrate (including, where appropriate, a prioritized list of specific assignments that must be completed) in order for the student to complete the semester with a grade of C or above.	MTSS leadership, Admin, English and math intervention TOSAs, ILs, PLC Teams, all teachers	Increase in HUR/ under-resourced subgroups completing a-g requirements to be within 5% of non-HUR subgroups by Spring 2024.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Two main areas of focus this year have been to help provide support for PLCs to increase functionality, as well as to solidify ELOs that can be communicated to students. We procured the services of Solution Tree to work with our staff on understanding how and why effective PLCs function, and provided time for PLCs to work together on ELOs during professional development days (one in October and one in March). Our efforts to increase awareness of our CTE programs and pathways appears to have been very successful, with more than 20% of our class of 2021 students completing a CTE pathway, a goal that we had not expected to meet until Spring 2023. A Smarter Balanced Interim Assessment Benchmark (IAB) was piloted in the English department for the first time in 2021-22. Efforts to increase CAASPP participation concluded this year with an 80% participation rate (approximate).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have removed the goal of increasing College and Career Readiness through CTE pathway completion, as we are confident that students are currently completing CTE pathways at a reasonably high rate, similar to that of other schools in the area. Since we are moving into the next phase of PLC work, we have also revised the target of having all course-alike PLCs create and publish ELOs into the next phase of the goal, which is to create proficiency scales and aligned grading practices. Solution Tree and in-house coaches will provide professional development to help develop the collective efficacy of staff in this area. These efforts, along with an increased effort to clarify to students how they can meet the standard for passing courses they are in danger of failing, should increase both CAASPP scores and the number of students meeting a-g requirements, particularly in HUR/under-resourced subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Equity and Excellence

LEA/LCAP Goal

LEA Goal 2: Ensure all students have access to challenging, aligned, and rigorous curriculum, and instructional practices that meet their needs. Excellence shall become the norm for all, regardless of background or demographics. Increase achievement for all learners at Gunn High School, especially our African American, Hispanic, Socio-Economically Disadvantaged (SED), English Learners (EL), and Special Education students.

Goal 2

EQUITY AND EXCELLENCE: Improving achievement and support for under-resourced students

Ensure that every student, regardless of background or demographics, experiences an environment characterized by high expectations, acceptance, respect, and support, allowing them to achieve their fullest intellectual, social and creative potential without fear of threat, humiliation, danger, or disregard. We will achieve this by developing, coordinating, and enhancing a variety of internal and external supports, so that:

Our under-resourced subgroups demonstrate proficiency through successful completion of their courses;

Our under-resourced subgroups demonstrate proficiency through standardized testing (uPar, MDTP, CAASPP, and CAST scores);
and

Our curricular, co-curricular and extracurricular programs at Gunn more closely match the diversity of our community.

