Gustine High School
Self-Study Report

501 North Avenue
Gustine, CA 95322

Gustine Unified School District

March 8 & 9, 2021

GUSTINE HIGH SCHOOL

Home of the Reds

FOCUS ON LEARNING:

A Self-Study

Visiting Team

CHAIRPERSON

Mr. Mark Campbell

Superintendent

Calaveras, California

MEMBER

Kerry Mohnike

Assistant Principal

Saratoga, California

Gustine Unified School District

Category A- Organization:
Vision & Purpose, Governance, Leadership, Staff and Resources

Natalie Wojinski*- Social Science

Dr. Bryan Ballenger - Superintendent

John Burgess - Art

Adam Cano - Principal

Areli Dohner-Chavez - Counselor

Paul Nocito - Science

Jason Oliveira - Campus Supervisor & Coach

Loretta Rose - Board Member

Sarah Thommen - Agriculture

Andrea Verdin - School Secretary

Category B - Standards-Based Student Learning: Curriculum

Jennifer Okamoto* - Special Education

Araceli Barriga-Soto - Science

Pauline Griset - English Language Arts

Nick Hampton - Social Science

Kim Medeiros - Coordinator of Curriculum & Instruction

Alondra Molina-Ruiz - Foreign Language

Nineb Shahbaz - Mathematics

Gary Silva - Board Member

Cameron Wyman - Agriculture

Category C - Standards-Based Student Learning: Instruction

Yaneli Ledezma*- ELD, Foreign Language

Wassim Absood - Social Science

Kevin Cordeiro - Board Member

Carla Escriba - English Language Arts

Melissa Estacio - Counselor

Cathy Filippini - Instructional Coach

Bryan Hall - Physical Education

Amitoj Kahlon - Mathematics

April Ramirez - Special Education

Kelly Sanches - Agriculture

Category D- Standards-Based Learning: Assessment & Accountability

Diana Andrade* - Mathematics
Matt Baffunno - Agriculture
Blaine Ball - Foreign Language
Kevin Bloom - Board Member
Lisa Filippini - Assistant Superintendent
Nicole Meza - Special Education
Halie Sisco - English Language Arts
Alan Ward - Mathematics

Category E- School Culture & Support

Barbara Azevedo* - Special Education
Gerzayr or Maria Alapizco - Parent
Adelaide Ascencio - Instructional Aide
Denise Azevedo - Physical Education
Manuel Bettencourt - Health, Student Success, and Pioneer
Chandra Brace - Parent
Christina Brasil - Instructional Aide
Brian Chubon - Assistant Principal
Lisa Esparza - Bilingual Liaison
Sharon Freeman - Instructional Aide
Verenis Fuentes - School Psychologist
Melanie Gomes - Parent
Mayra Gonzalez - Attendance Clerk
Julie Hazan - Science
Yajaira Hernandez - Student Board Member
Gary Mendonca - Head of Maintenance
Steve Mitchell - Band
Zachery Ramos - Board Member

Home Groups

Administration
Adam Cano
Brian Chubon

Counseling/Behavioral Health
Areli Dohner-Chavez
Melissa Estacio
Verenis Fuentes

Career Technical Education
Matt Baffunno
Kelly Sanches
Sarah Thommen
Cameron Wyman

English/Language Arts
Carla Escriba
Pauline Griset
Melody Noceti
Halie Sisco

Fine Arts
John Burgess
Steven Mitchell

Foreign Language
Blaine Ball
Yaneli Ledezma
Alondra Molina-Ruiz

Mathematics
Diana Andrade
Amitoj Kahlon
Nineb Shahbaz
Alan Ward

PE/Health
Denise Azevedo
Bryan Hall
Mona Garcia

Science
Araceli Barriga-Soto
Julie Hazan
Paul Nocito

Social Studies
Wassim Absood
Kristy Killough
Natalie Wojinski
Nickolas Hampton

Special Education
Barbara Azevedo
Nicole Meza
Jennifer Okamoto
April Ramirez

CONTENTS

CHAPTER I: Student & Community Profile

History & Background

Opened in 1913, Gustine High School serves 583 students and is the sole comprehensive high school within the Gustine Unified School District, which covers approximately 224 square miles and encompasses the communities of Gustine and Santa Nella.

