

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	May 25, 2020	

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 access, and wellness and safety.

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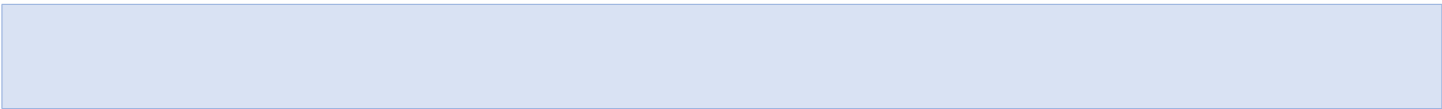
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Stakeholder Involvement

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 (aligned with WASC process; October 2019, December 2019, January 2020, March 2020, May 2020)
 Site Council (aligned with WASC process; November 2019, December 2019, January 2020)
 PTSA (aligned with WASC process; December 2019, February 2020)
 Gunn staff (aligned with WASC process; October 2019, February 2020, May 2020)



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.10%	0.1%	1	2	2
African American	1.3%	1.10%	1.05%	24	22	21
Asian	44.2%	43.03%	43.12%	849	864	865
Filipino	0.8%	1.00%	1%	16	20	20
Hispanic/Latino	8.7%	8.76%	9.17%	167	176	184
Pacific Islander	0.4%	0.60%	0.7%	8	12	14
White	38.2%	38.15%	36.99%	733	766	742
Multiple/No Response	%	%	0.05%			1
Total Enrollment				1,919	2008	2,006

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	469	516	530
Grade 10	484	498	491
Grade 11	487	492	484
Grade 12	456	477	501
Total Enrollment	1,919	2,008	2,006

Conclusions based on this data:

1. The Hispanic/Latino and Pacific Islander 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		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	86	74	53	4.5%	3.7%	2.6%
Fluent English Proficient (FEP)	679	749	784	35.4%	37.3%	39.1%
Reclassified Fluent English Proficient	13	34	33	15.3%	39.5%	44.6%

Conclusions based on this data:

1. English Learners are making progress toward RFEP.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	480	489	480	109	299	348	109	299	348	22.7	61.1	72.5
All	480	489	480	109	299	348	109	299	348	22.7	61.1	72.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2693.	2708.	2708.	61.47	70.57	70.69	22.94	19.73	16.95	7.34	5.02	8.33	8.26	4.68	4.02
All Grades	N/A	N/A	N/A	61.47	70.57	70.69	22.94	19.73	16.95	7.34	5.02	8.33	8.26	4.68	4.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	67.89	71.91	70.32	25.69	22.07	22.19	6.42	6.02	7.49
All Grades	67.89	71.91	70.32	25.69	22.07	22.19	6.42	6.02	7.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	70.64	78.60	76.66	20.18	17.06	19.02	9.17	4.35	4.32
All Grades	70.64	78.60	76.66	20.18	17.06	19.02	9.17	4.35	4.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	56.88	53.51	56.61	33.94	41.14	38.79	9.17	5.35	4.60
All Grades	56.88	53.51	56.61	33.94	41.14	38.79	9.17	5.35	4.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	64.22	68.23	70.03	28.44	28.43	25.94	7.34	3.34	4.03
All Grades	64.22	68.23	70.03	28.44	28.43	25.94	7.34	3.34	4.03

Conclusions based on this data:

1. This data is hard to compare from year to year because of the low percentage of participation 2016-2017 (23%). Participation increased in 2017-2018 to 61% and then increased again to 73% in 2018-2019.
2. The data demonstrates that even with the large increase in participation, the data has remained consistent with 96% of the student 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	480	489	480	97	273	329	97	273	329	20.2	55.8	68.5
All	480	489	480	97	273	329	97	273	329	20.2	55.8	68.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2712.	2748.	2742.	55.67	69.23	68.39	16.49	17.22	14.89	14.43	7.69	8.51	13.40	5.86	8.21
All Grades	N/A	N/A	N/A	55.67	69.23	68.39	16.49	17.22	14.89	14.43	7.69	8.51	13.40	5.86	8.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	65.98	78.39	76.60	14.43	12.82	12.77	19.59	8.79	10.64
All Grades	65.98	78.39	76.60	14.43	12.82	12.77	19.59	8.79	10.64

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	56.70	71.79	66.87	31.96	21.98	26.75	11.34	6.23	6.38
All Grades	56.70	71.79	66.87	31.96	21.98	26.75	11.34	6.23	6.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	59.79	71.79	71.12	29.90	25.64	23.10	10.31	2.56	5.78
All Grades	59.79	71.79	71.12	29.90	25.64	23.10	10.31	2.56	5.78

