



**HENRY M. GUNN HIGH SCHOOL**  
**MIDTERM PROGRESS REPORT**

DATE OF MIDTERM VISIT  
MARCH 22, 2012

PALO ALTO UNIFIED SCHOOL DISTRICT

ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOL AND COLLEGES

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## EXECUTIVE SUMMARY:

Since the completion of the WASC Self-Study in 2009 the students, community, and staff of Henry M. Gunn High School have worked to achieve the identified school-wide goals; Diversity and Choice, Instructional Practices, Community and Communication, Excellence with Growth, and Student Performance and Assessment. The mid-term report details the progress to date around the goals for the last three years. There is a section dedicated to each of the five goals, which outlines the work completed as well as the on-going work. The following highlights the progress that has been achieved:

### A. Diversity and Choice

#### Varied Elective Program

- 1) Career Technical Education: new curriculum in computer science, engineering, work experience and identified pathways.
- 2) Visual Arts and Performing Arts: beginning to advanced courses in music, choir, theatre, photos, graphics, and 2-D and 3-D art.
- 3) World Languages: new curriculum in French and Spanish focusing on civilization and culture.
- 4) Mathematics: new curriculum in computer science and Algebra 1 (integrating technology)
- 5) English and Social Studies: new curriculum in American Studies, 9<sup>th</sup> grade Small Learning Community
- 6) Science: new curriculum in environmental science and student choice in science courses

#### Student Support

- 1) Tutorial time in schedule
- 2) Extended Academic Center Hours
- 3) Read 180 implementation
- 4) Focus on Success program
- 5) Testing Resource Center
- 6) College Pathways and College Map (College for Everyone)
- 7) EL program
- 8) Beginning work on RTI

### B. Instructional Practices

#### Teacher Collaboration

- 1) Peer observations and student shadowing
- 2) Development of new curriculum
- 3) Discipline groups and teams
- 4) Lesson sharing

#### Technology Integration

- 1) Teacher Support
  - a. All teachers are issued a laptop
  - b. Teacher Librarian
  - c. Access to student data through Infinite Campus
  - d. Access to workshops and professional development; Tech Professional Development Group and Cruncher Training
- 2) Classroom & Lab Technology:

- a. Google Apps and other software adoption
- b. Smart Boards
- c. Projectors (in all classrooms)
- d. Sound equalization systems
- e. Document cameras
- f. Six computer labs and mobile carts
- g. Assistive technology
- 3) Library and Media Center
  - a. Varied curricula digital and video databases
  - b. LibGuides
  - c. Test Prep and research tools
  - d. E-books and audio books

### C. Community and Communication

#### Student Connectedness

- 1) School to home communication with Infinite Campus Student/Parent Portal
- 2) Sources of Strength and ROCK (Reach Out, Care, Know)
  - a. Student and staff training
  - b. Peer connections
- 3) Camp Everytown
- 4) Freshman Transition Program, Titan 101
- 5) 41 Developmental Assets
  - a. Adopted language around student connectedness
- 6) Middle school articulation for 9<sup>th</sup> grade transition
  - a. Student and parent meetings
  - b. Guidance staff meetings

#### Professional Development

- 1) School-wide Professional Development groups
- 2) Dedicated professional development time
- 3) Department collaboration
- 4) New teacher training
- 5) Adoption of California Standards for the Teaching Profession (CSTPs)

### D. Excellence with Growth

#### Construction and Growth

- 1) Facilities Planning Committee
- 2) Continued work to minimize impact of construction
- 3) Three major construction projects on time

### E. Student Performance and Assessment

#### Student Data

- 1) Continued use of summative and formative data
- 2) Continue to train staff on using summative and formative data
- 3) Training for Instructional Supervisors and teachers

# SECTION: I

## THE COMMUNITY

Located 35 miles south of San Francisco and 14 miles north of San Jose in Santa Clara County, Palo Alto is a community of approximately 61,200 residents. Palo Alto is the home of Stanford University and Foothill Community College, an excellent community college. The high tech industry is at the heart of the Bay Area's Silicon Valley has its roots in Palo Alto. A large percentage of city residents are professionals in the high tech industry, education, health care, retail and service industries.

Henry M. Gunn Senior High School (Gunn) is one of two public high schools in the Palo Alto Unified School District. The District also has twelve elementary and three middle schools. Gunn is a four-year comprehensive high school with an enrollment of approximately 1900 students in grades nine through twelve. The student body reflects the community's high socio-economic status and educational level. Community support for education has deep roots and has enabled PAUSD to maintain excellent academic and extra-curricular programs through times of economic uncertainty and demographic change. Education is highly valued in the community, as evidenced by the formation of Partners in Education (PiE), an educational foundation, and through the passage of a parcel tax.

## OUR MISSION

"The mission of Henry M. Gunn High School is to foster a community of creative thinkers who will acquire the knowledge, skills, values and integrity to be resilient, responsible, respectful, contributing citizens, while leading rewarding lives which pursue personal excellence and life-long learning."

To achieve our mission, the Board of Education has adopted the following competencies, or Expected School wide Learning Results (ESLRs) as the basis of what we expect our students to know and be able to do upon graduation:

ESLRs to be measured by Report Card Grades:

1. Demonstrate knowledge of key concepts, principles, processes, facts, and skills in the disciplines of language arts, history-social science, mathematics, science, physical education, visual and performing arts, foreign language, career technical education, and health/practical living skills.

ESLRs to be measured by Rubrics:

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

## 7. Effective use of technology

Gunn offers a wide range of courses that meet A-G UC/CSU entrance requirements and graduation requirements, specialized courses in Career Technical Education, including Project Lead the Way, Visual & Performing Arts (beginning to advanced), twenty Advanced Placement courses, journalism, broadcast and video production, and five World Languages. In addition, Gunn has an incredible library and media center, which houses databases, an Academic Center for drop-in academic support and both peer and professional tutoring, laptops, iPads and flip-top cameras for checkout, study rooms, a green screen area and new IDEA area.

## ENROLLMENT

Gunn's enrollment has leveled off in the last three years, unlike prior academic years when enrollment was increasing fifty to sixty students per year. The enrollment landscape will be different in three years, if current projections hold, and we may see an all-school census of 1950 to 1970. The only significant changes to the ethnic make-up of the student population are a four-percent increase in Asian students and a two-percent increase in Latino/Hispanic students.

Due to the lure of Silicon Valley and Stanford University, Gunn continues to enroll students from around the world, particularly China, South Korea, Japan, Southeast Asia, India, Europe, and Latin America. Our students speak over forty-five languages other than English.

Gunn meets the needs of its diverse community through a variety of programs, including academic, co-curricular, and extra-curricular. Gunn has an extensive and varied curriculum, centering on college prep courses through Advanced Placement. Gunn also offers programs that increase student connectedness and high school transition through Focus on Success and Titan 101 (Freshman Transition). Furthermore, this is the second year of the Small Learning Community, which creates a twenty-eight-member student community that focuses on interdisciplinary curriculum.

### ENROLLMENT / GENDER

Enrollment/Gender	Grade 9	Grade 10	Grade 11	Grade 12	Total	Female	Male	Total
2008-09	491	478	494	454	1917	934	983	1917
2009-10	448	508	478	478	1912	919	993	1912
2010-11	478	439	507	461	1885	929	956	1885

### ENROLLMENT BY ETHNICITY

Ethnicity	American Indian Alaska Native	Asian	Pacific Islander	Filipino	Hispanic Latino	African American	White, Not Hispanic	Multiple /No Response	No Response
2008-09	0	665 (34%)	3 (<1%)	14 (<1%)	106 (5%)	32 (<2%)	889 (46%)	207 (10%)	n/a
2009-10	n/r	711 (37%)	2 (<1%)	3 (<1%)	147 (8%)	40 (2%)	852 (44%)	150 (8%)	7 (<1%)
2010-11	n/r	715 (38%)	5 (<1%)	13 (<1%)	143 (7%)	32 (<2%)	883 (47%)	94 (5%)	n/r

### ENROLLMENT BY PROGRAM

Special Education	Grade 9	Grade 10	Grade 11	Grade 12	Total
2008-09	42	34	33	34	143 (8%)
2009-10	43	43	45	36	167 (9%)
2010-11	46	39	47	38	170 (9%)

## ENGLISH LANGUAGE LEARNERS

English Language Learners	Grade 9		Grade 10		Grade 11		Grade 12		Total		RFEP
	EL	FEP	EL	FEP	EL	FEP	EL	FEP	EL	FEP	
2008-09	56	139	32	145	24	146	25	125	137 (7%)	555 (29%)	40
2009-10	37	102	40	138	27	134	11	134	115 (6%)	508 (26%)	42
2010-11	40	109	32	126	37	149	19	150	128 (6%)	574 (30%)	24

## FREE & REDUCED PRICE MEALS

Free & Reduced Price Meals	Number	Percentage
2008-09	117	6.1
2009-10	117	6.2
2010-11	158	8.2

## STUDENT ACHIEVEMENT

Gunn uses multiple measures to assess student academic achievement. As seen below, we have five school wide goals regarding student and school improvement, which can be remembered under the acronym DICES (Diversity & Choice; Instructional Practices; Community & Communication; Excellence with Growth; Student Performance & Assessment). As such, Gunn students continue to perform at high achievement levels. As seen below, Gunn students achieve at high levels on CSTs, CAHSEE, SAT, PSAT, and Advanced Placement examinations. Furthermore, 82.8% of Gunn students are attending 4-year colleges/universities and 13.4% are attending 2-year colleges. While this is a remarkable achievement, our underrepresented students are still not completing A-G required courses at the same rate as their Asian and white counterparts.

We are committed to increasing the completion rates of the required A-G courses for our underrepresented students. As explained under Task A-2, we have added academic and other support programs to increase the academic performance of all our students, specifically our underrepresented students. As seen below the completion rates have fluctuated for the last three years and one direct action from reviewing the data was the implementation of the College Pathway program. The program focuses on underrepresented students and/or students who will be the first in their families to attend college. Since the implementation of the College Pathway program, one key factor is the relationship established by the program coordinator, Monica Espinoza. The students feel connected, her cultural knowledge and competence, meetings with parents, monitoring meetings, field trips to local colleges and universities, speaker series, teacher-student meetings, and countless mentoring time; has allowed for CP students to feel they can access the resources at Gunn.

