WASC MID-CYCLE REPORT: Executive Summary

In January 2018, Henry M. Gunn High School completed its WASC Mid-Cycle Report, under the leadership of Principal Kathie Laurence.

The report contains the following sections, in accordance with the template distributed by WASC:

- Section 1: Student/Community Profile Data (demographic information, 2014-2017)
- Section 2: Significant Changes and Developments (describing major changes at the school since the last self-study in 2014)
- Section 3: Ongoing School Improvement (describing how Gunn has been working with and evaluating progress towards its action plan)
- Section 4: Progress on Critical Areas for Follow-Up/Schoolwide Action Plan
- Section 5: Schoolwide Action Plan Refinements, including the new Action Plan (or, Single Plan for Student Achievement, SPSA) for 2017-2021

Section 1 provides a wide variety of data, including information about Gunn's current enrollment 'bubble,' as well as data showing a dramatic increase in all sub-groups with respect to meeting UC a-g requirements since 2015. The report shows that many other data—including attendance, the Challenge Success surveys given in 2015 and 2017, and standardized test scores—have remained largely the same since 2015.

Section 2 highlighted personnel changes at the school in the 2017-2018 year, including the new principal and two new assistant principals. It also discusses programmatic changes, including the introduction of AAR (Advanced Authentic Research), AVID (Advancement Via Individual Determination) and SELF (Social Emotional Literacy and Functionality), and the implementation of PLCs (Professional Learning Communities).

Section 3 focuses on the annual reviews of the SPSA (Action Plan) since 2015 by the Site Council, and the data collection process among all stakeholder groups this fall that allowed for the completion of the final report and also informed changes to the action plan for the final three years of the WASC cycle.

Section 4 comprises the bulk of the report, and focuses on the progress made towards the goals, strategies and specific actions outlined in our Action Plan since 2015, as well as progress towards the WASC-identified Critical Areas for Follow-Up from 2015. Outlined below are the goals, the strategies, and the primary evidence and analysis provided to demonstrate progress.

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

- STRATEGY 1: CULTURE- Develop a culture that broadly defines and promotes multiple paths to success.

- o AAR Program Implementation
  - ▪ 111 projects, county-level recognition, high levels of student satisfaction
- o BEAM
  - ▪ Interest in BEAM has increased to two sections; Applied Math is another new elective that offers students both challenge and practicality
- o Project-Based Learning in science, history
  - ▪ Provided valuable WASC information through AP Statistics project; US History Immigration project was very popular with students (also an incipient **School-wide Instructional Practice,** a WASC Area of Critical Need**)**
- o Re-introduction of the Futures Program
  - ▪ This program has been very successful, providing students with opportunities to connect to the wider community (i.e, the VA Hospital)

- STRATEGY 2: TIME- Improve the quality and quantity of instructional time to support learning in order to increase the number of students reporting satisfaction with the workload of their academic program / work-life balance.

  - o Standards-Based Grading in math, science, world language and CTE
    - ▪ Major work done in this area to support growth vs. fixed mindset (also an incipient **School-wide Instructional Practice,** a WASC Area of Critical Need**)**
  - o Large increase in the number of Blended Learning Classes offered
    - ▪ 93% of students would recommend to friends, and 96% would take blended learning classes again; students find that it allows them greater flexibility and opportunities for growth (also an incipient **School-wide Instructional Practice,** a WASC Area of Critical Need**)**

- STRATEGY 3: WELLNESS- Create a comprehensive Social and Emotional Learning Curriculum that will allow students to develop awareness and skills to improve their emotional wellness and foster emotional growth as measured through the California Healthy Kids Survey.

  - o Implementation of SELF
    - ▪ Working to incorporate more opportunities for bonding, relevance and activities based on student focus groups and survey data
  - o Creation of "Titan Pride" week
    - ▪ A process driven by Sources of Strength students (speaks to **WASC-identified critical need regarding student voice**), this new iteration of "Not In Our Schools" Week increased the focus on wellness and inclusivity

- Inclusion of "Changing the Narrative" into the Gunn newspaper, the Oracle
  - Focus on building empathy and allowing vulnerability (pertains to **WASC-identified critical need regarding student voice)**

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

- STRATEGY 1-RTI: By fall 2018, develop and implement a robust, universal academic and behavioral intervention program (RTI) at the classroom, department and school levels, measured by the number of students who receive Tier 1, 2 and 3 interventions.