Identified Need

Improving achievement and support for under-resourced students was identified as a clear need in the most recent WASC Self-Study for Gunn High School, conducted in April of 2021. According to data available through the California Dashboard and through the data we have collected through internal processes, our SED, SpEd, EL, and Historically Under-Represented (HUR) students do not perform at similar rates to their non-SED, non-SpEd, non-EL and non-HUR counterparts, with respect to course completion (including meeting a-g requirements), graduation, college and career readiness, and proficiency on the CAASPP tests, as well as most other measures of proficiency and well-being, as measured by the school. Although the data around college readiness suggests that our students as a whole are college ready, we have sub-groups who are not as ready, and do not have as many opportunities open to them. We must do better to ensure similar performance levels across all student groups, and to also ensure that Gunn is a safe and just place for every student. We are committed to using ongoing data analysis to help us understand where we are doing well, and where we can improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course completion	Percentage of students earning a C and above for Semester 1 of 2021-22 in all courses: Asian/92.9%; Black/African-American/60%; Hispanic/66.7%; Pacific Islander/Native Hawaiian/57.1%; Multiple Races/94.4%; White/89%; SED/61%; EL/52.8%; SpEd/69.3%	Increase the rate at which HUR/under-resourced subgroups successfully complete all courses, to a rate that is within 5% of non-HUR subgroups by 2024.
CAASPP	Scores for 2021 showed a marked increase in proficiency for HUR subgroups. Hispanic students meeting or exceeding the standards in ELA and math increased from 35% to 69.7%, and 20% to 51.7%, respectively; SED students meeting or exceeding the standards in ELA and math increased from 44% to 66.7%, and 43.5% to 75%, respectively; and SpEd students meeting or exceeding the standards in ELA and math increased from 30.4% to 45.3%, and 17.4% to 42.9%, respectively. However, without full participation, it is hard to draw strong conclusions from these data; this is why it is imperative that we increase our participation rate.	Increase HUR sub-group CAASPP Proficiency to be within a 5% margin of non-HUR sub-group CAASPP Proficiency.
Panorama Survey Data	Panorama Survey: “How comfortable are you sharing your thoughts about race-related topics with other students at your school?” 45% favorable.	From Panorama Survey: “How comfortable are you sharing your thoughts about race-related topics with other students at your school?” Increase to 60% overall.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Every teacher integrates Tier 1 strategies to regularly and pro-actively provide academic interventions (with an equity lens) during instructional minutes, through deliberate planning and data-driven instructional design that is captured through a centralized data collection process.	MTSS Leadership, Admin, IC, PLC Teams, all teachers	Use MTSS checklists to track and increase contacts home (including phone calls) for students of concern. Increase the rate at which HUR/under-resourced subgroups successfully complete all courses, to a rate that is within 5% of non-HUR subgroups by Spring 2024.
Identify a point person for every struggling student, who will work with teachers, support staff, and resource programs.	Admin, MTSS Leadership, Tech TOSAs, FOS, AVID, SpEd and SELF teachers	Use MTSS checklists to track and increase contacts home (including phone calls) for students of concern. Increase the rate at which HUR/under-resourced subgroups successfully complete all courses to a rate that is within 5% of non-HUR subgroups by Spring 2024.
Provide dedicated spaces for under-resourced students to receive tutoring and support during and after school, including opportunities for one-on-one support from teachers.	Admin, counselors	Increase the rate at which HUR/under-resourced subgroups successfully complete all courses, to a rate that is within 5% of non-HUR subgroups by Spring 2024.
Coordinate with the SaFE program and College Pathways to provide dedicated spaces and structures for parents of under-resourced and under-represented students to connect and engage with the school.	Admin, District personnel, SaFE Coordinator, College Pathways counselor	Increase the rate at which HUR/under-resourced subgroups successfully complete all courses, to a rate that is within 5% of non-HUR subgroups by Spring 2024.
Create or identify periodic or yearly benchmark data, coordinated with grading cycles, to inform progress toward CAASPP in math and English and CAST in science (aligns with Goal 1).	Admin, English and math intervention TOSAs, ILs	Increase HUR sub-group CAASPP Proficiency to be within a 5% margin of non-HUR sub-group CAASPP Proficiency.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Through the work of the "Brave Spaces" equity student and staff leadership groups, establish and support counter spaces for racial affinity groups and events in order to empower their voices, amplify their narratives, and increase their sense of belonging.	All teachers, Brave Spaces leadership group, IC, Admin	CaSCHLS: Meaningful Participation at School metrics to increase from 35/33% favorable overall to 50%, across all subgroups. From Panorama Survey: "How comfortable are you sharing your thoughts about race-related topics with other students at your school?" from 44% favorable to 60% overall. Produce College Pathways focus group perception data every year to be analyzed at IC, Brave Spaces, and Data Night.
Increase recruitment and retention of under-resourced students in advanced classes by examining best practices at Gunn and at other successful schools (including evaluating the effectiveness of clustering students to create identity safety, and implementing a co-teaching model).	Admin, counselors, all teachers, ILs	Increase percent of under-resourced and HUR students enrolled in AP and Honors classes to be within 5% of the percent of non-HUR student subgroups.
Assess diversity of student representation in sports, student leadership, co-curriculars, and clubs, as a preliminary step toward addressing barriers to participation and designing proactive, measurable recruitment strategies to remove barriers and engage students of all backgrounds.	Admin, Athletic Director, Student Activities Director, SEC, various teachers	Collect demographic data during 2022-23 for extra-curriculars, student leadership and co-curriculars, to determine a baseline for future goal-setting.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2021-22 school year, data about course completion rates by subgroup was routinely distributed and analyzed to the entire staff and Site Council, and discussed by leadership groups. Setting aside the impacts of AB104, which converted many grades that previously would have been considered non-passing to passing, the course completion rate for semester 1 was substantially higher