### Students Completing UC/CSU A-G Courses

UC/CSU A-G Completion	Percent Completed By Gunn Graduates					Total
	Asian	Hispanic/Latino	African American	White	Other	
2008-09	109 (82%)	13 (37.1%)	8 (61.5%)	185 (78.1%)	14 (73.7%)	329 (75.3%)
2009-10	170 (89.9%)	16 (61.5%)	2 (18.2%)	201 (86.6%)	1 (25%)	390 (84.4%)
2010-11	140 (91.5%)	12 (38.7%)	1 (14.3%)	184 (83.3%)	15 (75%)	352 (81.5%)

### APR

APR	Base API	Statewide Rank	Similar Schools Rank	Growth Target		
2008-09	904	10	9	A	A	2009 API Target
2009-10	915	10	9	A	A	2010 API Target
2010-11	918	10	9	A	A	2011 API Target

### API

API				
2009-10	2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria
	915	917	2	Yes
2010-11	2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria
	918	909	-9	Yes

### STAR

CA Standardized Testing STAR Percent Proficient or Advanced Summary	ELA	History	Mathematics	Science CST	Science End-of-Course
2008-09	85.5	78.9	72.4	87.5	84.7
2009-10	84.9	80.1	75.7	83.2	83.8
2010-11	84.8	80.6	75.6	87.4	83.8

### CAHSEE MARCH 2008-09

CAHSEE March 2008-09	Tested/ Passing	All Students	Special Education	EL	RFEP	SES	Not SES
Math	Tested	463	40	33	80	33	429
Math	Passing	449 (97%)	31 (78%)	28 (88%)	77 (96%)	25 (76%)	423 (99%)
ELA	Tested	462	45	38	78	34	426
ELA	Passing	445 (96%)	38 (84%)	28 (74%)	78 (100%)	27 (79%)	417 (98%)

CAHSEE March 2009-10

CAHSEE March 2009-10	Tested/ Passing	All Students	Special Education	EL	RFEP	SES	Not SES
Math	Tested	502	43	45	107	38	447
Math	Passing	486 (97%)	34 (79%)	38 (84%)	105 (98%)	28 (74%)	441 (99%)
ELA	Tested	498	41	45	106	39	443
ELA	Passing	466 (94%)	32 (78%)	24 (53%)	104 (98%)	25 (64%)	427 (96%)

CAHSEE MARCH 2010-11

CAHSEE March 2010-11	Tested/ Passing	All Students	Special Education	EL	RFEP	SES	Not SES
Math	Tested	446	44	41	86	42	379
Math	Passing	430 (96%)	36 (82%)	31 (76%)	85 (99%)	31 (74%)	376 (99%)
ELA	Tested	453	44	48	86	45	385
ELA	Passing	433 (96%)	38 (86%)	31 (65%)	85 (99%)	32 (71%)	380 (99%)

ADVANCED PLACEMENT

Advanced Placement	Students Tested	Number of Tests	Scored 3 or Higher	Scored 5
2008-09	588	1693	95%	47%
2009-10	610	1628	94%	52%
2010-11	666	1820	95%	53%

SAT

SAT	Critical Reading	Math	Writing
2008-09	621 (502)	672 (515)	631 (494)
2009-10	633 (502)	673 (515)	636 (493)
2010-11	632 (501)	673 (516)	641 (492)

\*( ) Indicates National Mean

NATIONAL MERIT SCHOLARSHIP PROGRAM

National Merit Scholarship Program	Semi-Finalists	Letters of Commendation
2008-09	31	60
2009-10	42	68
2010-11	30	74
2011-12	36	93

## PERCEPTUAL DATA

In the fall of 2010, our students participated in the Project Cornerstone Survey, which focuses on the Developmental Assets. The survey was designed by the Search Institute and asks the students to respond about their external and internal assets. The assets “represent developmental building blocks that are crucial for all youth, regardless of gender, race, ethnicity, family economics, community size, or geographic region.” The survey research shows a “strong correlation between high levels of Developmental Assets present in young people’s lives and significantly lower levels of risk-taking behaviors.” As seen below, over two-thirds of Gunn students in the area “commitment to learning” feel connected to school and motivated to achievement (doing well in school).

### Percent of Youth Reporting Internal Assets

Category	Asset Name	Percent
Commitment to Learning	21. Achievement motivation	81
	22. School engagement	74
	23. Homework	93
	24. Bonding to school	75
	25. Reading for pleasure	25
Positive Values	26. Caring	58
	27. Equality and social justice	57
	28. Integrity	72
	29. Honesty	66
	30. Responsibility	67
Social Competencies	31. Restraint	46
	32. Planning and decision making	36
	33. Interpersonal competence	48
	34. Cultural competence	52
	35. Resistance skills	51
Positive Identity	36. Peaceful conflict resolution	63
	37. Personal power	47
	38. Self-esteem	43
	39. Sense of purpose	55
	40. Positive view of personal future	68

In alignment with the Developmental Assets, Gunn implemented Sources of Strength (SOS program goals and description are included later in the report) for the 2011-12 school year. The effectiveness of SOS is measured by students completing two surveys (pre and post), in October and April. The October “pre-survey” affirms previous surveys and data points around student connectedness, strong connection to adults on campus, and positive coping and help-seeking behavior. Below is a summary of the “areas of strength” and “areas in need of strengthening”.

#### Student Connections with Adults—Area of Strength

- Most Gunn students are connected to on or more adults at school. Across grades 9-12
  - 74-89% of 9-12 graders report that there is an adult at school they trust.
  - More 12 graders named 'trusted adults' at school (85%) than 9 graders (59%), suggesting that increasing student-adult ties in lower graders may increase protection.
- Students report strong family support and communication.
  - 85% of students reported that there is an adult in their family who they could tell if they were in trouble; 88% feel supported and care for by family.

#### Resources for Positive Coping and Help Seeking—Area of Strength

- Most students are strong in one or more protective resources. Across grades 9-12.
  - 95% have caring, positive friends; 94% are involved in positive activities; 92% can get medical care
- 77% of students went to an adult in the past year because they were upset, sad, stressed or angry
- Overcoming codes of silence about suicide: 90% of students say they would tell an adult if they knew that a friend was suicidal; 80% say they would tell an adult even if the friend asked them to keep it a secret.
- 79% of students view adults as capable of helping students in crisis; 87% report their school has people who can help students going through hard times.

#### Areas in Need of Strengthening

- Help Seeking Norms: 52% of students say they would talk to a counselor or adult at school if they needed help; 63% report the their friends would want them to seek help. Perceived norms may reduce some students' willingness to seek help for themselves or others
- Bullying: Although few students report frequent bullying, approximately one in seven (15%) report being bullied a few times or once a month and 23% being bullied online.

## SECTION II: SIGNIFICANT SCHOOL CHANGES OR DEVELOPMENTS

Since the WASC Visit of 2009, there have been four significant school changes and developments:

- As reflected in the school wide goals, Community & Communication was identified by our greater school community as crucial to school-home connection. Gunn has developed programs to increase student connectedness and strengthen the socio-emotional support of all our students.
- The Palo Alto community, in partnership with the District, adopted the 41 Development Assets as the framework for our efforts around student connectedness.
- In 2011-12, Gunn changed its school start time from 7:50 a.m. to 8:25 a.m., and the dismissal time to 3:35 p.m. To accommodate building changes due to construction, the passing time between classes was increased.
- Gunn is also undergoing many physical changes as our construction program is progressing. Currently, Gunn has three major construction projects: a new gym, four two-level buildings that will house the English and Math departments, and a five-classroom annex that will house the World Language classrooms. Meetings regarding the second phase of construction will begin later in the school year.

## SECTION III: ONGOING SCHOOL IMPROVEMENT AND SCHOOLWIDE ACTION PLAN PROGRESS

Gunn’s Single Plan for Student Achievement was created during the WASC Self-Study process and approved by the WASC Visiting Committee in the spring of 2009. The plan provides a road map for Gunn to follow for the six years ending in 2015. An update on progress toward meeting the goals detailed in the plan was presented to the Board of Education in January 2010. This report is both an end of year summary that will show progress through June 2011, as well as updates through January 2012.

In 2011-12 a new administrative team was established, including a new assistant principal and a change in areas of responsibility. Below is the new team and major areas of responsibility:

Katya Villalobos Principal	Kim Cowell, AP-Operations & Student Services	Tom Jacoubowsky, AP-Guidance, Curriculum & Instruction	Trinity Klein, AP- Administrative & Student Services	James Lubbe, Dean of Students
Lettie Weinmann, TOSA & Technology Coordinator	Lisa Hall, Director of Student Activities	Sarah Stapp, Director of Athletics	Dawna Linsdell, Professional Development Coordinator	

The ongoing school improvement and action plan progress is enumerated under each of the schoolwide goals. In addition, the Visiting Committee included six “Schoolwide Critical Areas for Follow-up”, which were incorporated within the schoolwide action plan. The following are the six critical areas for follow-up as stated by the Visiting Committee in spring of 2009, with the corresponding schoolwide goal and task;

1. School wide recognition of individual student achievement (A-2)
2. Closing the achievement gap for Hispanics and African American students (A-1, 2, 3 and B-1, 2)
3. Disproportionate numbers of students in Hispanic and African American students in Special Education. (A-1, 2, 3)
4. Students need to be involved in the decision-making of school (C-3)
5. Instructional Supervisors will need to train departments in use of “Cruncher” and any new grade reporting system which is elected for use at Gunn High School (E-1)

6. Gunn High School would benefit from exploring a more focused form of assessment (or multiple assessments) of student achievement for at-risk students who perform below basic in reading and math skills. (E-1, E-2)

**PROGRESS REPORT  
WASC/SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)  
2009-2015**

**GOAL A: DIVERSITY & CHOICE**

To acknowledge and honor the diversity of the Gunn community and provide students with effective choices.

**GOAL B: INSTRUCTIONAL PRACTICES**

To maintain and encourage instructional practices that ensures student success.

**GOAL C: COMMUNITY & COMMUNICATION**

To maintain a sense of community by streamlining communications, facilitating transitions, and reaching out to those not yet connected.

**GOAL D: EXCELLENCE WITH GROWTH**

To maintain academic excellence and a sense of community during a period of growth.

**GOAL E: STUDENT PERFORMANCE & ASSESSMENT**

To use data to inform instruction and improve student performance.

**GOAL A: DIVERSITY & CHOICE**

To acknowledge and honor the diversity of the Gunn community and provide students with effective choices.

**TASK A-1**

Explore introduction of new courses and programs based on student needs.

**ACTION**

Examine curriculum and student needs at District, site and departmental levels.

- Identify needs and propose new courses or adjustments to current courses; new courses and programs should meet student needs and, whenever possible, have a multicultural and global perspective
- Provide opportunities for interdepartmental collaboration on course development
- Create a school committee to examine potential new structures (e.g., the structure of the school day, online learning, school within a school) to meet student needs
- Keep District Steering Committees and PAUSD informed of progress

## PROGRESS

As Gunn has grown, individual teachers, departments and the Instructional Council have worked to review, create, and update curriculum. As such, new courses and curriculum, programs, and pathways have been modified and re-modified to serve the needs of students. For example, the Career Technical Education department re-aligned the engineering courses offered into four focused pathways; mechanical, Project Lead the Way, electrical engineering and computer science, and computer science.

The Science department introduced AP Environmental Science, a new course, designed to be more accessible to a wider range of students. The instructor will review assessments and student grades to evaluate the curricular demands of the course. Sign-ups were enough to warrant running three sections in 2010-11, in addition to five sections of AP Biology. In 2009-10, six sections of AP Biology ran, so the introduction of AP Environmental Science has significantly increased the number of students enrolled in advanced science classes for 2010-11 to over 230 students.

In World Languages, the Chinese Mandarin program has grown to include levels 1, 2, 3 and AP Chinese Language and Culture. The AP level course was taught for the first time in 2010-11. Instructor Yanan Vrudny was successful in receiving approval from the College Board for the AP designation. The French Civilization and Culture Honors course introduced to fill the gap created by the College Board's cancellation of the AP French Literature course and exam was offered for the first time in 2009-10 and was highly successful. The course continued in 2010-11 with one section. Instructional Supervisor, Anne Jensen, continues to develop the course based on student interest and has provided a much broader global perspective to the AP French Literature curriculum through the inclusion of literature from francophone countries in Africa, the Caribbean and Asia.

Animation Using Virtual Worlds, a new Computer Science course, was introduced. Although this was not offered for mathematics credit, mathematics/computer science teacher, Josh Paley, taught the class. An Advanced Problem Solving class was offered in 2009-10 for the first time. Students worked mainly on problem sets in preparation for

mathematics competitions. Gunn students went on to participate in the joint Harvard-MIT Mathematics competition and took seventh place overall in the spring of 2011

A survey was administered Spring Semester 2011 to the AP Statistics classes to determine whether the students would have opted for a non-AP Statistics class if it had been offered. If there is interest, a new course will be developed.

In the Social Studies Department, three new courses with a Model United Nations (MUN) emphasis were offered and heavily subscribed in 2009-10. Three Contemporary World History/U.S. Government sections and two U.S. History sections were taught. Students enjoyed the classes, which encouraged them to develop a global perspective through required preparation for and attendance at local MUN conferences, in addition to normal course work. Even though the US History MUN course was modeled on a course already established at some high schools in southern California, there were problems getting UC approval to run this course at an Honors level. For this reason the US History MUN course was not offered in 2010-11. The Contemporary World/US Government options will also be postponed until full evaluations are completed. Although not offered as a course, over fifty students continue to take part in the Gunn Model United Nations club and compete in seven conferences a year, including the North American Invitational MUN conference in Washington, DC.