The majority of our students live in the town of Gustine -- a rural, agrarian community located 29 miles west of the county seat of Merced; the 2010 census indicated that the City of Gustine has 5,500 residents.

Farming and dairy-related agricultural industries are the cornerstone of our community, which is located in one of the most fertile regions in the world. Significant walnut, almond, wheat, hay, alfalfa, bean, and tomato crops contribute to the agricultural base. Often-times, Gustine High School students come from families who have long ties to the community and feel a bond with the high school. Many of the students' parents, aunts, uncles, and grandparents are graduates of Gustine High School; indeed, several members of the faculty and staff are GHS alumni.

At the same time, we have become more diverse over the past several years. 82.16% of our students are Hispanic, and many of our students are the children of recent immigrants who are attending a school in the United States for the first time while learning a new language. Indeed, our students are now 18.1% current English-language learners.

Gustine residents pride themselves on their community. The community itself can best be described as lower-middle-class with a median household income of $48,571. The ethnic composition consists primarily of those with Hispanic (43%) and white non-Hispanic (57%) backgrounds. Although the Gustine community is classified as lower-middle-class, 80.9% of our students are socioeconomically disadvantaged.

Student Population/Student Groups											
Year	Total Enrollment	Socio-Economically Disadvantaged		English Learners		Students with Disabilities		Foster Youth		Homeless	
2017-2018	595	454	76.3%	93	15.6%	68	11.4%	2	0.3%	2	0.3%
2018-2019	532	443	83.3%	79	15%	70	13.2%	1	0.2%	2	0.4%
2019-2020	568	461	81.2%	103	18.1%	77	13.6%	2	0.4%	2	0.4%
2020-2021	577	467	80.9%	127	22%	81	14.9%	1	.37%	2	.37%

Table 1. Student Population and student sub-groups by year.

Enrollment by Race/Ethnicity						
Student Group	2018-2019		2019-2020		2020-2021	
	Total	Percentage	Total	Percentage	Total	Percentage
African American	6	1.0%	6	1.1%	5	0.86%
Asian	8	1.3%	5	0.9%	3	0.51%
Filipino	6	1.0%	3	0.5%	1	0.17%
American Indian or Alaskan Native	--	--	1	0.2%	2	0.34%
Hispanic	448	75.3%	442	77.8%	479	82.16%
Two or More Races	6	1.0%	8	1.4%	8	1.37%
Pacific Islander	1	0.2%	1	0.2%	2	0.34%
White	119	20.0%	100	17.6%	80	13.72%
Unreported	--	--	2	0.4%	3	0.51%