across all groups than in previous years. However, the gap between groups did not significantly diminish. The gaps in performance on the 2021 CAASPP test did decrease, but participation is still low enough that it is hard to make strong conclusions from these increases. The process of developing benchmarks to help assess proficiency is still largely wrapped up in efforts to align courses, set ELOs, and design Common Formative Assessments (see Goal #1). Intervention efforts have been greatly expanded this year, including the implementation of the Achieve 3000 program for a small, targeted group of students, as well as a Tier 1 intervention program, PRIME, in which the entire school participates. The MTSS team sends out weekly emails to help guide teachers and students through the MTSS process, connecting struggling students to resources and processes that can help support learning. Finally, over 100 students are participating in a multi-day equity training, led by Dr. Lori A. Watson, to move equity work forward at the school through student leadership. The Black Culture Club was chartered and has become a place for students of color and their allies to create a counter space to increase feelings of belonging at Gunn, and the SELF program has developed and implemented two semesters worth of new, equity-focused curriculum; one for 10th grade and one for 11th grade.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

While no material changes have been made to the goal, we will continue our efforts to better support our African American, Hispanic, Socio-Economically Disadvantaged (SED), English Learners (EL), Special Education and other under-resourced and HUR students through a) continuing to develop and improve programming that is already in place to increase achievement and belonging, including tutoring programs, affinity groups, celebrations of culture, and MTSS work (tiered interventions), and b) increasing our understanding of the experiences and needs of under-resourced and HUR sub-groups by collecting better data around participation in our programming, our students' level of proficiency (benchmarks and increased participation on CAASPP) and their experiences (Panorama and focus groups).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Wellness and Safety

LEA/LCAP Goal

LEA Goal 3: Provide for the social, emotional, and physical health needs of students, and cultivate positive, identity-safe school environments that promote high levels of connection, engagement, and overall well-being, throughout the school community.

Goal 3

WELLNESS AND SAFETY: Cultivating students' authentic engagement and social-emotional growth in a positive environment.

Ensure that all students will engage in learning in a positive, identity-safe environment where they can take risks, make mistakes, and feel connected to others by:

Developing students' cultural awareness and competence, growth mindset, self-efficacy, self-management, and social awareness on campus, in all classrooms, and through our SEL and wellness programming;

Encouraging students to experience learning beyond traditional metrics of achievement, pursuing their interests, and increasing authentic expression/exploration; and

Ensuring access to effective supports for social, emotional, and physical health.

Identified Need

As part of our regular cycles of data analysis and inquiry, looking at the 2020 and 2021 Panorama surveys, the biannual SELF program surveys and the 2021 Challenge Success survey enabled stakeholders at the school to identify areas of growth regarding student stress, resilience, coping skills, and school connectedness. We will continue our work around social-emotional learning and expand the vocabulary and practices in all classrooms to increase well-being. Listening to Gunn students, and learning from experience with equity-related research, has reinforced how inextricable issues of equity and identity safety are in terms of students' health and wellness. Therefore, many of the metrics and strategies below are specifically designed to meet the needs of under-resourced and under-represented subgroups.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Panorama Survey: Cultural Awareness and Equity

“How confident are you that students at your school can have honest conversations with each other about race?": 49% favorable (Spring 2021)

“How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?": 49% favorable (Spring 2021)

“How often do you think about what someone of a different race, ethnicity, or culture experiences?": 59% favorable (Spring 2021)

“At your school, how often are you encouraged to think more deeply about race-related topics?": 61% favorable/sometimes (Spring 2021)

“How comfortable are you sharing your thoughts about race-related topics with other students at your school?": 44% favorable (Spring 2021).

“How confident are you that students at your school can have honest conversations with each other about race?": to 80% favorable overall by Spring 2023.

“How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?": to 60% favorable overall by Spring 2023.

“How often do you think about what someone of a different race, ethnicity, or culture experiences?": Increase to 80% favorable by Spring 2023.

“At your school, how often are you encouraged to think more deeply about race-related topics?": increase to 85% favorable/sometimes by Spring 2023.

“How comfortable are you sharing your thoughts about race-related topics with other students at your school?": Increase to 60% favorable overall by Spring 2023.

Internal SELF feedback surveys

“How well do you think the purpose of SELF has been communicated to you?": 40.4% "Well Communicated", 49.7% "Somewhat Well Communicated", Fall 2021 (9th-grade only)

Students who feel more connected or much more connected to students in their cohort than they do to students in their

“How well do you think the purpose of SELF has been communicated to you?": 60% of 9th-graders respond, "Well Communicated," by Spring 2023.