The interdisciplinary American Studies course combines the study of US history and literature ran in 2010-11 with two sections, and will be offered again in 2012-13. The History-Social Science Department continues discussions about curriculum and course offerings in department meetings. Instructor Brian Tuomy has taught an online hybrid version of the Cold War History-Social Science elective since 2009-10. He reported the findings of the class assessment to the History-Social Science Steering Committee. The class shows promise as a viable option for an online offering and the assessment highlighted the value of class discussions and online journals. In the 2012 spring semester, students will be piloting "Schoology" to augment the online portion and respond to online reflections.. In addition, the History-Social Science department is working with the District steering committee to develop guidelines for online courses.

One of the hallmarks of the Career Technical Educational (CTE) program has been the school's ability to grow new programs. In the past four years, the number of courses available to freshmen has nearly doubled. In the fall of 2009, Gunn introduced a new class, Digital Electronics (DE). The DE class is part of the Project Lead the Way (PLTW) program, which Gunn embarked on in 2009-10. In 2010-11, the second part of a four-part program that offers a clear career pathway to students was added, Introduction to Engineering Design (IED). All PLTW courses are UC approved. Instructor Bakari Holmes has worked steadfastly over the past eighteen months to make this engineering pathway a possibility. In 2009-10 Gunn offered two DE classes. In 2010-11 Gunn had two IED classes and one DE class. In 2011-12 the third course in the PLTW program, Principals of Engineering (POE,) is being offered, and will continue to be offered in alternating years. In January 2011, Gunn became a Nationally Certified PLTW school

after an accreditation process. This honor also distinguishes Gunn as a PLTW visiting site. The students in IED and POE began to participate in regional PLTW competitions and were quite successful.

The biggest event for the CTE department was moving into the newly renovated CTE building in January 2010. The building was entirely gutted, remodeled and expanded to include two new rooms, one of which houses Biotechnology. The construction allowed for the growth of new programs in CTE and was a much needed modernization to allow current programs to grow. This fall, additional updates were needed and are being completed with the help of PAUSD Maintenance. In addition to Biotechnology, the CTE building also houses PLTW, broadcasting/video production, engineering technology, Gunn Robotics, and automotive technology.

The Living Skills curriculum has been entirely revamped. A committee of teachers of Living Skills at Gunn and Palo Alto High School worked with the former Director of Curriculum Services, and Linda Lenoir, District Nurse, to create a new one semester class that not only meets state requirements, but also addresses issues and topics that are of importance to students' social and emotional health. Due to the great demand for this course in summer school and the fact that teachers from outside the District, who have not taught it before, are hired to teach Living Skills in summer school, it was determined that any teacher who would teach it in summer school would have to attend a week-long training to ensure consistency in content and experience for all students. The Living Skills teachers, including Lynne Navarro, worked on the new curriculum and also taught the course.

A series of meetings was held in the spring of 2010 between the PE and Special Education ISs to discuss issues that have arisen regarding students with multiple handicaps in PE classes. The meetings are continuing this academic year and will provide guidelines for both the PE and Special Education departments. There have been some points of agreement, such as the need for updated adaptive equipment, and some adaptive PE consultative and follow-up time for students who require specialized instruction. Common ground was found with regard to the PE Department's providing specialized instruction, as well as other accommodations on site. Guidelines and specific ideas for implementation have been circulated but there is still a need to set up and monitor each student's specialized instructional program in PE. Currently, many PE teachers, in collaboration with Special Education teachers, aides and others, are providing significant accommodations for students in their classes on an individualized basis. Furthermore, adaptive PE has been on the agenda for discussion with the new Director and Coordinator in Special Education and the Special Education Steering Committee.

Multiply handicapped students continue to be included in Animation, Video Production, Webpage Design, Art Spectrum, Ceramics, Astronomy and Spanish for Spanish Speakers in 2011-12. General education teachers have been very welcoming and had helpful suggestions for student participation and meeting students' needs. General education peers have also been welcoming to severely handicapped students. Multiply

handicapped students did not complete most course requirements. Their goals were embedded into activities within the general education classrooms, allowing them to make progress on individualized goals, as well as on increasing socialization skills.

#### INTERNATIONAL BACCALAUREATE PROGRAM

In the fall of 2008, the College Board decided to cancel some AP courses. Coupled with a growing frustration among some teachers about narrowing the curriculum to focus on the AP exam, Gunn was spurred to explore the possibility of becoming an International Baccalaureate school. The IB program is attractive because it approaches education from a multicultural, global perspective, and inter-disciplinary approach. A Gunn team of administrators, counselors, and teachers attended an IB training conference, which proved very informative and compatible. In addition, as we reviewed our staff, it became quite apparent that we possessed interested and qualified faculty to teach IB curriculum. In the spring of 2010, Assistant Principal Tom Jacobowsky identified interest and enthusiasm among the students for bringing an IB program to Gunn. However, as more questions arose about the District and State budgets during summer of 2010, the IB Exploratory Committee decided to postpone further action regarding the IB program. The overarching reason was the challenge to provide the resources needed, which includes a coordinator, staff training, IB materials/texts, other support staff, and financial support.

#### SMALL LEARNING COMMUNITY

Gunn moved forward with a pilot small learning community (SLC) for the 2010-11 school year that is best described as a “school within a school.” It is designed for twenty-eight freshmen and will provide a tightly knit community, an integrated curriculum, outdoor adventure, and opportunities for participants to grow as leaders. All students will share some common classes and most of the students will share four teachers. Curriculum content and standards will be the same as our traditional courses; however, in small learning communities, teachers and students will work together to explore common themes and demonstrate their knowledge in selected cross-curricular projects. In addition, it will offer students outdoor adventure trips and leadership training. The theme for the program is, “A Sense of Place”; and in the integrated curriculum students will explore their place in history and in the local and global community. The small learning community provides ninth graders with a sense of place at Gunn, as they transition from their middle schools. We have recruited and scheduled students into the small learning community through an application process. The following teachers are teaching the core courses in the program: Biology 1A, Jena Lee; English, Julie Munger and Kristen Owen; World History, Brian Tuomy; and PE, Steve Ames. Students were encouraged to enroll in the following electives with the following teachers who are also part of the small learning community team: Spanish, Liz Matchett; Art, Deanna Messenger; and Living Skills, Lynne Navarro. Chris Bell, Tarn Wilson and Dawna Linsdell are also involved in planning and preparation. Teachers representing all departments participate in the planning committee for the SLC, which is one of our ten Professional Development Committees. The SLC students and teachers completed two major experiential and curricular trips in the fall and winter, Jasper Ridge and the Yosemite Institute. The trips reaffirm the SLC’s mission of inter-disciplinary curriculum and community building.

In the spring of 2011, the SLC teachers piloted iPads and explored the capability of this new technology to create curriculum and tested its capability in the classroom as a teaching tool. One possibility they will continue to explore is to load eBook versions of textbooks onto the iPads as they become available. As the SLC continued in 2011-12, the SLC team continued its work on interdisciplinary curriculum and added additional activities and curriculum. An evaluation tool will be developed to gather feedback.

District Steering Committees and other PAUSD groups such as Secondary Principals, and Improving the Academic Achievement of Students of Color (IAASC) have been involved in all of the plans and developments outlined above, as topics pertaining to them have been discussed at meetings.

## TASK A-2

Provide support for students to be successful in existing and new programs.

### ACTION

Examine ways to support the needs of ELL, Special Ed, diverse learners and minority students in mainstream programs including Honors and AP courses.

- Continue Gunn's efforts to close the achievement gap
- Evaluate effectiveness of current support systems and adjust as needed
- Examine ways to integrate the teaching of life skills such as student resilience and self-sufficiency into the classrooms and school culture
- Provide professional development to train teachers in ways to develop student life skills
- Continue Gunn's work on identity safety

### PROGRESS

In order to better meet student needs, Gunn has been exploring the possibility of offering greater flexibility around when students can take classes. We ran a pilot social studies elective course on the History of the Cold War as a hybrid online course in the fall of 2009, and both students and teachers gave it a favorable review. The course was again offered in 2010-11. In addition, an online AP Computer Science course was offered in 2010-11, as well as an online Living Skills class during summer school 2010. Students enrolled in online courses meet with the teacher, face-to-face, at regularly scheduled intervals. Students worked at their own pace to meet predetermined goals and deadlines. In 2010-11 and 2011-12 Gunn ran a zero period PE class for 10<sup>th</sup> graders who wished to exercise early in the day – thirty-eight students enrolled in this class.

Within departments, much work is being accomplished to provide support for students in new and existing programs. In math, the decision to not offer an Intro to Algebra or

Algebra 1.1 course is completing the second year. Adjustments were made to the curriculum to emphasize the standards needed for the CAHSEE. Although not every student successfully passed the class and some needed to repeat, the numbers have been small (less than 10 students per year). Using the Opportunity Program and its available online learning program, PLATO, has been helpful for those students who were not successful in Algebra 1. Ninth grade math teachers have focused on giving students test taking strategies prior to each test. Effective study practices are covered in class. All students entering Gunn are placed in Algebra 1 as a default, unless the math placement test reveals a higher-level placement.

As part of spring 2011 discussions, the Gunn Math Department investigated several models of teaching Algebra 1 and re-teaching Algebra 1 to students who needed to repeat the class. Five math teachers participated in summer curriculum planning to review what pedagogy, instructional practices and strategies were available. The class was designed for a small group of students and utilized online tools, including the Kahn Academy online videos.

Gunn is aware of its problem of disproportionality. A higher percentage of Latino and African American students are identified as special education students than should be the case relative to the size of these populations in the school as a whole. Gunn identified this as a problem well before the WASC Self-Study was undertaken and addressed it in the WASC report, even though the identification of most of these Latino and African American students as needing special education services takes place long before the students reach high school. The WASC Visiting Committee identified this disproportionality as one of the six areas of focus for improvement. As a result of the disproportionality report, PAUSD adopted RTI<sup>2</sup>, Response to Intervention and Instruction. Beginning in the fall, the staff was introduced to the disproportionality report and RTI<sup>2</sup>, as well the progress made by Gunn on various assessments. The principal also met with Art Darrin, consultant from West Ed, who reviewed RTI<sup>2</sup> and emphasized it as a process, suggesting procedures and timelines. During selected principals' meetings he described the importance of the RTI<sup>2</sup> team and its composition. In January 2011 part of the Gunn team attended further RTI<sup>2</sup> training and scheduled the next steps, including finalizing the RTI<sup>2</sup> team, spring meetings, and embedding RTI<sup>2</sup> within Gunn's strong professional development plan. Gunn has been cognizant of the existence of an achievement gap among Latino and African American and Caucasian and Asians and has been working on identity safety for all students for some time, as well as putting time and resources into specific programs to address the issue. RTI<sup>2</sup> continues to be a guiding practice. For 2011-12 the focus is on establishing the instructional practices of first good teaching. In addition, Guidance Counselors are helping to develop the procedure and forms for Tier II interventions.

## COLLEGE PATHWAY PROJECT

The College Pathway Project (CPP), now in its fourth year, was introduced to help underrepresented minority students and their parents understand the benefits of a college education, learn about pathways to college and how to prepare for college admission by

providing support for them in this process. Approximately 25 freshmen have joined CPP each year. The purpose of the program is to create an exceptional educational environment that consistently and appropriately challenges and supports every student to achieve maximum academic growth every year, so that students maintain positive engagement in the act of learning and are prepared to pursue college and post-secondary opportunities. CPP is based on the belief that all students deserve an equitable education – one that provides the knowledge and skills to choose and be successful in post-secondary educational pursuits. It is a given that students must achieve high academic standards to successfully progress from middle school to high school to college. In order for students to plan for college they need to see and believe in themselves as college-bound and they need to know that their families, schools, and communities support this ambition.

Monica Espinoza, Guidance Counselor, has led the program since 2009-10, and is doing an excellent job. A priority for her has been community and team building among the students in the program. She has held monthly lunchtime meetings for students, to which she has invited guest speakers who are minorities and who have been to college and are now enjoying successful careers. She has taken the students to visit colleges such as UC Berkeley, UC Davis and San Jose State. She has created a CPP web-based fan page for students, academic organizations and nonprofits so that they can find out more about the program. It is used as a tool to communicate with students, parents and faculty, who can become CPP fans of the page. She has also created email lists for parents and students so that they can support each other. Ms. Espinoza enlisted instructor Mark Gleason's support in getting his graphic design students to create a logo for CPP. She provided the parameters and the CPP students selected the winning logo. This logo will be used in all forms of communication and for t-shirts for the CPP students.