Conclusions based on this data:

1. A comparison of year to year data is complicated by the low participation rate of 20% in 2017. In 2018, the participation rate increased to 56% and increased again in 2019 to 69%.
2. The data suggests that we have 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 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1641.4	1589.3	1640.8	1578.8	1641.5	1599.3	22	12
Grade 10	1626.9	1586.9	1639.2	1577.7	1614.4	1595.5	18	11
Grade 11	1560.4	*	1542.9	*	1577.2	*	13	10
Grade 12	*	1473.5	*	1468.3	*	1478.0	*	12
All Grades							56	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	68.18	41.67	*	41.67	*	8.33	*	8.33	22	12
10	61.11	27.27	*	63.64	*	0.00		9.09	18	11
11	*	*	*	*	*	*	*	*	13	*
12	*	16.67		25.00	*	33.33		25.00	*	12
All Grades	51.79	33.33	26.79	37.78	*	15.56	*	13.33	56	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	68.18	41.67	*	41.67	*	8.33	*	8.33	22	12
10	77.78	36.36	*	45.45	*	9.09		9.09	18	11
11	*	*	*	*	*	*	*	*	13	*
12	*	33.33	*	33.33	*	8.33		25.00	*	12
All Grades	67.86	42.22	*	35.56	*	11.11	*	11.11	56	45

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9	54.55	25.00	*	41.67	*	16.67	*	16.67	22	12
10	*	18.18	*	54.55	*	18.18		9.09	18	11
11	*	*	*	*	*	*	*	*	13	*
12		8.33	*	16.67	*	33.33		41.67	*	12
All Grades	39.29	15.56	25.00	40.00	30.36	24.44	*	20.00	56	45

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	63.64	8.33	*	75.00	*	16.67	22	12	
10	72.22	9.09	*	81.82	*	9.09	18	11	
11	*	*	*	*	*	*	13	*	
12		0.00	*	58.33	*	41.67	*	12	
All Grades	55.36	6.67	32.14	71.11	*	22.22	56	45	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	72.73	83.33	*	8.33	*	8.33	22	12	
10	77.78	72.73	*	18.18		9.09	18	11	
11	*	*	*	*	*	*	13	*	
12	*	58.33	*	16.67		25.00	*	12	
All Grades	75.00	71.11	21.43	17.78	*	11.11	56	45	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	54.55	41.67	*	41.67	*	16.67	22	12	
10	*	45.45	*	54.55	*	0.00	18	11	
11	*	*	*	*	*	*	13	*	
12		16.67	*	25.00	*	58.33	*	12	
All Grades	39.29	31.11	39.29	46.67	21.43	22.22	56	45	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	54.55	25.00	*	66.67	*	8.33	22	12
10	*	9.09	*	81.82	*	9.09	18	11
11	*	*	*	*	*	*	13	*
12	*	8.33	*	66.67		25.00	*	12
All Grades	44.64	15.56	46.43	73.33	*	11.11	56	45

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

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2006	7.6	2.6	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	2.6
Foster Youth	4	0.2
Homeless	4	0.2
Socioeconomically Disadvantaged	152	7.6
Students with Disabilities	150	7.5






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	1.0
American Indian	2	0.1
Asian	865	43.1
Filipino	20	1.0
Hispanic	184	9.2
Two or More Races	157	7.8
Pacific Islander	14	0.7
White	742	37.0

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>College/Career</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

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

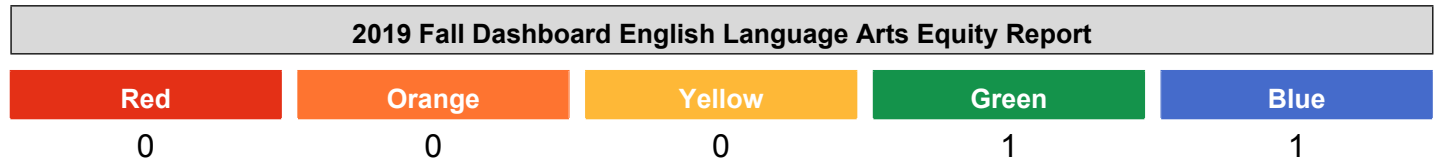
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 119.7 points above standard Maintained ++0.8 points 349	 No Performance Color 16.1 points below standard Increased ++4.9 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 18.9 points below standard Declined Significantly -67.5 points 24	 No Performance Color 39.8 points below standard Declined Significantly -26.4 points 28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color 0 Students	Asian  Green 130 points above standard Declined -6.1 points 163	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  No Performance Color 27.6 points below standard Declined Significantly -58.7 points 20	Two or More Races  No Performance Color 143.3 points above standard Increased ++7.1 points 23	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Blue 131 points above standard Increased Significantly ++15.5 points 130

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners 2 points above standard Declined -9.4 points 17	English Only 126.2 points above standard Maintained ++2 points 213
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Conclusions based on this data:

1. The data suggest that we need more support for Hispanic, SED, and Disability students. All three of these categories declined significantly in performance on the ELA .
2. As a school, we are doing well, overall.

