

**Henry M. Gunn High School**



Self Study Findings

**Chapter 4  
ORGANIZATION**

Question #A1:

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

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

| <b>Strengths</b>   | <b>Evidence</b>   |
|--|---|
| <ul style="list-style-type: none"><li>All teachers have been trained in Elements of Instruction</li></ul>  | <ul style="list-style-type: none"><li>EOI supports current educational research to help students reach high levels</li></ul>  |
| <ul style="list-style-type: none"><li>Level of consciousness with students re: ESLRS</li><li>Teachers use ESLRs to develop curriculum, content</li></ul> | <ul style="list-style-type: none"><li>Students are aware of ESLRs. All classrooms and public spaces have copies of the Mission Statement and ESLRs)</li></ul>   |
| <ul style="list-style-type: none"><li>School leadership structure (IC/IS, TOSA, Admin. Team)</li></ul>   | <ul style="list-style-type: none"><li>ISs are approachable, know their teachers and mentor them (survey results)</li><li>Approachable principal (survey results)</li><li>Strength of Administrative Team (survey results)</li><li>Teachers on Special Assignment (TOSAs)</li></ul>  |
| <ul style="list-style-type: none"><li>Clear Mission Statement</li></ul>  | <ul style="list-style-type: none"><li>Mission Statement developed by full staff in Spring, 2008</li></ul>   |
| <ul style="list-style-type: none"><li>We believe in providing opportunities and getting all students to achieve their full potential</li></ul>           | <ul style="list-style-type: none"><li>AP programs, achievement scores, data used to look at student achievement</li><li>FOS, AC, Tutorial, College Pathways, ELL, Spec. Ed.</li><li>Service Clubs, Honors Clubs, Fine Arts, Voc. Ed., ROP/Work Experience, Transition Partnership (for Spec. Ed.)</li><li>Use of technology improves learning</li></ul> |
| <ul style="list-style-type: none"><li>Gunn fosters a <i>community</i> of creative thinkers</li></ul>   | <ul style="list-style-type: none"><li>Groups on campus: EGG, SOS, Green Business, community service opportunities</li><li>PAPIE grants (funding of course content for English/Spec. Ed.; character-based literacy program)</li><li>Liaisons to the community, Site Council, PTSA</li></ul>  |
| <ul style="list-style-type: none"><li>Tutorials built into schedule appreciated by students</li></ul>  | <ul style="list-style-type: none"><li>Student Opinion Survey</li></ul>  |
| <ul style="list-style-type: none"><li>Board of Education supports us without intervention; staff given opportunities to be creative</li></ul>            | <ul style="list-style-type: none"><li>A tradition of site-based autonomy</li></ul>  |

| <b>Areas of Growth</b>   | <b>Evidence</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Improve communication between District Office and school</li> </ul>         | <ul style="list-style-type: none"> <li>▪ District may not always use high schools' expertise to develop programs and policies</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Continue work on developing student integrity</li> </ul>                    | <ul style="list-style-type: none"> <li>▪ instances of plagiarism and cheating persist</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Increase opportunities to celebrate student achievement</li> </ul>          | <ul style="list-style-type: none"> <li>▪ Teacher/Student/Parent Survey data</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Provide increased support for student achievement and resilience</li> </ul> | <ul style="list-style-type: none"> <li>▪ Number of lane changes and dropped courses</li> </ul>   |

Question #A2:

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

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

*To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?*

| <b>Strengths</b>  | <b>Evidence</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Frequent, accessible, regular well-noticed Board of Education meetings</li> <li>▪ Clear selection process for Board members</li> <br/> <li>▪ Board member liaison assigned to school site</li> <br/> <li>▪ Clear connection between Board's policies and vision and Gunn's Mission Statement</li> <li>▪ School Board does a self-evaluation of their own work</li> </ul> | <ul style="list-style-type: none"> <li>▪ Board meeting agenda and minutes available and publicized</li> <li>▪ Bi-weekly Board meetings are televised</li> <li>▪ E-mailed synopses sent from board members to school employees (briefing of minutes, etc.)</li> <li>▪ Board minutes are publicized</li> <li>▪ Principal, ISs, student rep and other staff attend School Board meetings</li> <li>▪ Board liaison makes site visits</li> <br/> <li>▪ PAUSD Strategic Plan</li> <li>▪ Gunn's Mission Statement</li> <li>▪ Reports to the community</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Tenure standards clear for teachers</li> </ul>   | <ul style="list-style-type: none"> <li>▪ PAUSD Tenure Standards handbook</li> <li>▪ Contract-specified procedures for teacher evaluation and feedback</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Site-based decision-making among administration and departments. IS-IC structure facilitates communication.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Department meetings</li> <li>▪ Steering committee meetings &amp; minutes</li> <li>▪ IC meetings &amp; minutes</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Clear chain of command for decision-making regarding course and textbook approval</li> </ul>   | <ul style="list-style-type: none"> <li>▪ IC to IS to Steering Committee</li> <li>▪ Course catalog, textbooks used evince site-based decision-making</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ SPSA (Single Plan for Student Achievement) developed. Report on progress written and presented annually to IC, Site Council and Board of Education.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ SPSA plans and reports posted on school website</li> </ul>   |

| <b>Areas of Growth</b>  | <b>Evidence</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Need to provide more frequent feedback on staff performance</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher Survey</li> <li>▪ PAUSD Strategic Plan Staff Survey</li> </ul> |

Question #A3:

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

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

| <b>Strengths</b>   | <b>Evidence</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ There is a wide variety of programs to suit diverse aptitudes</li> <li>▪ There is a wide variety of activities to address all modalities with most classes</li> <li>▪ School has adopted programs to suit the needs of students at all levels and to ensure the program is designed in such a way that classes are challenging yet supportive</li> <li>▪ Departments restructured course offerings to provide appropriate and flexible pathways for all students</li> </ul> | <ul style="list-style-type: none"> <li>▪ Department work on developing new courses and adapting existing courses to meet student needs</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Departments develop and monitor common assessments and delivery of course content based on performance data</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Department norming between different teachers of the same courses on a regular basis (e.g., World Languages, English, Math, Special Ed.)</li> <li>▪ Peer observations show teacher collaboration and norming</li> <li>▪ Distribution of grades within departments, STAR Test results, ERB results, AP exam reports help inform decisions about courses</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ The school-wide action plan (SPSA) is updated every year with a detailed report for the Board of Education</li> <li>▪ IC are part of monitoring, refining school plan and an effective decision-making body for the school</li> <li>▪ Site Council has input on and approves SPSA</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Annual school-wide action plan</li> <li>▪ IC minutes distributed to entire staff, other PAUSD schools and Superintendent</li> <li>▪ Site Council minutes</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ SOS, EGG (community members, parents, teachers and students) shape school culture</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Code of Integrity, freshman orientation curriculum, SOS and EGG minutes</li> </ul>  |

| <b>Areas of Growth</b>   | <b>Evidence</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ More effective use of assessment data</li> <li>▪ Examine structure of school day</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teacher Survey data</li> <li>▪ Student Survey data</li> </ul> |

Question #A4:

*To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction and ongoing professional development?*