Monica is a dedicated mentor who holds CPP students accountable for their own learning. She worked with the Academic Center (AC) Coordinators to set up study groups with AC tutors specifically to work with College Pathway students for the spring semester of 2010. Study groups were formed in science, math and English/social studies. One of the guest speakers, who attended a CPP lunchtime meeting, volunteered to participate in tutoring in science for the after school study groups. Monica has also collaborated with the Haas Center at Stanford to hire tutors from Stanford to work specifically with CPP students. In 2010-11 Gunn hired ten students from Stanford that were on work-study. The approximate cost per tutor was \$200 per school year. Stanford paid 90% of their salary and Gunn paid 10%. Monica applied for and was awarded a Site Council grant to get funding to pay the 10%. Two CPP teachers have volunteered their classrooms as possible locations for the CPP tutoring to take place after school Monday through Thursday.

Our current statistics show progress in closing the achievement gap for the students in this program. As of data gathered January 25, 2012, 67% of CPP students in the class of 2012 and 76% in the class of 2013 were A-G eligible.

## COLLEGE MENTORING FOR ACCESS & PERSISTENCE (COLLEGE MAP) PROGRAM

In the 2009-10 school year Gunn High School was in partnership with College for Every Student (CFES) and Ernst and Young in a program called College MAP (Mentoring for Access and Persistence). The partnership is still in operation and we are investigating ways to increase the number of Gunn students involved. In an effort to put more underserved youth on the path to college, Ernst and Young joined with College for Every Student (CFES) and nine high schools across America to pilot a team-mentoring program designed to help minority and disadvantaged high school students gain access to college and succeed in higher education. There are currently eighteen Gunn juniors in the program who will continue in it as seniors. Through College MAP, Ernst and Young volunteers mentor these students, known as College MAP Scholars, in the process of applying to, paying for and succeeding in college. Scholars met with Ernst and Young Mentors monthly during the 2009-10, 2010-11, and 2011-12 academic years for approximately ninety minutes each meeting. Topics included:

- Setting Goals to Ensure College Success
- Exploring College Options
- Visiting a College Campus
- The Many Dimensions of College Life
- Exploring Career Interests
- Understanding Financial Aid
- Navigating the College Application Process
- Finding the Right Match

Meetings were usually held after school at Gunn, unless there were special circumstances, such as evening parent meetings, college visits, etc. The mentors took the students on very successful college visits to UC Berkeley and San Jose State. At the last meeting of the year, held at Ernst and Young, every one of the scholars spoke about how important the program has become for them. They talked about believing in themselves and being motivated to be college ready. They all intend to apply to college next fall. Scholars and Ernst and Young Mentors will meet during the summer months for a college visit, a Giants game and a mentoring session.

The effectiveness of CPP and College MAP programs is being monitored closely. At present they are experiencing a great deal of success. Currently, these are the current measures used: counseling meetings (including monitoring of 4 years plans), grades, and enrollment in UC/CSU courses. In the spring, Monica begins recruitment for the next group of MAP Scholars.

We also monitor the success of other support programs, including Focus on Success, English Language Learners (ELL) and Special Education.

## FOCUS ON SUCCESS

In 2010-11 and 2011-12 we again offered seven sections of Focus on Success (FOS), with fifteen slots in each class, for a maximum of 105 students at a time. We were pleased to be able to schedule one section each period of the day, which allows maximum flexibility for counselors placing students and best use of classroom resources. This year, we served a total of 120 students. Six teachers from four different disciplines taught in FOS: Alice McCraley (Social Studies), Ariane Richard (Social Studies), Angela Dellaporta (English), Kerstin Helbing (World Languages), Amelia Lombard (Math), and Tarn Wilson (English). When we draw teachers from different departments, they become advocates for the program with their colleagues and creates the sense that FOS is not an isolated program, but belongs to the whole school. All the FOS teachers are well liked and well respected by students and staff, and FOS is their preferred teaching assignment. (One of the keys to our success is that all FOS teachers are highly qualified and choose to work in the program.) Even though three of the six teachers were new to FOS this year, they were an exceptionally strong team, working together to refine systems, integrate technology, and create new lesson plans. The team meets every Monday at lunch to discuss students, strategies, lessons, and upcoming events.

The FOS team continues to be successful at recognizing previously undiagnosed learning disabilities and recommending Special Education testing. FOS teachers are also often the first to recommend a Student Study Team (SST) for a struggling student. At the coordinator's suggestion, the Staying On Top program at Terman has changed its name to Focus on Success to promote a common language and more unified District vision. The FOS weekly agenda is shared with AVID and FOS at Paly, and with Shivani Pulimamidi, IS for Special Education at Gunn. The Guidance counselors and the AP for Guidance services have worked closely with the FOS team to provide college readiness and other information and services to students in the program by participating in class activities and attending FOS staff team meetings.

The middle school counselors continue to be a tremendous support in identifying appropriate students and coordinating our mass interviewing process. For the last several years, the team has taken a group of current FOS students to meet potential students at Terman and JLS, and that has been key to effective recruiting. Instructors Tarn Wilson and Alice McCraley both attended Parent Night for prospective ninth graders in the spring of 2011. It was a highly successful venue for answering parent questions about Focus on Success and reaching those freshmen enrolled in private middle schools. FOS will once again present for the 2012-13 parent and student evenings.

With so many new students and quite a few new teachers in FOS this year, FOS teachers were able to expand the curriculum to avoid repetition for continuing students. They worked one-on-one with students to encourage them to be prepared to work effectively with tutors. The team read and discussed Carol Dweck's, *Mindset*, and infused the language and concepts into their lessons, particularly at the beginning of the year. FOS

teachers continue to feel the tension between the number of issues students need addressed and the depth with which they can address a particular skill deficit, especially because lessons are short and FOS students have a wide range of varying needs. Tutoring and one-on-one conversations and instruction supplement classroom lessons. Different teachers use different systems for keeping track of student needs and progress and those strategies are shared at weekly FOS meetings.

## SPECIAL EDUCATION

Students with learning and other disabilities make up about 10% of Gunn's population. Most are served in the Resource Program, but Gunn also has students in the Specialized Core Program. The needs of these students are met through careful crafting and monitoring of IEPs. Students with emotional and behavioral disabilities receive individualized instruction in a supportive small group setting. Some general education students aid students with severe disabilities, building self-esteem for the peer helpers as they make a positive contribution to the school. When appropriate and as available, Resource and Specialized Core teachers have made efforts to send aides to general education classrooms for students with behavioral challenges. They have worked to collaborate with and make referrals to the school psychologist and behaviorist, when student emotional and behavioral needs warrant it. They have worked collaboratively with the wider support team, including mental health workers, counselors, administration, and outside agencies to develop and implement emotional and behavioral supports. In 2011-12 the special education department will be reviewing its resources and services. In addition, four of the RSP teachers have begun working directly with general education teachers and investigating the co-teaching model.

Guidance counselors work and collaborate closely with the special education staff in assessing student needs, monitoring student progress and planning for student success. In particular, they have worked to provide more individualized guidance for students in the Specialized Core Program regarding registration for the following year's courses. The Special Education Department along with the English Learner (EL) Coordinator give a wonderful presentation to staff, which includes strategies and practices that benefit many special education and EL students.

## EL PROGRAM

Gunn continues to be the home of PAUSD's English Learners (EL) program at the high school level. However, in 2011-12 Paly, Terman, and Jordan are investigating the feasibility of adding EL support, as well. The number of students moving from sheltered to mainstream classes, and from EL to RFEP status [based on the California English Language Development Test (CELDT)] are the measures of success for an EL program. Re-designation rates are high at Gunn and students graduating from the EL program are usually very successful in mainstream classes. Their success has been fostered by the fact that all teachers teaching through the medium of English, regardless of their subject area, must be CLAD (Cross-cultural Language and Academic Development) certified. PAUSD District Office staff, especially Judy Argumedo, have been very helpful and supportive of our EL program this past year. In addition, in 2010-11 new ELA textbooks

were adopted to further support the academic language development of the students. For 2011-12, a textbook adoption committee has been formed to review history-social studies texts, specifically in US Government and US History.

EL students typically do well in classes where teachers use careful scaffolding in their daily instruction. Most teachers give extra time on tests, provide special tutoring, and differentiate instruction as needed. Rick Jacobs, the EL teacher and program coordinator, communicates regularly with all teachers, usually offering suggestions for working with ELs, such as pairing students who speak the same language so that they can help each other. Guidance counselors and the College and Career Center Coordinator participate in quarterly English Learners Advisory Committee (ELAC) meetings. In addition to Rick Jacobs, James Lubbe, Dean of Students, has taken the lead on supporting the students and the program. James works closely with the district EL coordinator, attends district meetings, and coordinates yearly testing. Over the past year, counselors worked with the EL Coordinator, focusing on providing more individualized guidance for students in the EL Program regarding registration for 2011-12.

As the District moves towards having an EL program included in all secondary schools, discussions began on how this would affect Gunn's program in 2011-12. This prompted the adoptions of the READ 180 Program. The program may prove beneficial to our EL students to improve fluency and comprehension. In March 2011, three teachers (general and special education) were trained in READ 180. The program was implemented this year, and students have completed their first semester. In February/March of 2012, the Special Education Department will gather feedback and student scores to analyze effectiveness.

## ACADEMIC CENTER

The Academic Center (AC) is an important resource for students, providing support for them in a number of ways. Use of the AC increased significantly in 2009-10. This is due to the efforts of the AC Coordinator, who worked hard to advertise the times the Center is open and the services it offers to students. The hours the AC is open have been extended to 5:00PM everyday, to better meet student needs. The AC website was updated, a Facebook page for students was created, and there was regular use of televised daily announcements and emails to keep students informed and remind them of tutoring sessions.

During the 2009-10 school year, the Gunn library partnered with the Gunn Academic Center to open a drop-in writing lab for students. Tutors from Foothill College trained upperclassmen that were recommended as tutors by their teachers. The Gunn students, referred to as writing mentors, assisted 9<sup>th</sup> and 10<sup>th</sup> graders with their essays. Students helped with organization, focus, thesis development and mechanics. The program began as a pilot with seventy-five students receiving assistance. The drop-in tutoring continues and is available every Thursday afternoon.

AC has been made more attractive to students by improving the décor with new paintings and posters, new furniture (the gift of the Class of 2009 to Gunn!) and increasing the number of textbooks available to students to meet growing demand. One of the key services the AC provides for students is tutoring. Community members who have tutored in the AC in the past were invited back, increasing the number of peer tutors and extending the list of paid tutors from which students and parents can choose. Furthermore, they were able to publicize and increase the number of students participating in “mock SATs” throughout the school year.

AC coordinators Pam Stewart and Hansen Sedona worked with Tom Jacobowsky, Assistant Principal, Guidance, to increase peer tutoring and continue offering test prep services.

### IDENTITY SAFETY & DEVELOPING LIFE SKILLS IN STUDENTS

Gunn has been working on creating an identity-safe environment and climate for some years. Not in Our Schools Week, designed to foster identity safety by encouraging acceptance and celebration of our diversity, is now part of the Gunn culture. For several years all teachers hired at Gunn have been required either to attend the District’s Equity=Excellence workshop or to attend Camp Everytown before being recommended for tenure in the District. Close to a half of Gunn teachers have attended at least one Camp and many have attended two or three camps. (In 2009-10 the front office staff, who are the face of Gunn and the first point of contact for the public, also attended the Equity Equals Excellence (E=E) training along with Gunn’s two new administrators. In December 2010 and 2011, over seventy-eight students and staff attended Camp Everytown.)