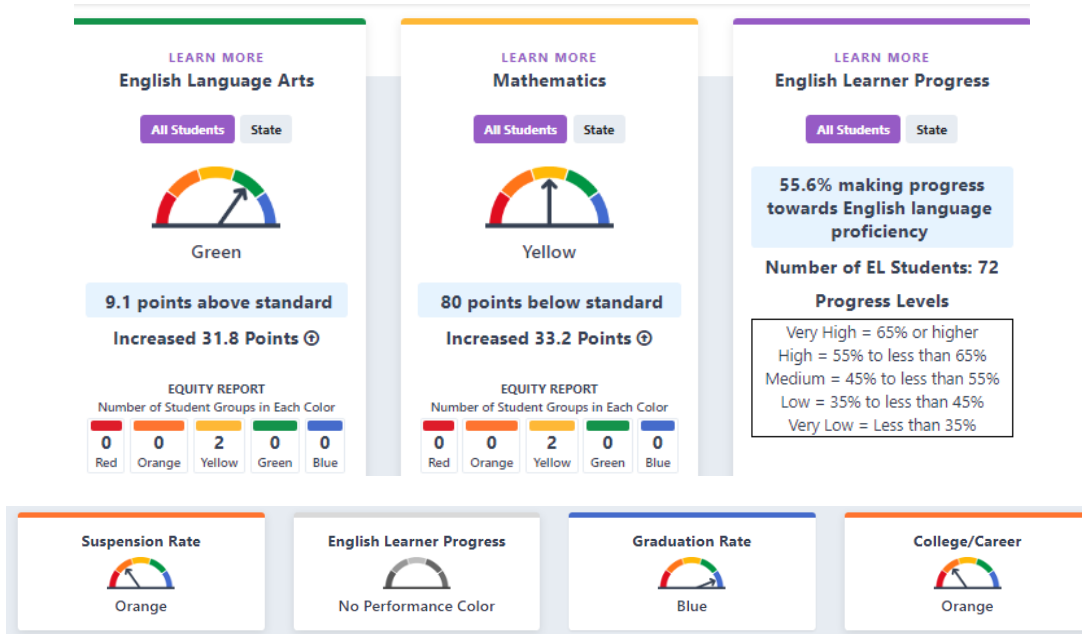| English Learner (EL) Enrollment									
Student Group	Number of Students					Percent of Students			
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Learners	94	93	79	103	127	15.3%	15.6%	14.8%	18.1%	22
Initially Fluent English Proficient (IFEP)	8	16	4	5	6	8.2%	17%	7%	0.9%	1.05%
Reclassified Fluent English Proficient (RFEP)	302	295	275	253	250	49.2%	49.6%	51.6%	44.5%	43.3%

Table 3. English Learner (EL) Enrollment. Since the shift from CELDT to ELPAC, our site has struggled to ensure students have the skills needed to qualify for redesignation. Though not included in the table above, it is important to note that the percentage of Redesignated Fluent English Proficient students (43.3%) significantly exceeds our percentage of students who speak English as their only language (33.6%).

GHS is also a Title 1 school, and these funds specifically are intended to help us meet the needs of low-income students. According to the **U.S. Department of Education,** "The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments." To this end, Gustine High School has worked to strengthen our **SCHOOL PROGRAMS** and to purposefully use the data available from the state assessments and the **CALIFORNIA DASHBOARD** to guide us in meeting our students' needs.

Although we made some progress on 2019 CAASPP scores for both English Language Arts and Mathematics, our California Dashboard still reflects only two areas of adequate progress. The Class of 2018-2019, whose math and ELA scores reflected declines on the Dashboard in those areas the previous year, also did not graduate at the same rate, nor did they reflect College- and Career-Readiness. However, ELA grew two bands and is now in the green, Math improved one band, and our suspension rate remained orange.
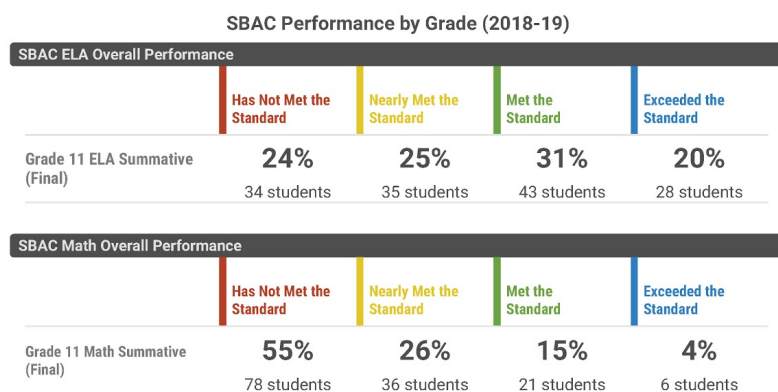
SBAC Performance by Grade (2018-19)

SBAC ELA Overall Performance

	Has Not Met the Standard	Nearly Met the Standard	Met the Standard	Exceeded the Standard
Grade 11 ELA Summative (Final)	**24%** 34 students	**25%** 35 students	**31%** 43 students	**20%** 28 students