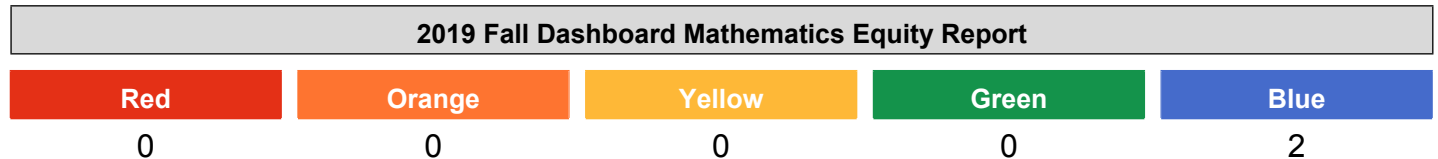
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 106.5 points above standard Declined -8.1 points 330	English Learners  No Performance Color 110.1 points above standard Increased Significantly ++80.8 points 18	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  No Performance Color 49 points below standard Declined Significantly -64.7 points 22	Students with Disabilities  No Performance Color 111 points below standard 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Blue 142.1 points above standard Maintained -2.9 points 156	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  No Performance Color 104.3 points below standard Declined Significantly -103.9 points 20	Two or More Races  No Performance Color 130.5 points above standard Maintained ++1.1 points 22	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Blue 102.2 points above standard Maintained 0 points 121

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2	Reclassified English Learners 119.2 points above standard Increased Significantly ++59.2 points 16	English Only 98.6 points above standard Declined Significantly -15.5 points 200
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Conclusions based on this data:

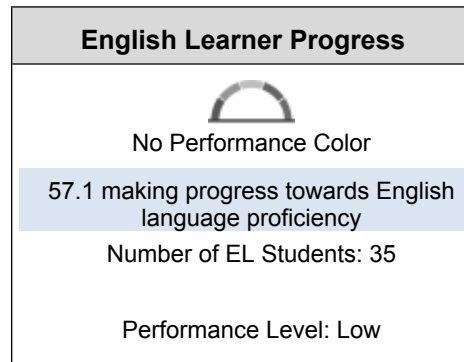
1. Reclassified English Learners are performing well in math.
2. Hispanic students and SED students declined significantly in math performance.
3. Targeted interventions for SED, Students with Disabilities, and Hispanic students need to be continued and improved.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
6	9	1	19

Conclusions based on this data:

1. We are making progress with EL students, but will continue to implement research-based strategies to further increase their rate of progress.