Because of the challenges Gunn faced in 2008-09 and 2009-10, following the deaths by suicide of several students and a recent alumnus, there is heightened awareness of the need to spend time building relationships with all students. At staff meetings and in professional development sessions, the topic of teaching life-skills and fostering resiliency in students has been at the forefront of our work. The following is a list of some of the work that was undertaken during the last three school years to address student and staff social and emotional needs:

#### 2009-10

- We established a number of Professional Development groups that address student social and emotional needs directly. They are:
  - Not in Our Schools led by Todd Summers and Kristy Blackburn
  - Supporting the Struggling Student led by Ed Corpuz
  - Building Community led by Stephanie Werbe and Phil Winston
  - Student Wellness led by Linda Kirsch and Casey O’Connell
  - Small Learning Community led by Tarn Wilson and Dawna Linsdell
- These groups met regularly to plan and develop action plans for our Professional Development Thursday meetings and Staff Development Days.

- Dr. Fred Lufkin came to speak with the faculty in December 2009 about dealing with stress. A copy of his book Stress Free for Good was purchased for every Gunn staff member to read before his visit and formed the basis for discussion and conversation about how to help students deal with pressure and stress.
- Dr. Ken Ginsberg, author of *A Parent's Guide to Building Resilience in Children and Teens: Giving Your Child Roots and Wings*, spoke to Gunn staff, to students and parents on March 25 and 26, 2010 about building resilience in young people, which generated powerful community discussions. CD's of his presentations to students and parents were made available for anyone who missed them.
- In March 2010, the entire Gunn admin team met with Larry Magi, formerly a Gunn parent and a writer of multiple articles on the impact of technology on teens, and teams from Facebook and Google to discuss ways in which they could develop possible monitoring of social networking sites to pick up on comments that suggest a student was at risk of self harm. Attendees at the meeting also included community organizations and District representatives.
- We gave the Stanford Challenge Success survey to approximately 350 students. (Despite major efforts to contact and notify parents, the response rate was low.) The survey provides information about how students view their school, community and home life. We received both the quantitative data and free responses to two specific questions we asked on the survey about Gunn, and met with Denise Clark Pope to analyze the findings.
- A Gunn team of parents, students and staff attended the Challenge Success conference in September 2009 and a representative attended the spring meeting in March 2010. The entire team met to discuss the ideas that were generated from the conference. Gunn's team participated again in September 2010.
- Gunn's response to the picket of our campus by Westboro Baptist Church on Jan 29, 2010 turned out to be a huge community builder. Everyone was involved in reacting to hatred and bigotry with positive, accepting and loving messages. The YouTube video taken by the Not in Our Town crew has been viewed well over 200,000 times. We received dozens of positive emails from all over the world that have been shared with students, staff, and the community.
- Gunn was invited to the launch of the Not in Our Town website in San Francisco on the evening of April 6, 2010, and were honored for our work to promote identity safety.
- Gunn's Principal and Gay Straight Alliance were honored at the OUTLET event on April 29, 2010, for our work to support LGBTQ youth.
- Parent Networks for grades 9, 10,11, and 12 have been re-established to help parents support each other. They meet regularly and Gunn admin team members meet with them to answer questions and address concerns.

- Gunn admin team members attended the three Saturday morning sessions of the PA Youth Community Forum to listen to and respond to students' concerns. Two administrators went to every session and the whole team attended the last session.
- We ran an additional Camp Everytown before spring break because of student interest in the program. This is a wonderful way to build relationships with students and for them to explore feelings and learn life skills in a positive, safe setting.

## 2010-11

- ROCK (Reach Out, Care, Know) continues to be an important student group on campus. In August, prior to the start of school, over thirty-five students were trained for three days.
- All certificated staff and some classified staff were trained in QPR (Question, Persuade, and Refer) in October 2010 by Dr. Martinez and his staff from Stanford's Counseling and Psychological Services (CAPS).
- Project Cornerstone helped us identify students who were not connected to adults on campus and who might therefore be at some risk. The Project Cornerstone survey was administered in October 2010 to over 1,500 students. Results guide Gunn in developing ideas for increasing the 41 Developmental Assets and resiliency skills.
- An assembly on debunking mental health was offered to students in November 2010. Stanford's Student Theatre Group presented the assembly. The Theatre Group presented a series of monologues on eating disorders, depression, and other mental health issues. The purpose was to continue to make students aware of mental health issues, they are not alone message, and of the resources we have on campus. The students were surveyed on the assembly, and were clear on purpose, but felt that small class discussion would be more effective.
- In December 2010, seventy-eight students and staff (certificated, classified, and administrators) attended Camp Everytown. The coordinators were James Lubbe, Dean of Students and Theresa Diola, English teacher, both of whom are involved in helping to establish a club and continue the Camp Everytown work. Furthermore, to instill the values of Camp Everytown, Gunn investigated the possibility of implementing Challenge Day, particularly with the entering 9<sup>th</sup> graders for 2011-12.
- The AP English Literature course for seniors begins with Joan Didion's essay, "On Being Un-chosen by the College of One's Choice," as a way to encourage students to keep the college application process in perspective, to learn for learning's sake, and to make the most of their current classes and year. Some teachers have used literature as a natural way to let students discuss decision making, particularly regarding the recent tragedies and losses they have suffered. As similar issues have come up in literature (e.g., *Brave New World*, "Hamlet") or in student-initiated comments, teachers have facilitated writing exercises and discussions intended to let students examine their feelings, thoughts and experiences. Mindful of their own

feelings and the limitations of a class setting, staff has referred students to counselors, when appropriate. Students have the opportunity to examine difficult issues in the safety of a classroom setting with thoughtful peers and experienced teachers.

- This past year we have worked very closely with Adolescent Counseling Services to provide support and mental health services to students and families in need. The school psychologist, George Green, has also been an important resource and service provider for students who have mental health, learning, socialization, or academic behavior issues. The Gunn Health Technicians and District Nurse have also been an important support for chronically ill students. The Health Office and Guidance Department are managing an increasing number of students with serious health issues.

2011-12

- 41 Development Assets were adopted by the District as the language of our efforts around student connectedness.
- Titan 101, a freshman transition program, was implemented. All incoming 9<sup>th</sup> graders are required to attend a thirty-minute session once a month. The curriculum is designed to aid the transition of 9<sup>th</sup> graders to the high school. Some of the curriculum topics include: community builders, study skills, Gunn culture, time management, how to talk to your teacher, and using tutorial. For 2012-13, Link Crew leaders will be further incorporated to lead Titan 101 sessions.
- Gunn adopted Sources of Strength (SOS) as part of ROCK. Gunn also became part of a national study through the University of Rochester to study the effects of the SOS model. The study includes a pre and post survey. SOS is a comprehensive wellness program that works to use peer leaders to change norms around codes of silence and help seeking. The program is designed to increase help seeking behaviors and connections between peers and caring adults. "SOS has a true preventative aim in building multiple sources of support around individuals, so that when times get hard, they have strengths to rely on."
- Over forty students (ROCK and non-ROCK) and ten teachers are trained in SOS. Many of the students participating in the training are also Camp Everytown alumni and the coordinators will investigate how to incorporate ROCK and Camp Everytown alumni into school activities.
- Students at Gunn have incredible access to technology, which allows for much communication between students and staff. Measure A tech funding allows for the purchase of many laptops and iPads, upgrades for our computer teaching labs and Library.

## TASK A-3

Involve and educate parents of students needing support.

## ACTION

Identify and provide assistance to parents who do not understand Gunn's systems (e.g., schedules, academic success).

## PROGRESS

Communicating more effectively with parents is a major goal and focus of support programs such as special education, the CPP, College MAP, EL and FOS programs in particular, but it is of concern to the entire school because it is one of the most important ways to support students and encourage student achievement. Communication between home and school was addressed in 2009-10 through an improved newsletter. The Gunn Connection was revised to make it easier to find information. Credit for this goes to the Gunn PTSA.

In 2009-10 and 2010-11, a "Welcome to Gunn" letter, detailing the steps parents should take to enroll their students in classes at Gunn after District registration, was made available to families in the languages most common in our EL program. The letter was translated into Mandarin Chinese, Korean, Japanese, Spanish, French, Russian, German and Hebrew. Multiple copies were taken to the District Central Attendance Office so that parents could receive a copy upon completion of the enrollment process. At Gunn, Spanish teachers, French teachers, Japanese teachers and the Mandarin teacher have all helped translate medical documents, transcripts, and letters for students and parents. We have also received assistance from a Russian-speaking aide and Korean-speaking parents. They have also participated in meetings to interpret when there was a language barrier between parents and staff.

There are plans to further improve communication with CPP and College MAP parents. Getting to know parents, getting parent buy-in and getting parents to come to meetings and events is vital. Monica Espinoza is designing a questionnaire to be sent home to find out the best way to communicate with parents (phone, email, mail, etc.). She has created informational materials with suggestions to help students perform better academically, complete homework, use effective study habits, etc., that will be mailed home. There are parent meetings in the winter and spring to revisit the parent side of the CPP and College MAP agreements, at-home study tips, the benefits of a higher education and the most important areas students should focus on at each grade level. A parent volunteer phone tree to improve communication is also planned. Monica met with a leader of the Parent Network for Students of Color (PNSC) to discuss the programs at Gunn and made a presentation at their meeting in May 2010. In fall 2011 Monica met with CPP and MAP parents and explained the programs, as well as the resources available to them.

## PARENT INSTITUTE FOR QUALITY EDUCATION

In the fall of 2009 Gunn invited the Parent Institute for Quality Education (PIQE) to run a program at Gunn. PIQE brings schools, parents and community together as equal partners in the education of every child to provide all students with the option of and access to a post-secondary education. Approximately sixty families were invited to participate in the nine-week PIQE workshop series. The parents invited were parents of students participating in the College Pathway Project, College For Every Student (CFES) - College MAP and English Language Learners. Enrollment was such that we were able to run two groups, one for Spanish speakers and the other conducted in English, although most participants' first language was not English.

The nine-week program curriculum FINAL DESTINATION: THE UNIVERSITY was delivered between February 1 and March 29, 2011. The Curriculum included:

- Understanding the High School System
- Identifying the Classes that Form Part of the 4-Year Plan
- Recognizing the Importance of the Grade Point Average (GPA)
- Reviewing Other Important Requirements and Programs
- Discussing Higher Education Options
- Identifying the Different Financial Aid Options
- Principal's Dialogue

In our last PIQE class, a total of forty-one parents attended all sessions and graduated from the program. They were all enthusiastic about sharing the information they learned and were very grateful for the opportunity to participate in this group. Due to the workshop series, the College Pathway parents feel comfortable going to Monica Espinoza for help and guidance regarding their student's academic progress. Over half of the Spanish-speaking parents have made personal appointments and met with Monica to discuss their student's academic progress and college plans.

The Guidance Department held a larger number of parent information nights in 2010-11 and 2011-12. Some of these meetings were in collaboration with Paly and PAUSD Committees, such as SHARE, as well as those particular to the Gunn Community. Topics included summer opportunities for students, financial aid for college, applying to college, and dealing with the aftermath of the college application process and the empty nest syndrome. Both the Guidance Department and the admin team have offered opportunities for parents to come to open forums to get their questions answered. Guidance continues to explore levels of interest in additional topics in 2011-12 and also plans to hold meetings (with translators) for targeted groups of non-English speaking parents who lack familiarity with the US educational system. In the fall of 2011, a New Families Potluck was implemented to serve as a community builder, where families can connect and build relationships with fellow Gunn families.

## GOAL B: INSTRUCTIONAL PRACTICES

To maintain and encourage instructional practices that ensures student success.

### TASK B-1

Encourage teacher collaboration and sharing of best practices.

#### ACTION

- Ensure content and workload consistency among all sections of the same course
- Encourage greater use of library resources and further develop the Research Paper Project
- Assess the extent of current teacher collaboration to determine future needs

#### PROGRESS

Each department encourages teacher collaboration and sharing of best practices on a regular, ongoing basis.