SBAC Math Overall Performance

	Has Not Met the Standard	Nearly Met the Standard	Met the Standard	Exceeded the Standard
Grade 11 Math Summative (Final)	**55%** 78 students	**26%** 36 students	**15%** 21 students	**4%** 6 students

LEARN MORE
English Language Arts

All Students   State

Green

9.1 points above standard

Increased 31.8 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	0	2	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE
Mathematics

All Students   State

Yellow

80 points below standard

Increased 33.2 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	0	2	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE
English Learner Progress

All Students   State

55.6% making progress towards English language proficiency

Number of EL Students: 72

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Suspension Rate
Orange

English Learner Progress
No Performance Color

Graduation Rate
Blue

College/Career
Orange

MATHEMATICS

Mathematics has undergone several changes as we have worked to address our low scores on the CAASPP as reported by the California Dashboard. Although every group aside from Reclassified English Learners showed gains, no group is at or exceeding standard. All Students are still 80 points below standard, with even greater gaps for all subgroups.

Since Fall 2019, the Math department has adopted Mathematics Vision Project as its new curriculum after a rigorous vetting process. Also, a new Integrated Math II teacher was hired this fall. All teachers in the department had two days of initial program training; 10 additional days of training through Merced County Office of Education for support in pacing and program integration will be held throughout the

All Students

All Students   State

Yellow

80 points below standard

Increased 33.2 Points ⊕

Number of Students: 122

Hispanic

Student Group   State

Yellow

90.9 points below standard

Increased 27.2 Points ⊕

Number of Students: 88

Socioeconomically Disadvantaged

Student Group   State

Yellow

99.6 points below standard

Increased 13.5 Points ⊕

Number of Students: 97
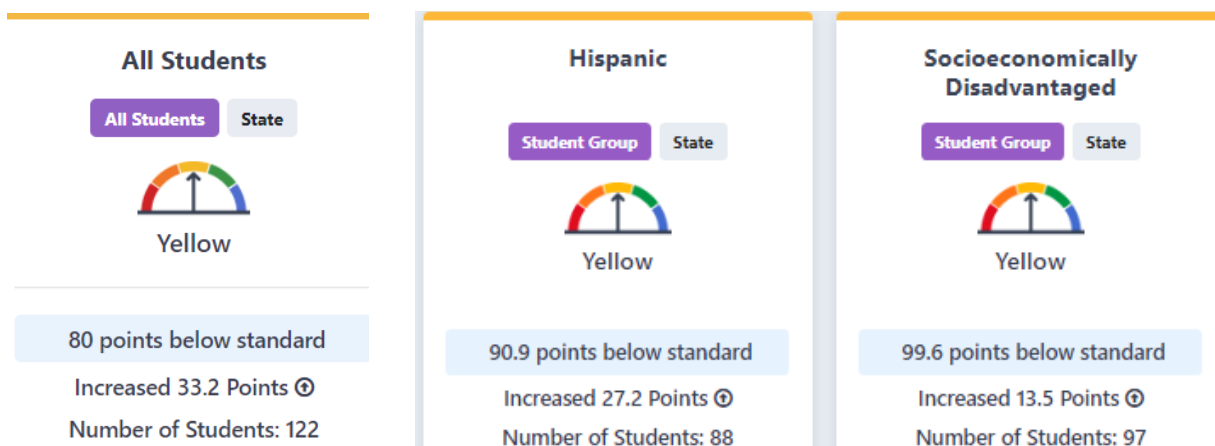
2020-2021 school year. Although there is no current CAASPP data due to COVID-19, the department is actively using internal data to monitor student progress, including but not limited to, daily practice/interaction, various formal and informal CFUs, quizzes, and assessments. To support this work, they are using the Unit Planning Data Analysis Protocol and the MDTP reports. During the collaboration period, teachers compare data, discuss evidence-based practices, and plan the implementation of strategies to improve student understanding. For instance, the Math department routinely uses informal checks for understanding, connections to prior learning, number talks, reflections, note-taking, re-take quizzes, correction of assessments, direct feedback, independent practice, and digital tools to enhance learning.
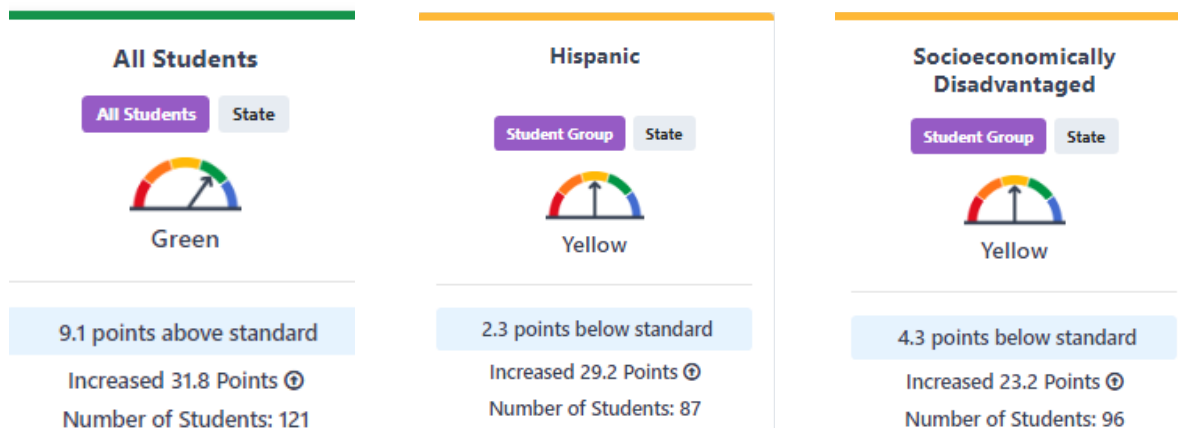
Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	**Reclassified English Learners**	**English Only**
152.7 points below standard	170.4 points below standard	59 points below standard
Increased 43.8 Points ⊕	Declined 19.3 Points ⊕	Increased 55.9 Points ⊕
Number of Students: 15	Number of Students: 14	Number of Students: 45