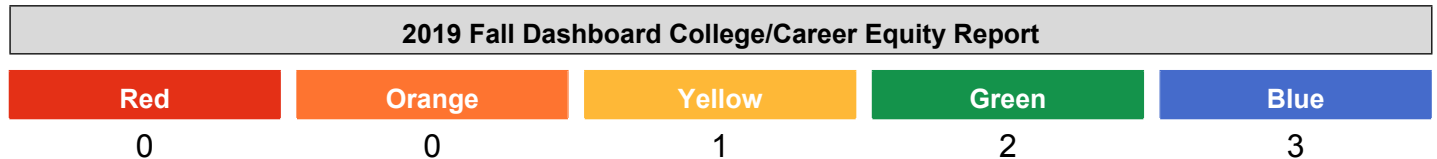
School and Student Performance Data

Academic Performance College/Career

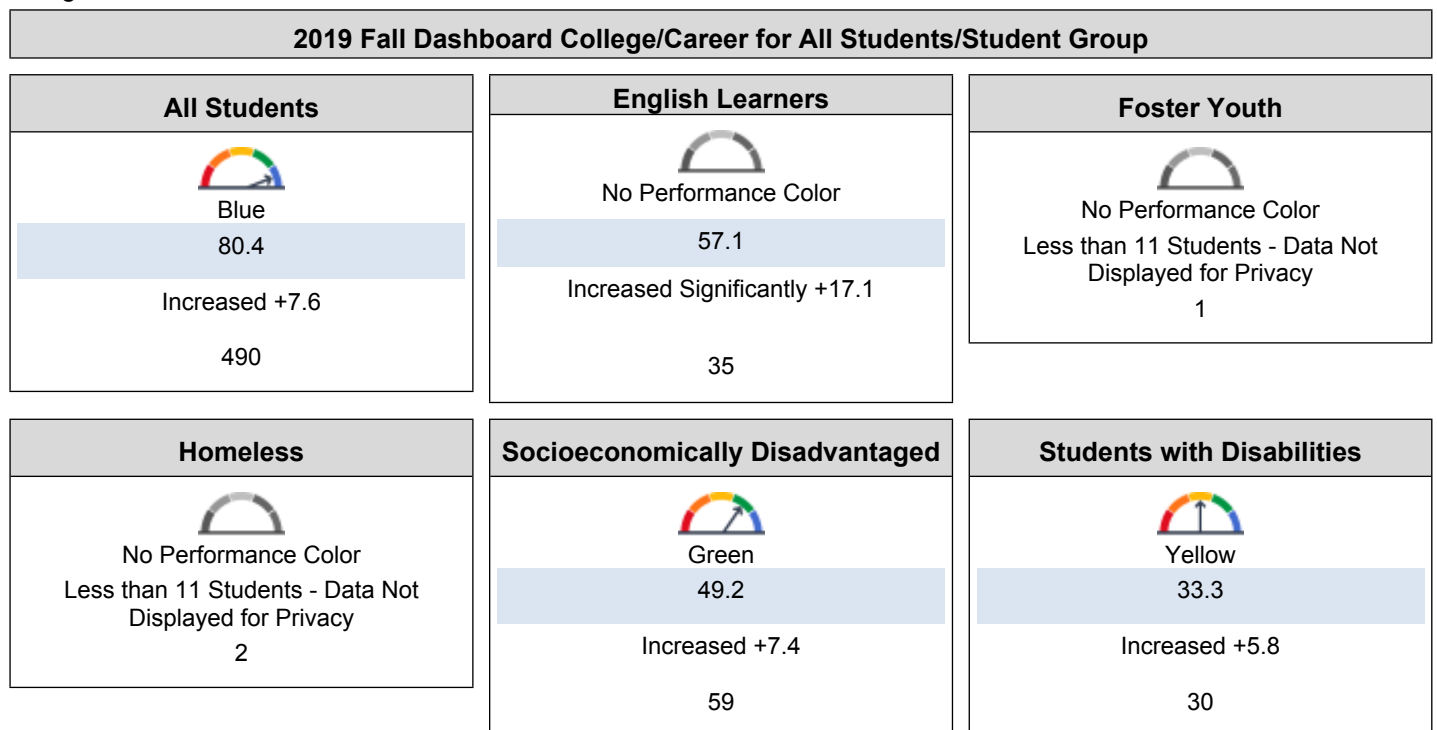
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



2019 Fall Dashboard College/Career by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 0 Students	Asian  Blue 89.7 Increased +2.5 213	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Green 48.9 Increased +10.6 47	Two or More Races  Blue 78.9 Increased +16.4 38	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Blue 80.8 Increased Significantly +12.6 182

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	72.8 Prepared	80.4 Prepared
Approaching Prepared	7.9 Approaching Prepared	10 Approaching Prepared
Not Prepared	19.3 Not Prepared	9.6 Not Prepared

Conclusions based on this data:

1. Year to year data is hard to compare because of issues in reporting.
2. 90% of Gunn students are prepared for college and career.
3. Hispanic students increased college and career readiness, but Students with Disabilities are at the yellow level for 18-19, requiring additional focus and efforts in this area.

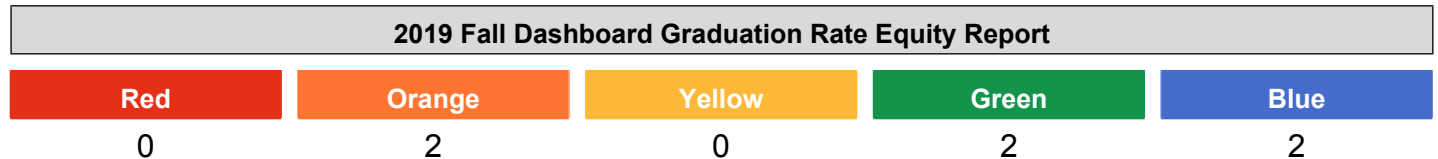
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 95.7 Maintained -0.4 491	English Learners  No Performance Color 91.4 Increased +10.7 35	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Green 84.8 Increased +1.2 59	Students with Disabilities  Orange 83.3 Declined -6.7 30

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 0 Students	Asian  Blue 97.2 Declined -1.5 213	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Orange 81.3 Declined -6.3 48	Two or More Races  Green 94.7 Increased +4.1 38	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Blue 98.4 Increased +1.8 182

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.1	95.7

Conclusions based on this data:

- Overall graduation rate improved.
- Hispanic students and Students with Disabilities are at the orange performance level. We need to increase and focus efforts to help students in these subgroups graduate within four years.