- The Math Department now has interactive white boards in each of its classrooms. Teachers regularly share “SMART Board” files and work together to create model lessons. Teachers in the Math Department are investigating the use of the Phoenix server for saving and sharing their work.
- The English Department’s meeting time is devoted to sharing best practices through Limelight Lessons and discussions among teachers of the same courses. Teachers have many lessons encouraging students to make personal connections – for example, journal writing, “On the Line” activities, and situation simulations. For 2011-12 the department is reviewing all the books read in the courses, identifying potential pilot texts, and examining common skills and themes in the 9<sup>th</sup> and 10<sup>th</sup> grade courses.
- The Science Department uses department meeting time to share best practices. Tech presentations were given during department meetings on topics such as how to insert Flash videos and regular videos into PowerPoint presentations. Teachers met in discipline groups in order to facilitate articulation and sharing of best practices. In 2010-11 teachers collaborated in a variety of ways, including curricular discussions and new class proposals.
- World languages teachers, who teach the same level in their language, always collaborate, plan together and share materials. The department’s portfolio projects bring continuity across all languages. At a District wide staff development day in October, they continued work on the new World Language Content Standards for all world language teachers. Now that we have new textbooks in French, Spanish and

German we need to rewrite our courses of study and align them with these new standards.

- Physical education freshman and sophomore teachers have been meeting to ensure they follow the Physical Education's State Frameworks. The curriculum has been modified so that activities follow the frameworks. As a result the department continues to research ways to offer more "Standard Activities" or units that align with the Content Standards recently adopted by the State of California.
- Special education teachers enjoyed visiting other teachers' classrooms during the WASC self-study process and felt it was very valuable. As part of assessing students, they often visit other classrooms to observe student performance and behavior firsthand. In addition, they increase their knowledge of the curriculum by looking at Infinite Campus and reviewing the scanned notes taken by aides on a daily basis.

Most special education students in the mild to moderate range are referred to the College and Career Center Coordinator for assistance with college searches, the college application process, financial aid research, and completion of the FAFSA, as well as other tasks. Resource teachers often attend the junior counseling conferences, where they learn additional information about student interests and career goals and increase their knowledge and level of collaboration with the student's counselor. There is a good deal of sharing among special education staff at department meetings on curricular ideas, and teachers often take these ideas and implement them in their classrooms.

During the summer of 2010 Resource teachers met to discuss the Study Skills curriculum in a systematic way. The department has developed a binder with four areas of focus coordinated to match a day of the week, so there is some predictability as to what will be covered on a particular day of the week. This is helping with a steadier flow of Study Skills lessons. Several people have collaborated in creating or adapting these lessons. The grant for summer work for which a group of teachers applied will allow an expansion of this binder for the use of all of the teachers in the department for whom it would be appropriate.

- The Visual and Performing Arts Department consistently looks at best practices and teachers work together on ways to improve. The Art Spectrum teachers worked together on curriculum in 2010-11 to ensure success for all students in this program. With leadership provided by the District – Nancy Coffey-Music Coordinator and Sharon Ferguson-Visual Art Coordinator – the Department has been able to come together and discuss all aspects of the Gunn program, as well as the District's programs. Our two photo teachers, Mark Gleason and Jennifer Hogan team-taught two of their Photo 1 classes, which allowed them to incorporate more graphic design within the curriculum.

## PROFESSIONAL DEVELOPMENT

In addition to work done within departments, three of Gunn's ten Professional Development groups focused specifically on improving and sharing best practices. The first of these is the group called, Improve and Share Instructional Practices, facilitated by English teacher, Nicole Cohen. The group lists its vision and purpose as follows:

- Cross-collaboration amongst departments and within departments
- Continuity of grading systems
- Peer observation
- Goal alignment
- Seeking and promoting commonalities within departments
- Meeting with common teachers of current students and expressing common concerns for students on a more regular basis
- Collaboration on how to align lesson plans with current calendar (especially for semester classes) and keep up with grading
- Assessment

In 2009-10, specific tangible and measurable results of this group's work included peer observations, creation of "limelight lessons" resources pages, assistance with the pilot Small Learning Community and the creation of cross-curricular lessons that have been shared with departments. As of December 2010, the Gunn webpage includes a staff link on Professional Development that houses activities, lessons, and other instructional materials for all staff.

The second group, Research and Writing, facilitated by Faith Hill, lists its vision and purpose as aiding in the creation of meaningful research projects that are aligned with skill-based standards across disciplines and grades. In 2009-10, specific tangible and measurable results of this group's work included a spreadsheet that aligns library standards with department standards pertaining to research and writing. Current assignments were matched to skill standards and recommendations made regarding the research skills outcomes desired at each grade level. Work was also done on creating a capstone course for juniors and seniors.

A third group, the Technology group, facilitated by Librarian, Meg Omainsky and social studies teachers, Roni Habib and John Hebert, were also involved in looking at ways to share best practices. Part of its vision is to promote technology as a tool for collaboration between teachers to enhance pedagogy in the classroom. Another aspiration is to have a database of lesson plans up and running, starting with a pilot for the math and social studies departments. In August 2010 every member chose a specific project to work on related to a class activity, unit, or project. They had time to pursue this project during the Thursday meetings and as the year moved along. Such projects included a Living Skills website, Foods website, digitizing materials, incorporating Google Docs into a unit, and the electronic database. This provided tangible outcomes as well as the means to put together a "portfolio" of technological applications that can be shared with the rest of the staff

## TASK B-2

Increase variety of instructional techniques.

### ACTION

- Create learning opportunities relevant to students' current and post-high school plans (personal connections to content, inquiry-based learning, hands-on activities, real-world data collection, critical thinking, and project-based learning)
- Increase meaningful integration of technology into instruction
- Ensure that all teachers are CLAD-certified except World Language teachers

### PROGRESS

Each department encourages innovation and provides incentives and opportunities for teachers to work on increasing their range of instructional techniques.

- The math department recently upgraded their Geometry Sketchpad software. The mobile computer lab has been used with Geometry Sketchpad in all the Geometry classes and the new software interfaces more easily with the SMART Boards, thus making it more accessible for students. Teacher Kathy Hawes wrote a grant for SMART Board “clickers,” which can be used for quick assessment activities with immediate feedback for the students. In the Math Department, teachers continue to add Internet websites to enhance their teaching. These sites are easily linked to a SMART Board lesson, which is even more accessible than a Bookmark. Jeopardy game activities have been developed as review tools for many classes. These games are engaging for students and keep them focused on the review. All the math classrooms will receive new overhead projectors in 2011-12.
- Science teachers have examined and revised the lab curricula in all courses to reflect the importance of inquiry-based learning, hands-on activities and real world data collection. Teachers have worked with a number of outside agencies, including Stanford University, and the California Academy of Sciences. Students have had the opportunity to be involved in hands-on projects and to develop their communication skills through science coursework. All students do research projects in biology, model analogy projects in chemistry and more lab write-ups in physics AP. Science teachers continue to support the integration of technology into teacher presentations, student work and the science laboratory. There are simulations (Titration & Electrochemistry) in chemistry, Videos to Lab Pro in Physics, and increasing document camera use in the classrooms. In addition, the science teachers have adopted computer interfacing hardware for data collection, experimenting with “flip teaching”, and incorporating on-line resources (Safari Montage and Curriculum on Demand).
- The World Language teachers have adopted a free program, Audacity; it has proven useful for student recordings and is the software College Board recommends. World

Language Department meetings begin with the practice of sharing teaching techniques and suggestions with each other. Every World Language teacher for posting assignments and information uses Google sites. The new textbooks in Spanish, German and French have a variety of technology components that teachers are learning to use with their students. In 2011-12 World Language classrooms were equipped with sound equalization systems to enhance audio quality.

- The Opportunity and Independent Study program has introduced PLATO, an online curricular tool that is proving to be very helpful in situations where students arrive at Gunn with skill levels, in math, in particular, which are not close to making them ready for regular education classes. Students work at their own pace, review basic concepts, and build on those concepts as they move through the program. PLATO is also proving valuable for students needing to make up courses needed for graduation through independent study.
- All Social Studies department members have improved the use of technology in the classroom in 2011-12 and teachers regularly share ideas. Department members have become leaders campus wide in bringing technology to the curriculum. Roni Habib, a Google Educator, is now leading district training sessions. The department wants to shift the focus for students to being producers/creators of web content instead of consumers of such content. A majority of social studies teachers use web-based technology tools to produce projects for the classroom and the department leads Gunn in the use of electronic databases for research purposes. They have updated their techniques for teaching research skills to teach students to be responsible and ethical researchers. They have made good progress in training students on proper citations of others' work. The department makes heavy use of Turnitin.com, Safari Montage, Noodle Toggles, and LibGuides as teaching tools for students.
- Physical education is increasingly incorporating meaningful technology into instruction and assessment, where appropriate. They are now using the Internet, iPads, and iPods in a variety of ways. The freshman classes of 2010-11 and 2011-12 used heart rate monitors as part of the curriculum. Videos are used for observation and feedback to students. In February, the department will host dance instructors for two-weeks. The instructors will teach the students a variety of dance steps, including swing.
- In 2010 the Visual and Performing Arts Department installed one SMART Board in the Art Department and purchased two document cameras. The visual art teachers have either attended or will attend District trainings on using this technology and they began to integrate it into their curriculum in 2010-11 and 2011-12. The Music Department continues to look at ways to use technology to assess group and individual performance. They currently have a digital recording machine and one hand-held digital recording device that are regularly used in the classroom. They have also set up a digital music station for student use – courtesy of a PiE grant!
- Beginning in 2010 and continuing in 2011, the Gunn library increased the number of subscription databases from eight to fifteen. JSTOR, a multi-disciplinary, scholarly

database as well as two new science resources, GreenR for environmental science and Advanced Placement Science covering all of the hard sciences were added. Our librarian, Meg Omainsky, has made the library the center of campus by checking out laptops, iPads, flip cameras, textbooks, teaching on research and media, training teachers on and creating “LibGuides” for different curricula, designing a new library webpage and Facebook fan page, and continually researching how to make the library accessible to students and staff. In spring 2011, a group of students advised by Ms. Omanisky launched TEDx at Gunn. Recently a new space, IDEA, was added for student use. The IDEA space is modeled after Stanford’s new design concepts on modular space. The IDEA area can be used for by individuals, groups, and a whole class—it includes moving tables, stools, and floor to ceiling white boards.

- As indicated earlier, all teachers teaching through the medium of English must now be CLAD certified so progress in this respect has been excellent.

### GOAL C: COMMUNITY & COMMUNICATION

To maintain a sense of community by streamlining communications, facilitating transitions, and reaching out to those not yet connected.

#### TASK C-1

Streamline communication with students, parents, faculty and community.

#### ACTION

- Develop ways to assess effectiveness of current communication systems (e.g. school website, grade reports, Infinite Campus, Gunn Connection, and Spotlight)
- Assess current communication systems
- Improve communication systems
- Evaluate the effectiveness of changes in the communication systems

#### PROGRESS

Communication among the members of any large institution always presents challenges. Planning ahead is a skill all students need to develop. In 2010-11 Gunn (and all of PAUSD) began to use a new student information system, Infinite Campus, (IC), which replaced SASI. Beginning in July 2010 the entire school had the challenge of learning the new system and discovering ways in which this new technology could assist teaching and learning and improve communication. It has the potential to improve communication, to parents in particular, via a parent portal, as well as to help

teachers and students. As the staff continues to ramp-up on their knowledge of IC, we will keep InClass as part of the transition to IC. IC will ultimately take the place of the multiple communication tools we currently use. Both the District and Gunn will monitor the effectiveness of the new system as it is implemented. Beginning May 2012, InClass will no longer be supported. Transition began last August and, in place of InClass, teachers began using Google sites to post homework and other class/course materials. Some teachers are also beginning to use “Schoology.”

One of the primary modes of communication is the Gunn website. The District led the effort by working with outside consultants. To give plenty of time to upload and connect all the supporting links, the website is slated to go live before the end of the school year.