ENGLISH LANGUAGE ARTS

Although there is still a long way to go to ensure that all students are proficient or advanced in English Language Arts, there has been substantial growth of 31.8 points, which is 9.1 points above the state average. However, two subgroups -- our Hispanic and Socioeconomically Disadvantaged students -- perform lower than the general population, with Hispanic students scoring 2.3 points below standard and SED students scoring 4.3 points below standard. However, each of these areas also showed significant growth, increasing 29.2 and 23.2 points respectively. Indeed, these gaps have been decreasing and our students are now close to the standard level in those specific subgroups.

All Students	**Hispanic**	**Socioeconomically Disadvantaged**
All Students · State	Student Group · State	Student Group · State
Green	Yellow	Yellow
9.1 points above standard	2.3 points below standard	4.3 points below standard
Increased 31.8 Points ⊕	Increased 29.2 Points ⊕	Increased 23.2 Points ⊕
Number of Students: 121	Number of Students: 87	Number of Students: 96

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
72.8 points below standard	38.4 points below standard	21.7 points above standard
Increased 70.8 Points	Increased 25.8 Points	Increased 29.5 Points
Number of Students: 15	Number of Students: 14	Number of Students: 44

However, our Current English Learners and Reclassified English Learners continue to perform lower than our English Only students. Although our Current English Learners increased 70.8 points, they are still significantly below standard. Moreover, there is a 60-point gap between our Reclassified English Learners and our English Only students. This reveals a discrepancy between the two that needs to be addressed, as we would expect reclassified students to perform on par with our students who speak English only.