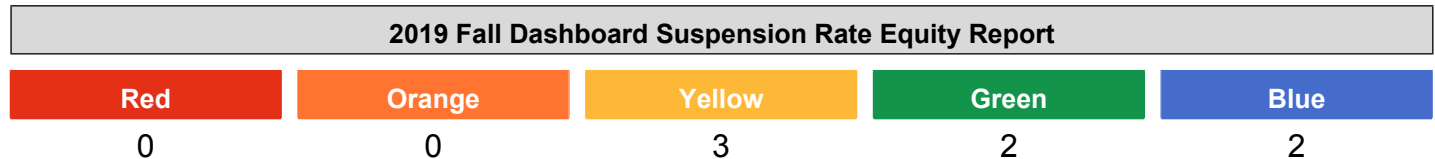
School and Student Performance Data

Conditions & Climate Suspension Rate

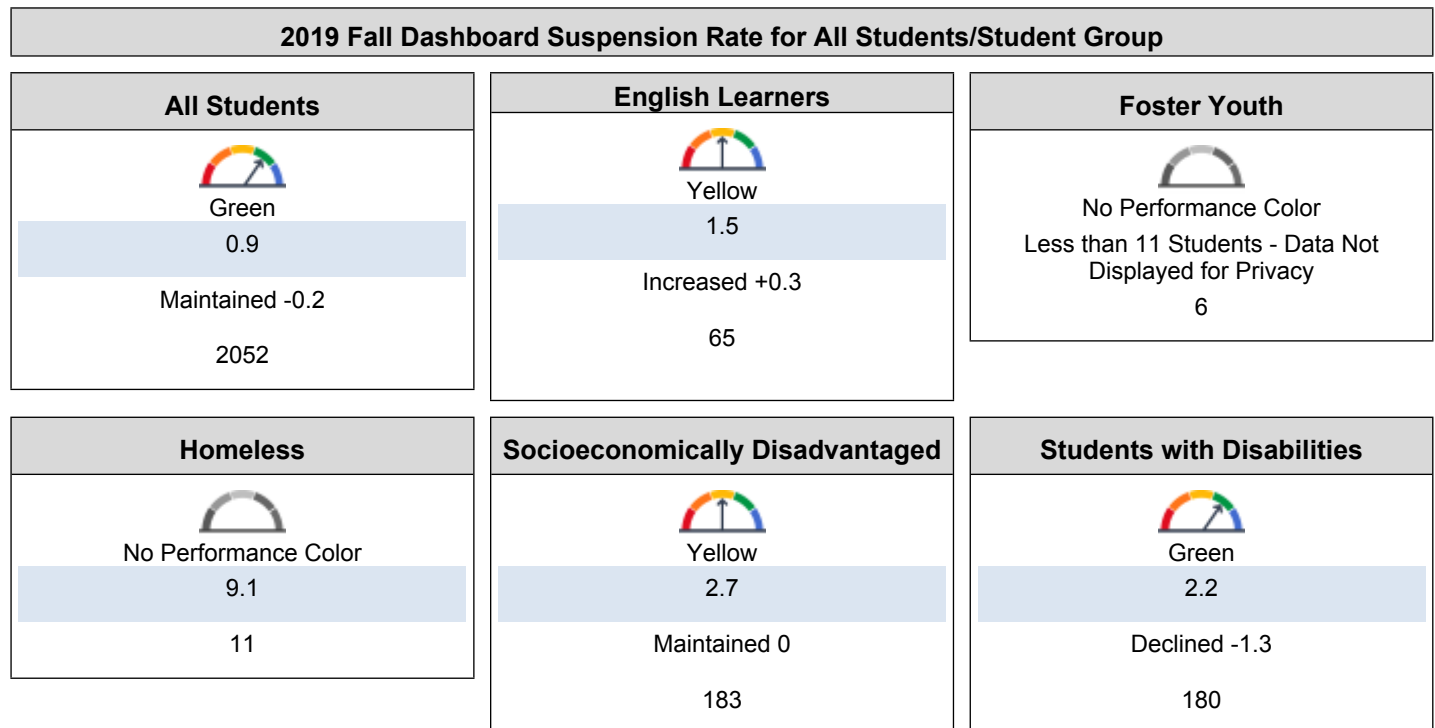
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 8 Increased +8 25	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Blue 0.2 Declined -0.7 872	Filipino  No Performance Color 4.8 Increased +4.8 21
Hispanic  Blue 1.5 Declined Significantly -2.2 196	Two or More Races  Green 0.6 Declined -1.3 163	Pacific Islander  No Performance Color 7.1 Maintained 0 14	White  Yellow 1.1 Increased +0.6 759

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	0.9

Conclusions based on this data:

1. Rates of suspension decreased for four subgroups, maintained for three subgroups, and increased for four subgroups. The overall rate declined slightly from 2018.
2. EL, SED and White students' rate of suspension are at the yellow level. We will continue and bolster our efforts around restorative practices to help improve this data.