Increase in students who feel more connected or much more connected to students in their cohort in 9th-12th-grade classes to 50% by Spring 2023.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

other courses in 9th- 12th- grade classes (Spring 2022): 37.5%, 25%, 24.1%, 35.7%, respectively, (Fall 2021: 35.1%, 17.1%, 17.9%, 31.3%, respectively.)

CaSCHLS/CHKS Survey

“Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.”: ~60% favorable (Fall 2019)

“Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.”: Increase to 80% favorable by Spring 2023.

“Students at this school are motivated to learn.”: ~60% favorable (Fall 2019)

“Students at this school are motivated to learn.”: Increase to 80% favorable by Spring 2023.

“The books and lessons in my classes include examples of my race or ethnic background.”: 36/41% (Fall 2019)

“The books and lessons in my classes include examples of my race or ethnic background.”: Increase to 60% by Spring 2023.

Feeling safe or very safe at school by ethnicity (Fall 2019): Hispanic–64%/73% (9th/11th), Mixed–67%/78% (9th/11th); All students–73%/77% (9th/11th)

Increase the number of all students feeling safe at school by 10%; increase the number of under-represented and under-resourced students feeling safe at school by 20% by Spring 2023.

"The school encourages students to think about how others feel.”: 59/57% agree/strongly agree (Fall 2019, 9th/11th)

"The school encourages students to think about how others feel.”: Increase to 70% in 9th- and 11th-grade by Spring 2023.

“How often do you think about what someone of a different race, ethnicity, or culture experiences?” : 46% favorable (Spring 2021)

“How often do you think about what someone of a different race, ethnicity, or

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

culture experiences?” Increase to 66% favorable by Spring 2023.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

<p>Strategies/Actions to Reach this goal:</p>	<p>Who is responsible for facilitation of this strategy/action item:</p>	<p>Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:</p>
<p>Guided by stakeholder input, solidify the target outcomes of SELF and Wellness, assess and report progress to the community, and continually refine programs, as needed.</p>	<p>SELF TOSAs, Admin, SELF Advisory Groups, SELF Mentors, Wellness Outreach Worker, Mental Health and Wellness Coordinator</p>	<p>Standards-aligned framework developed, with measurable outcomes. Improvement to be measured by Panorama survey (cultural awareness/competence, growth mindset, self-efficacy), CHKS and Challenge Success, in addition to internal SELF and Wellness feedback surveys.</p>
<p>Increase staff competence and confidence, addressing difficult or uncomfortable conversations around race or racially charged events, on campus and in the wider community.</p>	<p>Admin, Brave Spaces Leadership Group, Instructional Council, all staff</p>	<p>Improvement to be measured by Panorama survey (cultural awareness/competence), CalSCHLS/CHKS survey.</p>
<p>Increase the multitude of perspectives and cultural relevance of all curriculum, in order to increase engagement, connection, and safety.</p>	<p>Admin, Brave Spaces, PLCs, ILs, teachers</p>	<p>Establish a process and evaluate curriculum through an equity lens as part of PD and/or Brave Spaces work by June 2023. PLCs report an increased focus on increasing student choice and incorporating culturally relevant, diverse perspectives through survey data.</p>
<p>Engage in a problem identification process (with key stakeholders, including students) that assesses root causes of students feeling unsafe, and explores aligned action steps to identify and establish supports that ensure the safety and well-being of Gunn’s underrepresented racial groups.</p>	<p>Admin, Task Force Members, IC, Counseling</p>	<p>Establish a task force to research student safety of under-represented and under-resourced students, using CalSCHLS and Panorama data.</p>
<p>Routinely update and evaluate data from the Panorama survey and MTSS, identifying student need for support services and interventions, and providing and monitoring the effectiveness of supports.</p>	<p>Admin, MTSS Leadership Team, Counseling, Mental Health and Wellness Coordinator, Wellness Outreach Worker, SELF TOSAs</p>	<p>Improvement to be measured by Panorama survey (cultural awareness/competence, growth mindset, self-efficacy).</p>