The Guidance Department has been working very hard this year to streamline communication with students, parents, faculty and community, using as many different methods and tools as possible, from old-fashioned posters and notices to new technology and social networking sites. Great efforts have been made to advertise events and services using Naviance, the Guidance, College and Career Center, and Gunn websites – the Gunn Connection, the Gunn Master Calendar, the Gunn Daily Bulletin, Facebook, Infinite Campus – and even an easel carrying announcements standing near the entrance to the main office. Postcard mailings to publicize events and activities to parent and students have been relatively effective. In addition to publicizing events, efforts have also been made to communicate to the parents and students what exactly the role of high school guidance counselors is. Publicizing what our guidance counselors can do to assist families, and what they cannot do, has helped the community gain a better understanding. The counselors and the Assistant Principal for Guidance have made presentations to PTSA, Site Council, EL Parent Advisory and SEC about the roles of guidance counselors and the services offered.

Efforts are being made to make written communication sent to parents by the Attendance Office, College and Career Center, FOS, Living Skills, Opportunity & Independent Study programs and guidance counselors more accessible to non-English or limited-English speaking parents, by publishing them in languages other than English. As mentioned earlier, the welcome letters provided in multiple languages for families new to Gunn are also available in the Central Attendance Office.

In 2009-10 the PTSA decided to abandon its old-style newsletter, Spotlight, and replace it with short, easily accessible snippets of information posted on the Gunn Connection. The Connection was re-formatted so that it is more attractive and easier to find information by way of a menu posted on the front page. Parents like the new format and many thanks are due to Diane Downed, Gunn PTSA President in 2009-10, who led the change movement. The Gunn Connection has proven to be a great source of information. One area of concern is that more content needs to be added to the Spotlight blog. Efforts are underway to have departments and programs submit more content for publication.

During the 2009-10 school year we made much greater use of the Gunn webpage to publish information, including all Guidance Department forms for students and parents, as well as minutes and details of all meetings pertaining to facilities planning and improvement for the community to access. It is easier to navigate, visually more appealing and has some new features that make it more attractive to students and parents. Many departments and some individuals maintain their own websites. The library website was also redesigned to create a more user-friendly interface for students, teachers and parents. Links to the library's databases were clearly positioned on the front page, as were the screen cast tutorials about using these resources.

The Titan Broadcast Network, run by students under the direction of Ed Corpuz, has made great efforts to attract and retain a daily student audience by including video features, such as student interviews, current affairs and sports reviews, in addition to daily announcements. The broadcast can be viewed on TV, but it is also streamed live on campus.

## TASK C-2

Improve transitions from middle to high school,  
between grades in high school, and post high school.

### ACTION

- Continue and improve exchange of information between middle and high school counselors
- Continue efforts to refine the Freshman Orientation program and new student program
- Make better use of data to improve student transitions between grade levels
- Better prepare students for college readiness and post high school opportunities, including developing critical thinking skills and encouraging resilience

### PROGRESS

Gunn counselors and administrators work closely with Terman, JLS and Jordan to ensure as smooth a transition to Gunn as possible for new students. In 2011-12 we will have two meetings for parents of incoming ninth graders, an Open House in Spangenberg and an Academic Advising Night. The Open House provides general information and the Academic Advising Night allows parents to meet the Instructional Supervisors and get individual questions about course selection answered. The Gunn Special Education Instructional Supervisor (IS) and a Specialized Core teacher will make an evening presentation for incoming parents of special education students this spring in order to help them understand the registration process. The administration team continued to host its open forum night for the parents of ninth graders very early in the school year. The idea is not to make a presentation, but to be available to answer

the questions parents inevitably have as their children adjust to a new school with different expectations.

The middle and high school counselors meet together each year to go through the entire list of incoming ninth graders so that the high school staff has a sense of which students have particular needs. In addition, the middle school counselors prepare detailed profiles of every student invited to join the College Pathway project. The middle school counselors have committed to using the conference contact log so that their notes about any particular student would be available to the high school counselors. The Focus on Success staff visits each middle school to interview individual applicants to the program and ensure that the students are aware of their obligations. Shivani Pulimamidi will organize an annual orientation to Gunn for incoming ninth graders in the special education program in late spring.

All information and forms needed by incoming students is now posted on the Gunn webpage, designed for Registration only. Students and parents can access online the entire Gunn Course Catalog, including registration forms, Student Handbook, and even the PowerPoint presentation made to parents at the middle schools.

Individual departments have been working hard to ensure that students are well advised and properly placed in classes for which they are prepared and where they can be successful. In 2010-11, as in previous years, eighth grade math teachers from Terman and JLS will meet with the Gunn 9th grade math teachers to discuss placement recommendations for incoming 9th graders. The same is true for English. Everyone involved felt that the meetings clarified questions. The middle school teachers are to be complimented on the accuracy of their placement recommendations. The Math Department also established a schedule for testing students new to Gunn. A testing date in June and a second date in August are offered to help determine the placement of students from private schools or outside the District. The math IS tests students new to the country individually.

The Science Department continues to have conversations with middle schools regarding prerequisite skills and content knowledge needed for success in high school. The October Professional Development Day in 2010 allowed for further vertical alignment between the middle and high schools, providing time to discuss curriculum and transitions between middle and high school. The Career Tech Ed teachers feel that the past two years have seen the most collaboration ever between the middle schools and Gunn. Staff met to go over objectives and to ensure that new course offerings for freshmen at Gunn dovetail with the work being done in middle school. The relationships that have been fostered between middle and high school have made for a stronger CTE program across the District. In the fall of 2010, the Gunn IS for special education organized a secondary Special Education Staff Development morning, which included middle to high school articulation issues and training on assessment tools. Information has been shared at Special Education Steering Committee meetings regarding goals, accommodations and the registration process for incoming ninth graders.

Much work also continues regarding transitions between grade levels and courses for students continuing at Gunn. The Visual and Performing Arts teachers continue to reflect on transitions, which is the focus point for them in 2010-11. They are creating a pathway for each of the VAPA disciplines to help inform students about the opportunities they have in the arts. They will be meeting and sharing this with the Guidance Department at Gunn and the middle schools. The goal is to clearly communicate that it is possible for a student to be involved in the visual and performing arts for all four years at Gunn.

In 2011-12 Science continues with department and District wide conversations about the scope and sequence of courses offered. The content of chemistry courses offered at different levels and the desirability of continuing to offer an accessible college-prep introductory course in chemistry, in particular, have been the focus of discussion in steering committee meetings. The Science Department is encouraging some students to consider taking physics in sophomore year, before tackling chemistry, and will monitor the movement of students between courses and levels to gauge the effectiveness of this change. There is a high level of cooperation between the various science and math departments at secondary schools in the District.

Gunn counselors, as well as different departments, are making increasing use of data to improve student transitions between courses and grade levels. Departments use grades and the number of requested course level changes to track the effectiveness of their advising. In the fall of 2010 all ninth grade students took the ACT Explore test of college readiness. On the same day, all tenth graders took PLAN, the ACT equivalent of the PSAT, and juniors took the PSAT. Student performance on these tests provides information that is useful to students; parents and counselors as they meet to discuss four-year plans, progress toward meeting college readiness goals and make course selections. Counselors continue to work with Instructional Supervisors for accurate and appropriate advising of students regarding levels of work they should be tackling. In addition to using such data to track college readiness and to advise students who are ready to make college applications, we have also worked hard on helping students and parents understand the importance of developing resilience to setbacks and the emotional health to thrive in college.

- Not in Our Schools led by Todd Summers and Kristy Blackburn
- Supporting the Struggling Student led by Ed Corpuz
- Building Community led by Stephanie Werbe and Phil Winston
- Student Wellness led by Linda Kirsch and Casey O'Connell
- Small Learning Community led by Tarn Wilson and Dawna Linsdell

The AP for Guidance and the Student Activities Director continue to refine the Freshman Orientation program to better meet student needs. Each year about twenty to twenty-five teachers were trained to help lead this event, together with trained student Link Crew leaders. In August 2011, the student leaders of the ROCK Club (Reach Out, Care, Know) were involved with Freshman Orientation, too, and are exploring some ideas about peer mentoring.

## TASK C-3

Maintain a sense of community and connections for students, teachers and parents as we grow.

### ACTION

- Investigate and collect evidence of existing actions, programs and activities fostering community
- Identify gaps and take appropriate action to build community

### PROGRESS

One of Gunn's Professional Development groups is focused on building community. It describes its vision and purpose thus:

- In the short term, to create an activity/event that will allow an opportunity for ALL students/staff/community members to be involved and connected to each other.
- In the long term to make a recommendation to staff about possible community building/connecting activities.

Efforts were made to bring people together in the spring of 2010. Staff members were enticed out of their classrooms and offices to eat lunch together. The group planned some special events including a Chinese luncheon and the admin team was persuaded to put on another BBQ for all staff. These events were well attended and enjoyed by participants. The start of 2011-12 kicked off with an old-fashioned BBQ in the Staff Lounge. There are several examples of community building events throughout the school year from cross-curricular professional development groups to opening up classrooms as "rainy shelters." The event that our Gunn community looks forward to the Choir-Staff Musical held every February. Over 200 students and 35 staff members participate in the musical, which is arranged, directed, and produced by our own Choir Director, Bill Liberatore. This year's musical, OUT!, was another standout, which highlighted acceptance, tolerance and Michael Jackson music.

## TASK C-4

Improve delivery of counseling and college/career services.

### ACTION

- Identify areas where delivery of academic counseling services can be improved
- Develop and implement an action plan to improve delivery of academic counseling services

### PROGRESS

Guidance counselors continue to create a four-year plan for high school with each student and monitor progress toward post-secondary goals, inclusive of high school graduation and four-year college entrance requirements. Counselors build relationships with their counselees as they meet with them to do this; often very close relationships. Furthermore, the Guidance Department feels it is important to continue to explore the possibility of introducing a weekly period of time for ninth graders to ease their transition to high school, ensure their familiarity with graduation and college admissions requirements, conduct career interest inventories, introduce them to Naviance and provide close contact with a caring adult who can mentor them.

Conducting group guidance sessions for 9th graders for the first time in 2010 leveraged more time to provide support for students who are earning a D or F in two or more classes, who have a chronic illness or who are experiencing social/emotional problems. PiE's financial support for college and career counseling at the high school allowed us to improve services by hiring another counselor, but the Guidance Department is anxious to explore with the District the possibility of funding a community counselor who can take some of the work related to the social/emotional needs of students and families off the counselors' plates and allow them more time during the college admissions process.

The Guidance Department now makes use of Naviance, a very effective web-based tool for assisting students and parents in beginning and refining the college search process, and for career searches. Implementing Naviance entailed training counselors and the classified support staff in the Guidance Office so that they can assist families. Every student and family has access to the College and Career Center (CCC) for assistance and guidance in using this tool from the CCC Coordinator. Implementing flexible work schedules for counselors offered parents, who find it impossible to take time off work to come to school during the school day, the opportunity to meet with counselors late in the afternoon or in the early evening.

In October 2010, an assembly to provide information to students completing college applications was held for seniors on the same day that all the other students were busy taking their college readiness assessment tests (PSAT, PLAN, EXPLORE). There were also application workshops and career exploration components to this senior day. Feedback suggested that it would have been more helpful to hold this assembly earlier and would be most useful for students completing their junior year. Rising seniors would then have the summer to get started and organized. For this reason, we will have a junior assembly in late spring that will help soon-to-be-seniors get a head start on the process. Guidance expanded efforts to assist students in the college application process in other ways. "Brown Bag" information lunches, writing workshops to assist with writing college essays, and UC/CSU application workshops were held. Grade-level parent nights were continued in 2011-12 and drop-in hours in the College and Career Center extended. The CCC Coordinator conducted workshops on applying for financial aid. At the annual Paly/Gunn College Faire in October, students were able to explore information from over 200 colleges and universities.

Continued efforts were made in 2011-12 to strengthen relationships with local community colleges and to increase Foothill College's presence on the Gunn campus. Other community college reps were invited to Gunn to provide information about their certificate and career training programs.

The Guidance Department is working to establish written protocols for the purposes of standardization of best practices, procedures, policies and sustainability. Staff continues to evaluate current practices and procedures with an eye to improvement and revision as appropriate. There are plans to reach out to students and the parent community to gather input and opinions regarding the nature and delivery of guidance services.