| Strengths   | Evidence   |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Gunn has highly-qualified teachers with credentials in their subject areas</li> <li>▪ District gives salary recognition to teachers holding higher degrees and NBC</li> <li>▪ Many teachers take on leadership roles as ISs, within Departments and in Professional Development</li> </ul>   | <ul style="list-style-type: none"> <li>▪ 98% of Gunn teachers are highly qualified and all are teaching in their subject areas under NCLB requirements</li> <li>▪ Gunn has 7 National Board certified teachers, with 8 more working on National Board certification</li> <li>▪ 91 Gunn teachers hold an MA and 6 have PhDs</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Site provides funds for staff to attend conferences</li> <li>▪ District Staff Development days provide opportunities for professional development</li> <li>▪ Professional Development Thursdays</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Number of teachers attending workshops and conferences</li> <li>▪ Agendas for Staff Development days</li> <li>▪ Meeting schedules and agendas for PDTs</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ District workshops for new teachers</li> <li>▪ BTSA support</li> </ul>   | <ul style="list-style-type: none"> <li>▪ EOI, E=E, technology, and Cruncher (data management system) workshops are required for new PAUSD teachers</li> <li>▪ BTSA workshops and coaches</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ New Teacher workshops at Gunn before school opens and during the year</li> <li>▪ Existence of Instructional Supervisor system as content-area specialists</li> <li>▪ ISs mentor and support new teachers</li> <li>▪ Peer observation highly encouraged</li> <li>▪ Opportunities to learn best practices from fellow teachers during Staff Development days through a variety of activities</li> <li>▪ Teachers collaborate on teaching methods and teaching skills</li> <br/> <li>▪ Staff is keenly aware of ESLRs</li> <br/> <li>▪ Retention of new teachers highly valued</li> </ul> | <ul style="list-style-type: none"> <li>▪ New Teacher workshop agenda</li> <li>▪ Staff evaluated by ISs</li> <li>▪ Peer observation and interdisciplinary groups</li> <li>▪ Teacher collaboration groups within departments</li> <br/> <li>▪ Performance assessment is based on ESLRs.</li> <li>▪ ESLRs posted in every room.</li> <br/> <li>▪ Parent-initiated HOT program helps teachers buy local housing</li> </ul> |

| Areas of Growth   | Evidence  |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Investigate ways to minimize staff turn-over in order to maintain a coherent, integrated curriculum</li> <li>▪ Continue efforts to maintain excellence in time of staff turnover</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Gunn has experienced a period of staff turnover</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Further structural development of ways to make interdisciplinary projects possible (structure of school day, etc.)</li> <li>▪ Interdepartmental meetings to encourage interdisciplinary opportunities and course offerings</li> <li>▪ More Professional Development time to develop an interdisciplinary curriculum</li> </ul> | <ul style="list-style-type: none"> <li>▪ Interdisciplinary work is valued (teacher, parent and student surveys)</li> </ul>                  |
| <ul style="list-style-type: none"> <li>▪ Develop alternatives to compensate for cuts in state funding for BTSA</li> </ul>   | <ul style="list-style-type: none"> <li>▪ BTSA is a vital component in the induction and professional development of new teachers</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Continue work on Identity Safety and Professional Development designed to increase student performance</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Continued existence of an achievement gap</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ More Professional Development for mainstream teachers in educating Special Ed. students effectively</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Achievement data for Special Ed. students</li> </ul>   |

Question #A5:

*To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?*

| <b>Strengths</b>  | <b>Evidence</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Teachers and staff can go to District-sponsored staff development off-site</li> <li>▪ There are funds available for teachers to go to Professional Development conferences and workshops</li> <li>▪ New teacher workshops before the school year opens and during the school year</li> </ul> | <ul style="list-style-type: none"> <li>▪ District Equity=Excellence</li> <li>▪ Schoolwide familiarity with Elements of Instruction</li> <li>▪ Cruncher workshops</li> <li>▪ Technology workshops and conferences</li> <li>▪ AP curriculum preparation and grading workshops</li> <li>▪ Subject-based workshops and conferences</li> <li>▪ Special Ed. workshops</li> <li>▪ BTSA available for first- and second-year teachers</li> <li>▪ New Teacher Center at UCSC</li> <li>▪ Identity Safety</li> <li>▪ District-sponsored curriculum writing workshops in summer</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Site-based Professional Development (Professional Development Thursdays, Staff Development days and use of full staff meetings)</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Agenda and minutes of meetings</li> <li>▪ New Teacher Center at UCSC</li> <li>▪ Identity Safety (Edmundo Norte and Andrew Burnett speakers for “Color of Fear”)</li> <li>▪ Peer Observation</li> <li>▪ SOS, EGG</li> <li>▪ Department collaboration on curriculum and assessment</li> <li>▪ Admin. &amp; IS workshops with Marilyn Bates coaching for evaluating teachers in use of Elements of Instruction</li> </ul>  |

| <b>Areas of Growth</b>  | <b>Evidence</b> |
|---|-----------------|
| <ul style="list-style-type: none"> <li>▪ No areas of growth are identified</li> </ul> |                 |