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Increase frequency of school-wide opportunities for students to showcase and celebrate their cultural identity, personal passions, and values, in forums both in and outside of the classroom.	All staff, Mental Health and Wellness Coordinator, Wellness Outreach Worker, SELF TOSAs, Student Equity Committee (Brave Spaces)	Improvement to be measured by Panorama survey (cultural awareness/competence), CalSCHLS/CHKS survey.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Many efforts toward this goal are still in process as this SPSA is being written and approved. However, several of our initiatives toward improving student health and wellness at Gunn have already demonstrated evidence of improved outcomes for students. The SELF program redesigned the cohorting process for 9th-grade students, resulting in a large increase in the number of students reporting that they felt "more connected" or "much more connected" to students in their SELF group than in their other classes. In previous years, this number had ranged between 15 and 20%, and in the fall of 2021, jumped to 35% for 9th-graders. This, along with a partnership with Project Wayfinder and a fully redesigned curriculum with a heavy emphasis on equity learning, especially in the 10th- and 11th-grades, will be among the data that the community looks at in April, during the second semester "Data Night," in order to determine next steps and refinements for the program. The school has made strides in a number of areas relating to the equity focus of these goals, including equity training for 100+ students and staff, new opportunities for students, like the Black Culture Club and a revamped student equity committee, as well as celebrations and learning experiences related to Dia De Los Muertos, Black History Month, and Chinese Lunar New Year, to name a few.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Most aspects of Goal #3 are ongoing. Therefore, there are few material changes to the goal, even as we continue to make incremental progress. While we have seen improvements in prioritizing SEL as a school and providing wellness and safety supports for all of our students, we still need to build stronger classroom communities in the SELF classroom and beyond, and ensure that our work to provide students with a safe space to learn and a strong feeling of belonging is energetically undertaken with an equity lens. Our under-resourced and under-represented students continue to need us to better understand the reasons that they don't feel as safe as other students on campus, so that we can provide a nurturing, inclusive learning environment to all students, and make all appropriate resources available to support them.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Homework

LEA/LCAP Goal

LEA Goal 1: All students are challenged to reach high standards and are capable of accelerating learning through pedagogical academic supports, unobstructed access to rigorous courses, and an unwavering belief that a quality education can positively impact the trajectory of each child.

Goal 4

By May 2023, the percentage of students self reporting that they spend under three hours on homework each night will increase by 15%. The number of students self-reporting that they are assigned a “Just Right” amount of homework will increase by 7%.

Identified Need

Palo Alto Unified School District has identified the need for stronger adherence to our Districtwide Homework Policy.

Annual Measurable Outcomes

Metric/Indicator

Panorama Survey: Homework

Baseline/Actual Outcome

The percentage of students self-reporting that they spend over three hours on homework is currently 21% (Panorama, Spring 2021). In Spring 2022, on a different survey, 13.3% of students self-reported spending more than three hours of a night on homework.

The percentage of students self-reporting that they are assigned a “Just Right” amount of homework is currently 63% (Spring 2021).

Expected Outcome

By May 2023, the percentage of students self-reporting that they spend under three hours on homework each night will increase by 10%.

The number of students self-reporting that they are assigned a “Just Right” amount of homework will increase by 7%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
PAUSD staff will review the BP/AR 6154 for homework.	Gunn Principal	Staff Meeting Agenda
Teachers will clarify the purpose of homework, including differentiating unfinished classwork vs. tasks assigned to be completed outside of class time.	All teachers and support staff	Observations, Schoology Assignments, Student Survey
Teachers will survey students about homework periodically, through a Google form or an exit ticket system, to gauge how long they spend on homework assignments.	Teachers and support staff	Teacher's data from student responses

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is the first year that we have articulated this goal, although reducing homework load has long been a priority in PAUSD. Our analysis of Challenge Success surveys, and our implementation of homework surveys in past years in nearly all departments, speaks to our commitment to improving on this issue.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
School Wide Program (SWP)	25,000.00	25,000.00

Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 7 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Wendy Stratton	Principal
Jorge Chavez	Other School Staff
Kristen Owen	Classroom Teacher
Kristina Granlund-Moyer	Classroom Teacher
Tara Firenzi	Classroom Teacher
Kat Catalano	Classroom Teacher
Angela Merchant	Classroom Teacher
Chloe Wang (9)	Secondary Student
Jazmin Rodrigo (10)	Secondary Student
Ethan Liang (11)	Secondary Student
Ethan Zhang (12)	Secondary Student
Jennifer Carlstrom	Parent or Community Member
Bryna Chang	Parent or Community Member
Lauren Hahn	Parent or Community Member
Paul Little	Parent or Community Member
Joshua Paley	Classroom Teacher
Karen Saxena	Classroom Teacher

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

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



Other: WASC / SPSA Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4-11-22.

Attested:



Principal, Wendy Stratton on 4-11-22

SSC Chairperson, Kathryn Catalano on 4-11-22