  - Built MTSS (Multi-Tiered System of Support) through a cycle of inquiry and feedback
    - Some progress made through COST (Coordination of Services Team) work; MTSS is still in early stages of implementation

- STRATEGY 2-GAP: Reduce the percentage of Latino students on the D/F list from 45% to 20% or less by the end of the 2016-17 school year (this strategy has substantively shifted in the revised Action Plan for 2017-2021).

  - In 2015-16, Latino students comprised 32% of the D/F list, and in 2016-17, 34%
    - Successes in ELL Program, AVID and FOS bodes well for greater improvement in this area in the future

- STRATEGY 3-ACCESS: By 2018, we will increase the enrollment in AP/Honors classes by 30% for Latino and African American/black students.

  - 121% increase in AP/Honors enrollment for African American/black students, and 18% increase in AP/Honors enrollment for Latino students
    - Removing barriers to enrollment has allowed for greater diversity in these courses, though the College Pathways focus group data shows greater support is warranted (in regular classes as well)
  - Algebra 1/1A pilot
    - Has benefited benefit lower performing and SPED students more than their higher performing peers, while providing little evidence that such an intervention is harmful to higher performing students

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

- STRATEGY 1-PLC: By 2017, create and implement a system for teacher collaboration/Professional Learning Communities (PLCs).

  - PLCs have been created, implemented, and are creating systems for analysis of student data and targeted support
    - PLCs are using Flextime for remediation on a fairly regular basis, but finding opportunities to offer enrichment is still challenging

- STRATEGY 2-ALIGNMENT**:** Create and develop tools that assess student learning of essential learner goals/skills that are horizontally and vertically aligned in course alike and sequential classes, using SLOs, CCSS, NGSS, and other national standards.

  - Course descriptions have been standardized, and all PLCs are either approaching (50%), meeting (31.5%) or exceeding (28.75%) the standard for developing common ELOs
    - Many PLCs have made good progress towards establishing common ELOs, linking them to course descriptions and to SLOs, and developing assessments based on those ELOs (pertains to **WASC-identified critical need that Schoolwide Learner Outcomes are clearly articulated to students and utilized to gauge student learning**)
  - Different PLCs have different approaches for analyzing data; a small sample of these approaches include using Dropbox for common assessments and assignments (World Language), using Fitnessgram to track health statistics (Physical Education), using Turnitin.com to calibrate grading and designate candidates for remediation with respect to certain skills (Social Studies), and creating guides for common essay terms and common rubrics (English).
    - PLCs are making good progress in analyzing data sets that are particularly useful for individual disciplines, and this process in general has resulted in a greater focus on making sure that all students are really learning what we want them to learn

- STRATEGY 3-DATA: Generate ongoing data collection and reflection process that informs our school on the following metrics: attendance, course enrollment, student academic achievement, student wellness profile, student demographics, student perception, teacher perception, and teacher effectiveness.

- o Teachers are using IC, Schoology, Turnitin.com, and other programs to produce achievement data. The administration has also been working with teachers to analyze D/F data, and using Datazone and the California Dashboard in recent months to help identify big-picture trends and share them with teachers.
  - Data collection remains an active area of focus for the school, ideally aided through more training and conversations in PLCs about how to best use that data.

Finally, Section 5 discusses the refinements to the Schoolwide Action Plan. The refinements to existing goals are most noticeable with respect to goal 2, which now casts a much wider net in looking at the achievement gap, so that we can identify data and support systems that can benefit all underserved and historically underrepresented student groups. The Action Plan also includes two new goals, based on WASC-identified critical needs from 2015: greater incorporation of student voice moving forward (including in the context of restorative justice practices), and the exploration and implementation of research-based practices, such as evidence-based grading.