Question #A6:

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

| <b>Strengths</b>  | <b>Evidence</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ We continue to look for financial resources and use them equitably throughout the school</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Partners in Education (PIE) teacher grants</li> <li>▪ PIE fundraising for staffing and program improvement</li> <li>▪ PTSA Direct Appeal funds</li> <li>▪ Site Council teacher grants</li> <li>▪ Booster Clubs (Athletics, Music, Theatre)</li> <li>▪ Revenue from site rentals</li> <li>▪ Kiwanis funding for Camp Everytown</li> </ul>         |
| <ul style="list-style-type: none"> <li>▪ Planning to improve existing and add additional facilities</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Bond Measure funds</li> <li>▪ Campus Steering Committee for Facilities Improvement</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Staffing and operational funding provided by the District are adequate to maintain programs and facilities</li> <br/> <li>▪ We have maintained programs that are expensive in human and financial resources during a time of financial difficulty</li> </ul> | <ul style="list-style-type: none"> <li>▪ Class size average is below District maximum</li> <li>▪ Classroom space is adequate to support all classes at present</li> <li>▪ Campus is clean and graffiti-free</li> <br/> <li>▪ Focus on Success / AVID</li> <li>▪ Math pilot programs &amp; Team Algebra</li> <li>▪ Spanish for Spanish Speakers</li> <li>▪ Freshman Orientation</li> </ul> |

| <b>Areas of Growth</b>   | <b>Evidence</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Need for facilities to keep pace in quantity and quality with the increase in student population</li> </ul> | <ul style="list-style-type: none"> <li>▪ Pressure on facilities means that it's hard to maintain cleanliness of heavily used bathrooms and classrooms</li> </ul> |

**WASC 2007-09 Gunn High School Focus Group**  
**“ORGANIZATION:**  
**Vision & Purpose, Governance, Leadership & Staff, Resources”**  
***In V-7***

*(Facilitators: Rajeev Virmani, Carole Stroud. Recorder: Diane Ichikawa:)*

| Name               | Department                | Sign-In |
|--------------------|---------------------------|---------|
| Jeanne Beck        | Math                      |         |
| Josh Bloom         | Science                   |         |
| Don Briggs         | PE                        |         |
| John Bulan         | Classified (secretary)    |         |
| Stephanie Ciralli  | Math                      |         |
| Pat Conway         | Guidance couns.           |         |
| Kim Cowell         | Asst. Principal           |         |
| Brett Demetris     | Classified (Technology)   |         |
| Linder Dermon      | English                   |         |
| Theresa Diola      | English                   |         |
| Darlene Feldstein  | Technology                |         |
| John Fredrich      | Social Studies            |         |
| Gloria Garcia      | Special Ed.               |         |
| Kristina Gossard   | English                   |         |
| Esther Han         | Student                   |         |
| Diane Ichikawwa    | English                   |         |
| Joan Jacobus       | Parent                    |         |
| Aaron Jaffey       | Student                   |         |
| Sherri Jenkins     | Classified (camp. super.) |         |
| Lisa Kaye          | Guidance couns.           |         |
| Arthur Kinyanjui   | teacher                   |         |
| Corey Levens       | Parent                    |         |
| Kathy Levinson     | Parent                    |         |
| Bill Liberatore    | Music                     |         |
| Emily McCown       | Math                      |         |
| Rose McGinnis      | Classified (nurse)        |         |
| Heather Mellows    | Science                   |         |
| Kuleen Nimkar      | Student                   |         |
| Ian Pollock        | Art                       |         |
| Maria Powell       | Science                   |         |
| Kim Sabbag         | PE                        |         |
| Carole Stroud      | Languages                 |         |
| Aarthi Subramanian | Student                   |         |
| Katya Villalobos   | Social Studies            |         |
| Rajeev Virmani     | Math                      |         |
| Mark Weisman       | Social Studies            |         |
| Jennifer Wolfeld   | Languages                 |         |
| Sharon Yost        | Special Ed.               |         |
|                    |                           |         |