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

WASC Goal #3: Create a comprehensive data system and align course curriculum to regularly assess student progress, inform instruction, and aid communication at the classroom, department, and school levels.

WASC Goal #5: Explore and implement consistent schoolwide research-based instructional practices.

Identified Need

We are still working on alignment within courses, which is the basis for Professional Learning Community (PLC) work. We moved closer with dedicated training for PLC leads in the area of Specific, Measurable, Achievable, Relevant, Time-bound (SMART) goals and regular self-assessment around the PLC process in the 2018-19 school year. Alignment Implementation Rubrics for PLCs continue to be updated by departments to help identify areas of strength and areas for growth. This alignment allows teachers to learn from each other, based on what works best for students and increases the opportunities for all students to reach their full learning and achievement potential. We are still working to move all PLCs into high performing adult learning groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP participation	72% participation	CAASPP Tests not administered in 2019-2020, due to COVID-19
Evidence of Standards Based Grading (SBG)	At least 22 teachers are currently using SBG	Increase the number of teachers using SBG by 5%
CSU/UC A-G eligibility	Class of 2019 (CalPads) 91%	Class of 2020, 91%
Alignment Implementation Rubric	Using the PLC process	Forward progress for all departments; relying on leadership from Instructional

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Leaders (ILs) following a District-led process
PLC survey	<p>94% of PLC groups have identified ELOs; 63% have also communicated them to students</p> <p>63% of PLCs regularly design, administer common formative assessments and use data to inform instruction</p>	<p>75% communicate ELOs to students</p> <p>100% have identified ELOs</p> <p>Create compendium of all ELOs; school-wide</p> <p>90% design, administer common formative assessments and use data to inform instruction</p>

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:
Develop essential learning outcomes and learning targets to horizontally and vertically align courses	Department/PLCs	Use of Alignment Implementation Rubric to determine forward progress for all PLC groups Essential learning outcomes included in course guides for each course
Increase effectiveness of PLC work as it relates to student learning	Instructional Council/PLC leads	Agendas and notes from PLC meetings demonstrating use of student assessment data in adjusting classroom and virtual/blended instruction
Align and increase the use of standards based grading	Admin/Site committee	Use of a common standards-based grading framework in all courses using standards-based grading; continue professional development at the District and site levels
Increase opportunity for student projects in areas of interest	Department Instructional Leaders/Teachers	Reports by PLC groups on the use of student identified projects.

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:
Focused professional learning on feedback and assessment	Admin and District Office	Professional learning opportunities on feedback and assessment provided by District, site (book club) and outside conferences Teachers attending these conference lead professional learning sessions for colleagues
Increase use of instructional tools found in Schoology	Tech TOSAs	Professional learning provided for teachers by Tech TOSAs on new tools available in Schoology and best practices
Use CAASPP results, D/F grade reports and uPar assessments to inform targeted support for students who need it	Math and literacy TOSAs; English and math departments	uPar assessment results, use of supports such as Snap n' Read

Annual Review

SPSA Year Reviewed: 2018-19

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.

Implementation followed the stated plan, and progress was made accordingly. California Assessment of Student Performance and Progress (CAASPP) participation increased through deliberate messaging and outreach to the student and parent community, although we are still striving for higher participation rates in the future. (We did not have the opportunity to increase participation for 2019-20 as CAASPP tests were cancelled due to COVID-19.) We have incorporated a greater focus on standards-based learning and grading through professional development and piloting standards based grading (SBG) systems through certain PLCs, such as Chemistry, AP Computer Science Principles and Conceptual Physics. Due to a recalibration effort at the District and site level, our reporting of A-G eligibility has become more accurate, and in 2018-19, the rate of students meeting A-G requirements increased to accurately reflect our achievement in this area.

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

There were no major differences.

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 added the strategy of using data around CAASPP, D/F grades (see Goal 2), and the Universal Protocol for Accommodations in Reading (uPar) assessments, to provide targeted support for students. Otherwise, goals remain the same. Expected outcomes will be different in 2019-2020 due to the cancellation of CAASPP testing and instructional changes due to COVID-19.