Beginning in the spring of 2011, the guidance counselors participated in an extensive training, led by Trish Hatch, which focused on taking a fresh look at guidance curriculum and delivery. One outcome of the planning sessions was to include pre and post-tests for students, class presentations prior to 10<sup>th</sup> grade individual meetings, and additional parent presentations. As of March 2011, course registration is completed online using Infinite Campus. The Gunn Guidance webpage will be re-authored in spring of 2012, as part of Gunn's new webpage. To provide further feedback on the guidance curriculum, all students 9-12 will complete a survey in February 2011. The feedback will aid the department in its work to enhance service and delivery of curriculum.

## GOAL D: EXCELLENCE WITH GROWTH

To maintain academic excellence and a sense of community during a period of growth.

### TASK D-1

Work with DLM architects and District Office to develop a site plan using bond money that will better meet Gunn's needs.

### ACTION

- Meet regularly with DLM architects and maintain detailed records
- Ensure all voices are heard in the planning process
- Develop a strategy and communicate effectively with all parties during construction periods (packing, relocation, etc.)

### PROGRESS

Gunn Facilities Planning Committee (FPC) has met regularly during the 2010-11 and 2011-12 academic years and work is moving forward very well. In January 2010 the

renovation of the CTE building was completed on time and under budget, which was most encouraging. All constituents were represented on the Gunn FPC and all meetings were open to the public. Separate community meetings were held in the evening to allow for those unable to attend daytime meetings to be updated and ask questions. There were great discussions at the FPC meetings about needs and priorities and much understanding and give and take between all parties in determining whose needs were to be addressed first. The Board has been regularly updated on progress by DLM and District and Gunn staff during the course of the year and has approved each stage of the planning to this point. Minutes of all meetings and all maps, plans and details are posted on the Gunn website.

Through community support, the Gunn library transformed the library's courtyard to create a new outdoor classroom and public space called The Acorn Lounge. Since January 2010, the Gunn library continues to increase its number of parent volunteers. These volunteers have helped by checking out laptops to students and shelving and repairing books.

All twenty-six portables from Titan Village and the service road were moved to the parking lot to make room for construction of the new two-story building to house math and English. At the same time, work began on new language classrooms and the new gym. Gunn's daily schedule was adjusted slightly to provide eight-minute passing periods during construction. The new parking lot Village is so far away from the rest of the campus that it is impossible to cover the distance to other parts of the campus in five minutes.

Phase 2 of the Gunn site plan that will provide a new Music building, renovations to Spangenberg Theatre, a new Student Activities Center, renovation of vacated math classrooms to house Special Education and the demolition of the RC building, is moving along very smoothly. DLM and Gilbane personnel have been a pleasure to work with throughout this process.

Beginning in the summer of 2012, three major construction projects are currently taking place: the second gym, the two-level classroom building, and the World Languages building. The World Languages building is currently scheduled to be completed August 2012. Logistically, the possible move in date might be second semester of 2012-13 academic year. The new gym and two-level classroom building are on schedule. During the summer of 2011, air conditioning was installed in all the classrooms and was up and running for the opening of school in August. In order to accommodate the construction projects the main parking lot was reconfigured and a new bicycle parking section was added and redistributed. Finally, the Phase II meetings with the Facilities Committee are slated to begin in March/April.

## TASK D-2

As we continue to grow, we will maintain a sense of community and connectedness.

### ACTION & PROGRESS

See Goal C: Community and Communications.

## TASK D-3

Attract, retain and develop highly qualified staff to maintain academic excellence and support new and existing programs.

### ACTION

- Follow the guidelines outlined in the District's Strategic Plan regarding recruitment, evaluation, and development of staff
- Provide opportunities for professional advancement and the development of leadership capacity
- Create and foster ways to celebrate staff accomplishments
- Maintain and enhance our collaborative culture

### Progress

Evaluations of Gunn staff by their supervisors were done thoroughly and completely in according to the timetable mandated by the District. All staff scheduled for evaluation has received feedback on their performance, in line with the goals of the District's Strategic Plan. With little movement of staff and some changes in staffing parameters there was very little need to recruit and hire staff in 2009-10. For 2010-11, there were changes to the evaluation process. The primary change was that Instructional Supervisors were no longer designated as supervisors or official evaluators. The administrators became the official evaluators for certificated staff. A valuable outcome of this "hybrid" has been the increased collaboration between IS and Assistant Principals. In 2011-12 the California Standards for the Teaching Profession (CSTP) were adopted and all certificated teachers are now evaluated under the CSTPs.

Professional development opportunities abound for all staff and many are leaders in their departments, the school, the District and in professional organizations. Gunn offers financial support and encourages teachers to attend workshops and other professional development activities. The Palo Alto Unified School District itself has resources and offers professional development in-service opportunities for teachers, ISs, classified staff and administrators. They include EOI, E=E, Leadership series trainings, Having Hard Conversations and Being Generationally Savvy. Guidance counselors, the College and Career Center Information Specialist and the Guidance AP attend Community College, California State University and University of California

conferences and information sessions provided by other colleges, ACT and the College Board, to keep abreast of changes and developments that students need to know.

Likewise special education teachers have attended presentations and seminars on a wide variety of Special Education topics essential to the performance of their jobs including the WIAT III, autism, differentiated instruction, TEAMS, technology (text-to-speech, speech recognition software, Inspiration), depression and building resiliency. Many other teachers attended summer workshops to enhance their knowledge and skill levels. Some take classes through colleges and universities, while others apply for, and have earned professional development grants from the District to work with colleagues on curriculum development and similar projects.

Many teachers are also leaders in their subject areas outside Gunn. For example, in world languages many of the department members are active in a number of professional foreign language organizations. They present regularly at conferences and are leaders in their respective associations. Anne Jensen is an officer in the American Association of Teachers of French and presents at their annual conference. Kerstin Helbing is a regular presenter at the College Board AP German seminar. Liz Matchett is a regular presenter with the Bay Area Foreign Language Program based at Stanford University.

The need to follow through on our WASC plan has created new and exciting opportunities for leadership and professional growth at Gunn. Led by Professional Development Coordinator, Dawna Linsdell, we have developed a professional development program that moves us toward meeting our WASC goals, but connects directly to staff interests and is teacher driven. The addition of Gunn's unique Professional Development program has provided teachers the opportunity to work in professional development in groups that they are interested in and care about, so the level of engagement is high. It also provides a great opportunity to work across departments. The WASC process provided leadership opportunities for quite a number of teachers on campus and this Professional Development format does the same.

Both in department and IC meetings efforts are made to celebrate the successes of colleagues and acknowledge the contributions made and support given by staff that has helped students become successful. Every IC meeting starts with accolades and good news that is shared and documented in minutes that are circulated to all staff, the Superintendent, Associate Superintendents and sometimes the Board of Education. Staff members are also often recognized at full staff meetings in appropriate ways.

**GOAL E: STUDENT PERFORMANCE & ASSESSMENT**  
To use data to inform instruction and improve student performance.

## TASK E-1

Use data more effectively.

### ACTION

- Use data more consistently and effectively to inform instructional practices
- Provide training for teachers that encourages the use of data to inform instructional practice

### PROGRESS

At Gunn, every department, all counselors, administrators, and most individual teachers use data gathered from multiple sources to inform instructional practice and to guide and advise students. Some of this is test data, new sets of which are collected and made available each year. Results of the ERB test given in English classes, CAHSEE, STAR tests and AP tests are examined carefully by individual teachers and by groups of teachers as they work together on planning assignments and assessments of student performance during the year. In special education, data from the CAHSEE, ERB and STAR testing, as well as the Explore and PLAN tests, and the PSAT, are reviewed by each case manager and used to inform and guide instruction. Data from the PSAT, SAT and ACT tests, plus data from the ACT Explore and PLAN tests given in the fall of 2010 to ninth and tenth graders respectively, were examined by counselors and used to advise students on course selection, monitoring progress toward graduation and college admission, and for college admissions counseling. This data is particularly useful in identifying the college readiness level of our students.

All teachers give grades and use information on grades earned by students in their own and other subject areas to advise students about course selection and placement. Department ISs monitor grade distributions by teachers teaching a single subject to ensure that no one teacher is markedly “easier” or “harder” when it comes to grading. Counselors and administrators monitor grades in order to identify and track students who are not thriving so that interventions can be planned and put in place.

The Physical Education Department administers the State mandated Fitness Tests to ninth graders and uses the data obtained to tailor curriculum to student needs. PE teachers continue to explore new ways of assessment and grading in PE and ways to align grading policies within the department to better track student progress. Teachers are now recording information on pretests with test updates on performance every four weeks. They inform students of previous scores and set new targets for students, encouraging them to improve. They periodically give practice tests during the regular class warm-up sessions and test for push-ups, sit-ups, and stretching so students actually receive feedback more frequently than every four weeks. Minimum levels (and range of levels) are given to students so they may self- assess their progress as the year moves along. Physical Education teachers are working on finding software or developing a program that will allow them to track students’ pre and post test scores more easily.

Addressing a previously unmet need for data, our librarian, Meg Omainsky, crafted an Information Literacy diagnostic to assess students' skills as they pertain to the newly adopted California Department of Education's standards for library and information literacy. More than 700 students participated in the diagnostic, the results of which will be used to craft information literacy modules for the 2010-11 school year.

All teachers new to the District are trained to use Cruncher. Training opportunities have been provided for all ISS, administrators and teachers at Gunn to enable them to access and use data.

## TASK E-2

Provide multiple pathways for students to demonstrate content mastery in all subjects and to reflect on their growth and progress as learners.

### ACTION

- Continue and expand use of alternative assessments
- Continue and expand use of multiple measures of student performance
- Develop classroom activities that encourage students to reflect on their own work
- Survey students on a regular basis and use feedback results to inform practice

### PROGRESS

Every department has made great progress in using authentic assessment of students rather than relying on multiple choice and pencil and paper tests. Perhaps no department has more ways for students to demonstrate content mastery than Career Technical Education. Instruction in CTE goes beyond textbooks. Much of the instruction is hands-on and students are creating their work. From the meals produced in Foods, to the robots in Engineering Tech and Digital Electronics, to the news broadcasts in Video Production, to the work students do on cars in Auto: all of these create a variety ways of students' work may be measured.

Other departments, too, require students to demonstrate knowledge, skills and understanding through projects and presentations.

- Students in Math Analysis, for example, have a third quarter project as an assessment activity for their unit on matrices and sequences. This year students gave presentations involving the application of matrices to Business and Economics, the BCS College ranking system, matrices and music, Markov Chains and Voting, Knot Theory, and Pixar Animation, to name but a few.
- The Geometry A teachers gave students a variety of ways to assess their understanding of Volumes of Solids. Students wrote children's books or songs, found applications, built solids, or studied the history, to name a few assessment techniques.

- Teachers in the Science Department continue to develop and implement assessment methods that include more labs, activities and other non-traditional practices.
- In World Languages, portfolios continue to be an integral part of the assessment program. Each portfolio has a reflection sheet linked to the National Standards, which will be revised to link to the new State Standards. At the end of the 2010-11 school year, students had the opportunity to reflect upon their portfolios from that year and past years. Those students who were graduating or leaving the program were given their portfolios as mementos of their years of study at Gunn. Students continue to appreciate the portfolio process and realize how the portfolios show what they know.
- In Social Studies, with the advent of technology, department members have come up with a variety of innovative lesson plans, including wikis, downloads, uploads, and podcasts. This year has seen major advances in lesson planning due to the push from new web-based tools.

Most teachers provide students with opportunities for self-reflection in their classes, through journals, blogs, written assignments and portfolios. Contractually, all teachers are required to provide opportunities for students to give feedback to teachers about the courses they are taking. This is equally true for ISs and administrators who are required to solicit feedback from those they supervise and share it, in turn, with their own supervisors. Every IS meets with each teacher in his/her department to examine the feedback. All teachers and supervisors are reminded of this expectation as the first semester comes to a close.

## Section IV: SCHOOLWIDE ACTION PLAN REFINEMENT

# APPENDIX