Moreover, our site has continued to struggle to reclassify English Language Learners, especially those who are considered Long-Term English Language Learners. Testing was unable to be completed in the spring of 2020 due to the pandemic, but the established trend already amply demonstrates that this is a critical need. To address this, a position has been posted to hire an aide

English Language Proficiency Assessments for California (ELPAC) for 2018-19

ELPAC Performance on Initial & Annual Assessments

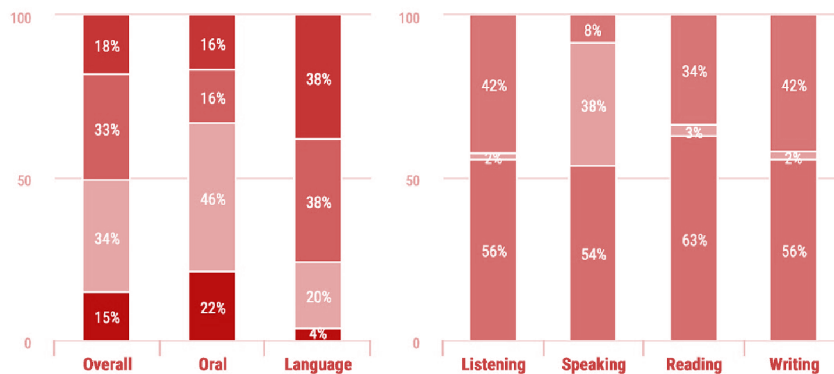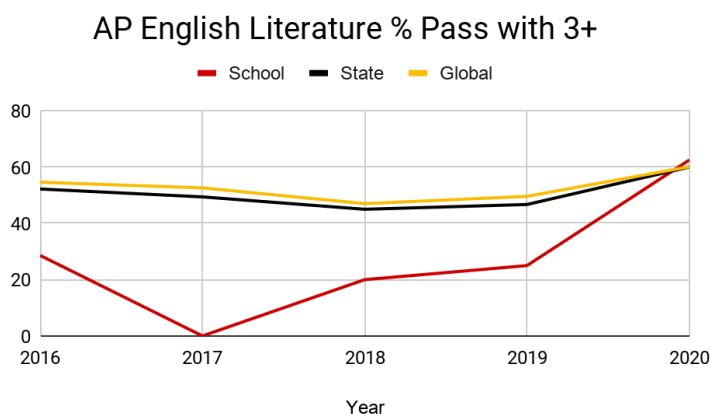| Performance Level	Overall %	Overall #	Oral %	Oral #	Language %	Language #
Level 4	15%	12	22%	17	4%	3
Level 3	34%	27	46%	36	20%	16
Level 2	33%	26	16%	13	38%	30
Level 1	18%	14	16%	13	38%	30

Total tested: 79

	ORAL				LANGUAGE		
Performance Level	Listening %	Listening #	Speaking %	Speaking #	Reading %	Reading #	Writing %	Writing #
Well Developed	4%	3	70%	55	5%	4	4	3%
Somewhat/Moderately	76%	60	15%	12	53%	42	75%	59
Beginning	20%	16	15%	12	42%	33	22%	17

Total tested: 79

Percent of Students at Each Level Overall and in Each Domain

to support our ELLs; a longer-term action that is needed is to research, vet, and adopt a rigorous and engaging standards-aligned, research-based curriculum for ELD. When ELA adopted *myPerpectives* during the summer of 2020, the ELA and ELD teachers briefly explored the ELD companion component of that program, but funding was not available at that time due to the projected budget cuts; however, this is a prioritized step to address this critical learner need.
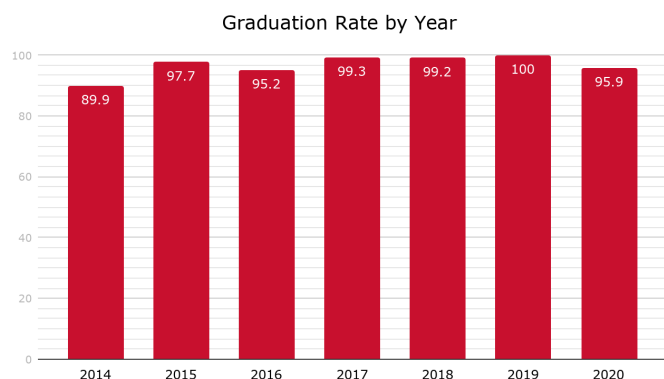
ADVANCED PLACEMENT

