



Chapter 4 CURRICULUM

Question #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 schoolwide learning results? (Through standards-based learning, i.e., what is taught and how it is taught, the expected schoolwide learning results are accomplished.)

Strengths	Evidence
<ul style="list-style-type: none"> Students take a wide variety of classes. 	<ul style="list-style-type: none"> There is a seven-period day. Course catalog
<ul style="list-style-type: none"> Students have a choice in core curriculum classes. The curricular paths offered within academic departments provide opportunities to promote student success. 	<ul style="list-style-type: none"> Rotating schedule allows students to take more courses and still reduce stress. Department pathways
<ul style="list-style-type: none"> The school offers a large number of Advanced Placement (AP) and honors courses 	<ul style="list-style-type: none"> Course catalog
<ul style="list-style-type: none"> A wide variety of non-AP electives are available beyond the core curriculum. Students have the option of selecting those electives that best meet their individual interests, allowing them to pursue some subjects in depth. 	<ul style="list-style-type: none"> For example: Biotech, Gunn Robotics, and Regional Occupation Program (ROP) courses; Auto, Journalism, Culinary Arts, Work Experience, Exploratory Experience and Interior Design. Elective Fair
<ul style="list-style-type: none"> Students have the opportunity to gain global perspectives in classes. 	<ul style="list-style-type: none"> Contemporary World (required for graduation) See syllabi of Art, Music, Literature, and World Language courses for other examples.
<ul style="list-style-type: none"> Most students enroll in academic courses that prepare them for college eligibility. 	<ul style="list-style-type: none"> College enrollment statistics
<ul style="list-style-type: none"> All courses are designed with attention to district, state and national standards in order to achieve Expected School wide Learning Results (ESLRs). 	<ul style="list-style-type: none"> Course descriptions and course summaries
<ul style="list-style-type: none"> Alternative programs are available for students who need assistance in fulfilling core course requirements. 	<ul style="list-style-type: none"> Foothill Middle College, Alta Vista, Terra Bella, Opportunities Program, Independent Study, Focus on Success (FOS)
<ul style="list-style-type: none"> Teacher autonomy and creativity are valued. 	<ul style="list-style-type: none"> Teacher lesson plans
<ul style="list-style-type: none"> Reduced class size in 9th grade Math and 9th/10th grade English classes. 	<ul style="list-style-type: none"> Class size data

Areas of Growth	Evidence
<ul style="list-style-type: none"> Improve student access to global perspective in core curriculum to better reflect our multicultural student body. 	<ul style="list-style-type: none"> Department course summaries
<ul style="list-style-type: none"> With enrollment growth, we still need to keep classes small enough to ensure quality 	<ul style="list-style-type: none"> Class size data
<ul style="list-style-type: none"> Provide student access to a socially responsible curriculum, including identity safety, environmental, and ethical issues 	<ul style="list-style-type: none"> Department course summaries Staff Professional Development
<ul style="list-style-type: none"> Expand electives balancing the competing needs of AP and non-AP electives in order to maintain a diverse course offering 	<ul style="list-style-type: none"> Student enrollment in both AP and non-AP electives
<ul style="list-style-type: none"> Explore the possibility of extending class size reduction to other 9th and 10th grade core classes 	<ul style="list-style-type: none"> Class size data
<ul style="list-style-type: none"> Examine content & workload consistency between all sections of the same course. 	<ul style="list-style-type: none"> Collaboration time between teachers per department Course syllabi
<ul style="list-style-type: none"> Explore the expansion of career tech courses, especially for 9th and 10th grade students in order to provide additional career pathways in sciences and the arts. 	<ul style="list-style-type: none"> Course pathways
<ul style="list-style-type: none"> Examine the option of incorporating an International Baccalaureate (IB) program. 	<ul style="list-style-type: none"> IB program committee

Question #B2:

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

Strengths	Evidence
<ul style="list-style-type: none"> ▪ All students develop a 4-year plan in 9th grade and review it with a counselor on a yearly basis. 	<ul style="list-style-type: none"> ▪ Guidance department summaries ▪ Counselor meetings
<ul style="list-style-type: none"> ▪ Assistance in improving student progress and success is offered through Special Education, Focus on Success, and Tuesday Tutorials. 	<ul style="list-style-type: none"> ▪ Graduation rate is 99% ▪ Rotating schedule (shows tutorial period). ▪ Enrollment increase in Focus on Success. ▪ Special Education Mainstreaming/Inclusion
<ul style="list-style-type: none"> ▪ Some core courses are offered during Summer School to students who need to repeat a class 	<ul style="list-style-type: none"> ▪ Summer course catalog
<ul style="list-style-type: none"> ▪ Students have the flexibility to enroll in the appropriate level of class each year. Efforts are made to accommodate student requests for program changes when their goals, needs, or interests change. 	<ul style="list-style-type: none"> ▪ Course catalog ▪ Student schedule change petition ▪ Students receive schedules the week before school starts and can make necessary changes
<ul style="list-style-type: none"> ▪ A wide variety of programs provide assistance to a diverse student body's learning styles, interest, and post-secondary goals in order to achieve individual academic goals. 	<ul style="list-style-type: none"> ▪ Opportunities and Focus on Success Programs ▪ Middle College ▪ Elective Fair ▪ Course catalog
<ul style="list-style-type: none"> ▪ Increased use of technology (InClass, new computer labs, computer-lending program) aids in the success of students. 	<ul style="list-style-type: none"> ▪ Number of computers on campus has increased ▪ Students in need are given a computer through iConnect ▪ Use of InClass by teachers and students ▪ Increased Mac Lab usage ▪ Increased computer labs on campus (eg. Library, mobile labs)
<ul style="list-style-type: none"> ▪ 9th graders get introduced to school culture, environment via Link Crew and Freshmen Orientation. 	<ul style="list-style-type: none"> ▪ Freshman Orientation program
<ul style="list-style-type: none"> ▪ Students are encouraged to attend college after graduation and offered support to achieve this goal. 	<ul style="list-style-type: none"> ▪ Counselor meetings ▪ Free ACT courses for Focus on Success, COLORS and College Pathways students ▪ Mock SAT tests given in the Academic Center ▪ Parent orientations to programs and college application process ▪ College Pathways Program ▪ College and Career Center ▪ School database tracks the college/university each student attends.
<ul style="list-style-type: none"> ▪ The web-based advising system, Naviance, is used by students to conduct streamlined college searches based on academic standing and student interest. 	<ul style="list-style-type: none"> ▪ Number of students using Naviance
<ul style="list-style-type: none"> ▪ Library program enriches the classroom curriculum by providing for all students a wide range of print and electronic resources beyond the textbook which foster research and critical thinking skills. 	<ul style="list-style-type: none"> ▪ Class library sign-ups ▪ Research projects kept in department binders ▪ Research Paper Project

Areas of Growth	Evidence
<ul style="list-style-type: none"> ▪ With continuing student growth, maintain a strong counseling program and improve student service. 	<ul style="list-style-type: none"> ▪ Number of student-counselor meetings ▪ School Climate Survey data
<ul style="list-style-type: none"> ▪ Examine the enrollment process for all AP classes (i.e. use of applications, prerequisites, teacher recommendations, etc.) 	<ul style="list-style-type: none"> ▪ Department meeting notes ▪ Consistent application process for all AP classes
<ul style="list-style-type: none"> ▪ Increase school-parent communication regarding College and Career Center programs 	<ul style="list-style-type: none"> ▪ School Climate Survey data ▪ Use of Naviance
<ul style="list-style-type: none"> ▪ Increase collaboration with teachers and library team in designing projects and developing the library's collection. 	<ul style="list-style-type: none"> ▪ Books per student data ▪ Library Collaborative Group meetings

Question #B3:

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

Strengths	Evidence
<ul style="list-style-type: none"> ▪ High graduation rate. 	<ul style="list-style-type: none"> ▪ Graduation rates
<ul style="list-style-type: none"> ▪ A variety of support structures to sustain high graduation rate. 	<ul style="list-style-type: none"> ▪ Focus on Success, Independent Study, Opportunities Program, Unit-shy program for seniors, Summer school opportunities, Alta Vista continuation school, Foothill Middle College
<ul style="list-style-type: none"> ▪ A high percentage of students pass CAHSEE by their sophomore year. Staff regularly monitors students who have not passed the CAHSEE and offers them additional support services. 	<ul style="list-style-type: none"> ▪ CAHSEE results
<ul style="list-style-type: none"> ▪ Counselors keep track of credits and graduation requirements with each student on annual basis. 	<ul style="list-style-type: none"> ▪ Counselor meetings.
<ul style="list-style-type: none"> ▪ Students are offered a selection of the necessary courses to help them prepare for post-secondary education and career-technical preparation. 	<ul style="list-style-type: none"> ▪ List of AP's, Career-Voc Ed, ROP courses, and other electives. ▪ Course catalog
<ul style="list-style-type: none"> ▪ Students have choice about level of college preparatory courses. 	<ul style="list-style-type: none"> ▪ Course catalog ▪ Department pathways.
<ul style="list-style-type: none"> ▪ Continued investigation of school-to-work programs 	<ul style="list-style-type: none"> ▪ List of school-to-work program partners (i.e. Veterans Hospital, El Cajon Restaurant) ▪ Work Experience and Exploratory Experience Programs ▪ Internship Program

Areas of Growth	Evidence
<ul style="list-style-type: none"> ▪ Increase awareness of Parent Advisory Committee (PAC) for ELL/ELD students and families. 	<ul style="list-style-type: none"> ▪ Number of PAC meetings held at Gunn
<ul style="list-style-type: none"> ▪ Continue to monitor student completion of graduation requirements. 	<ul style="list-style-type: none"> ▪ Number of students graduating
<ul style="list-style-type: none"> ▪ Support students to help pass the CAHSEE by their junior year. 	<ul style="list-style-type: none"> ▪ CAHSEE results
<ul style="list-style-type: none"> ▪ Efforts made to monitor rate of student graduation from college. 	<ul style="list-style-type: none"> ▪ Expand existing college database

WASC 2007-09 Gunn High School Focus Group
“Standards-based Student Learning:
CURRICULUM”
In M-13

(Facilitators: Mark Gleason & Kathy Hawes. Recorder: Lisa Wu)

Name	Department	Sign-In
Chris Bell	Classified (opp. Aide)	
Kristi Bowers	Library	
Kathy Byrne	Special Ed.	
Myesha Compton	Guidance counselor	
Sharon Cooper	Classified (comp. lab)	
Lauren Cory	Social Studies	
Dave Deggeller	Math	
Bill Dunbar	Science	
Paul Dunlap	English	
Alix Farhat	Student	
Allison Frykman	Science	
Mark Gleason	Art	
Kathy Hawes	Math	
Kristen Heil	English	
Selena Hendrix-Smith	PE	
Peter Herreshoff	Math	
Yukie Hikida	Languages	
Chris Karas	Math	
Elena Kozak	Languages	
Melissa Lewis	Classified (math secy)	
Hideko Lowe	Languages	
James Lubbe	Admin (Dean)	
Phil Lyons	Social Studies	
Alice McCraley	Social Studies	
Deanna Messinger	Art	
Katherine Moser	Science	
Miriam Rotman	Parent	
Mackenzie Ruehl	Student	
Karen Salzer	Special Ed.	
Jone Saukitoga	Student	
Chris Schulz	Classified (spec. ed. aid)	
Karen Scrivner	Student	
Debbie Sutherland	Parent	
Brian Tuomy	Social Studies	
Ayako Urao	Languages	
Taylor Wallau	Student	
Carolyn Williams	parent	
Lisa Wu	Science	