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 Access

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 Language Learner (ELL), and Special Education students.

Goal 2

WASC Goal #2: Increase achievement for all learners at Gunn High School, especially our African American, Hispanic, socio-economically disadvantaged, English Language Learners and Special Education Students.

Identified Need

A common goal from the PAUSD School Board and the Gunn High School Western Association of Schools and Colleges (WASC) School Improvement plan is, "(in order) to raise the achievement of historically underrepresented (HUR) students and increase participation and success in rigorous courses at the secondary level, we will assure equity of preparation, access, opportunity, and support from Pre-K to 12th grade." The PAUSD Promise, unveiled in Fall of 2019-20, also stipulates an "Increase in percentage of HUR students who meet academic expectations in the following areas: Passing classes as evidenced by D/F lists, attendance, state and local assessment, A-G completion, Individualized Education Plan (IEP) goals, AP/advanced class enrollment, college and career ready status."

We are committed to using course enrollment practices that increase access to honors and Advanced Placement (AP) courses for HUR students, alongside ongoing data analysis to help us understand where we are doing well, and where we can improve. Although our 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 are exploring pathways and dual enrollment opportunities for students at Foothill College with increasing focus and attention. Another need demonstrated by the data is that some subgroups, specifically students with disabilities and Hispanic students, are at the orange performance level regarding graduation rate. Additionally, students with disabilities are at the yellow performance level regarding College and Career Readiness (CCR), indicating that we need to focus attention and efforts there, as well.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CCR Indicator	All students 80.4% SED 49.2% Students w/disabilities 33.3% Hispanic 48.9%	All students 90% SED 60% Students with disabilities 60% Hispanic 60%
Students meeting CSU/UC minimum eligibility	Class of 2019 (CalPads) 91%	Class of 2020 (CalPads) 91%
Graduation Rate (CA Dashboard)	All students 95.7% Hispanic 81.3% Students with Disabilities 83.3%	All students 95% Hispanic 85% Students with Disabilities 85%

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:
Develop and implement Return to Intervention/Multi-Tiered Support System (RtI/MTSS) to support and increase the number of underserved students meeting A-G eligibility requirements	Instructional Council PLCs Counselors Teachers	Measured by the number of students in Tiers 1, 2, 3 Clarifying processes through which students are identified for additional supports Number of students earning C- or above in all required courses Improve College and Career Readiness Indicator Performance Level for students with disabilities (CA Dashboard)
Increase the number of underserved students enrolled in and successfully completing AP/Honors classes by 30% Provide support for student success through Tier 1 and Tier 2 strategies in those courses	Counselors Department Leaders AP/Honors Teachers	Number of students enrolled in AP/Honors course at the beginning and end of each semester Measure success of students in AP/Honors courses using grades and completion rate
Define and promote multiple paths to success in addition to the traditional four-year college model	All staff and students	Student and staff surveys

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 alternate methods of instruction and learning in all curricular areas, including pathways	Admin Departments	Available pathway options, blended and virtual learning, dual enrollment, and new courses Professional learning for teachers and implementation of instructional strategies
Evaluating sub-group breakdown of D/F data at the quarter and semester to determine strategies for increasing student performance	District Departments Teachers TOSAs	Review of data at the Board, District and site level, and responses/next steps from site teams/leaders analyzing the data Improve Graduation Rate Indicator Performance Level of Hispanic and SED students (CA Dashboard)

Annual Review

SPSA Year Reviewed: 2018-19

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.

We have continued to make progress towards the stated goals as outlined in the SPSA, using the identified strategies. College and Career Readiness has increased 8% from the previous year, and with increased participation in CAASPP testing in Spring 2018, we anticipate a corresponding increase to be reflected by the CCR indicator.

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

There were no major differences in the intended implementations and the actual implementation for 2018-2019.

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 believe that the strategies in place are helping us reach our goals, but we will continue to evaluate existing data sets, including the CA Dashboard, as well as new District and site-based data sets, per the PAUSD Promise, in the areas of grades and AP enrollment. The continued emphasis at the District level on promoting and supporting the development of Career and Technical Education (CTE) pathways, including an evolving business pathway and a partnership with National Academy Foundation (NAF), will also help to support our progress in ensuring that students are College and Career Ready (CCR). English Language Acquisition (ELA) and math intervention Teachers on Special Assignment (TOSAs) are also working, specifically, to increase academic performance among HUR subgroups by using D/F data sets, uPar data and CAASPP scores to provide targeted interventions and supports.

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

WASC Goal #1: Develop a culture that broadly defines and promotes multiple paths to success, embraces self-discovery, and social emotional well-being, and values the love learning beyond traditional metrics of achievement.

Identified Need

The 2019 Challenge Success survey identified areas of growth around the perception data on student stress, resilience, coping skills, and school connectedness. We will continue work around social emotional learning and expand the vocabulary and practices in all classrooms to increase well-being. Our EL, SED and White students performed at the yellow performance level with respect to Suspension Rate, and we will continue to implement restorative justice practices and provide regular access to social-emotional learning to help all students to improve performance on this metric.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students report at least one trusted adult on campus	From 2019 Challenge Success survey 9th grade 63.1% (7% increase from 2017) 10th grade 69.5% (6.5% increase from 2017) 11th grade 72% (no increase from 2017) 12th grade 76% (1% increase from 2017) Spring 2019 SELF data: 9th grade 31% feel more connected to SELF mentor	SELF data - increase by 3% for Fall 2020 CalSCHLS (CHKS) data (2020 - slight decrease

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>10th grade 49% feel more connected to SELF mentor</p> <p>California Healthy Kids Survey (CHKS) 2017-18 Reporting "Very much true" in caring adults at school 9th grade 30% 11th grade 31%</p> <p>Reporting "Very much true" + "Pretty much true" 9th grade 67% 11th grade 67%</p>	
Students report feeling connected and engaged at school	<p>From Challenge Success survey 2019 38.9% of students overall strongly agree or agree that they feel "like a real part of this school" 53.4% of students overall strongly agree or agree that they feel "accepted at this school"</p> <p>From CHKS survey 2017-18 Reporting "Strongly agree" in school connectedness 9th grade 25% 11th grade 23%</p> <p>Reporting "Strongly agree" + "Agree" 9th grade 70% 11th grade 68%</p> <p>Suspension Rates for all students: 0.9% White: 1.1% SED: 2.7%</p>	<p>CalSCHLS (CHKS) data (2020) - slight decrease</p> <p>Suspension rates are flat or decreasing across subgroups</p> <p>Improved attendance rates are desirable; however, due to COVID-19, this might be difficult to measure</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: 1.5%	

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:
Create and implement a comprehensive social-emotional curriculum	SELF Advisory Committee SEL TOSAs Admin Teacher mentors	Framework and lesson plans for social-emotional learning Continuous engagement with stakeholder groups to continually monitor effectiveness of the program and make appropriate changes Improved Suspension Rate Performance Level for SED, EL and White subgroups (CA Dashboard) Panorama Climate Survey (District and site-level)
Organize instructional time to support learning, school-life and work-life balance for students and staff	Admin Staff Students	Survey regarding current bell schedule and exploration of other possible bell schedules CHKS survey data Modify Challenge Success survey to administer to staff
Include student voice on schoolwide advisory committees	Staff Students	Advisory committee recommendations on various schoolwide issues and policies

Annual Review

SPSA Year Reviewed: 2018-19

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.

Gunn continues to work toward implementation of the above goals, and, for the most part, is making good progress. We continue to see a need for increasing the number of students who feel connected to caring adults, and hope that our implementation and modification of the SEL program in place will be an effective vehicle for improvement in that regard. Along with increasing focus on restorative practices, we hope this focus on SEL will also improve our suspension rates for EL, SED and White student populations.

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

There weren't any major differences between intended implementation and implementation, other than that the formation of several school-wide advisory committees is still in progress. Some were created, though, including student voice, such as a committee about athletics.

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.

Gunn will continue to evaluate data around student health and wellness, including CalSCHLS (formerly CHKS), Challenge Success, SELF data, Wellness Center data, and the District-administered Panorama Survey to further clarify priorities, areas for strength, and areas for growth.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

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

Name of Members	Role
Kathie Laurence	Principal
Olga Celis	Other School Staff
Marcus Jamison	Classroom Teacher
Kristina Granlund-Moyer	Classroom Teacher
Tara Firenzi	Classroom Teacher
Christina Woznicki	Classroom Teacher
Joshua Little	Classroom Teacher
Erin Shaotran(10)	Secondary Student
Ethan Liang (9)	Secondary Student
Hanna Suh (12)	Secondary Student
Arunim Agarwal (11)	Secondary Student
Mudita Jain	Parent or Community Member
Glynn Edwards	Parent or Community Member
Erica Agiewich	Parent or Community Member
Anne Marie Hallada	Parent or Community Member

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 5-25-2020.

Attested:



Principal, Kathleen Laurence on 5-25-2020



SSC Chairperson, Tara Firenzi on 5-25-2020