Advanced Placement Summary Results									
Year	# AP Courses	# Students Tested	#Tests Taken	% Scoring 3+	5	4	3	2	1
2016-17	9	85	150	35%	7	17	27	37	42
2017-18	9	53	83	33%	1	8	17	22	24
2018-19	9	79	104	64%	10	21	32	16	19
2019-20	8	37	51	41%	1	5	15	15	15

In regard to our **Advanced Placement courses** and their recent performance, the number of tests taken and the percentage of passing scores decreased in 2019-2020; however, the pass rate was still higher than 2016-2017 and 2017-2018; moreover, these declines can be partially attributed to the school closure in March as a result of the pandemic, which impacted many students' progress and motivation. As an anomaly, students in AP English Literature scored higher than the state and global average in 2020. However, for that year, there was only one essay with a prose text and no multiple choice. In the past, based on AP instructional reports, students have struggled with poetry and free-response Q3, as well as with multiple choice. This reflected a need to focus on those areas to prevent a decline in 2020-2021.
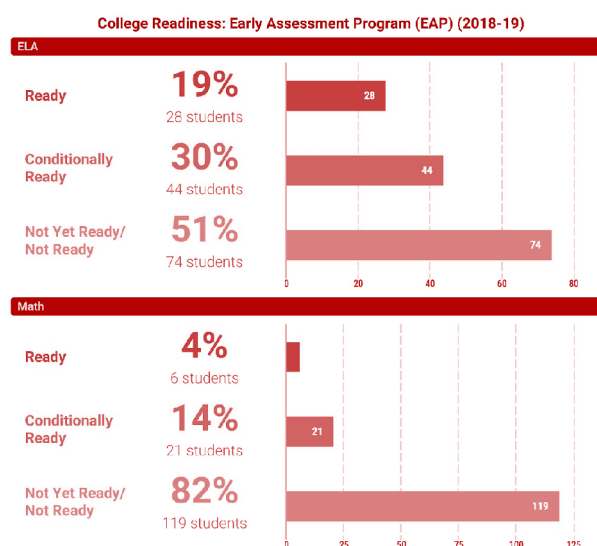
AP English Literature % Pass with 3+

COLLEGE- AND CAREER-READINESS AND GRADUATION RATES

Graduation Rate by Year

Year	Rate
2014	89.9
2015	97.7
2016	95.2
2017	99.3
2018	99.2
2019	100
2020	95.9

The graduation rate is currently a blue area on the California Dashboard, having maintained this status since 2017; indeed, the graduation rate for 2019 was 100%. However, there was a decline in 2020, which was attributed to a combination of factors related to the COVID-19 closures. For instance, some students immediately entered the workforce and/or left the area. Also, although we had a no-harm grading policy during that spring for current work, some students who were already credit-deficient did not complete their online credit-recovery classes during distance learning.

This year, the school implemented morning and afternoon interaction/office hours to provide one-on-one or small-group support and then transitioned to an intervention period built into the school day when the site shifted to a hybrid model. These were offered in response to needs identified when reviewing site data, including the previous year's graduation rate. Teachers now also enter weekly codes into Aeries to monitor student engagement; this was used to assign morning and afternoon interaction sessions for students engaged in less than 60% of their work in any class per week. Quarter grades were a factor when recommending students for in-person learning as a part of our hybrid model; other factors included whether a student is a member of a special student population, such as our students with disabilities, our English language learners, and those students with limited access to technology at home. Teachers also communicate frequently with students, counselors, and parents regarding progress, which allows additional support from others at school and at home. The governing board also adopted a revised policy (**BP 5113**) regarding chronic absenteeism that allows students the opportunity to always turn in late work for full credit. These policies are intended to help students complete the classes required for graduation.

College Readiness: Early Assessment Program (EAP) (2018-19)

ELA

Status	Percent	Students
Ready	19%	28 students
Conditionally Ready	30%	44 students
Not Yet Ready/ Not Ready	51%	74 students

Math

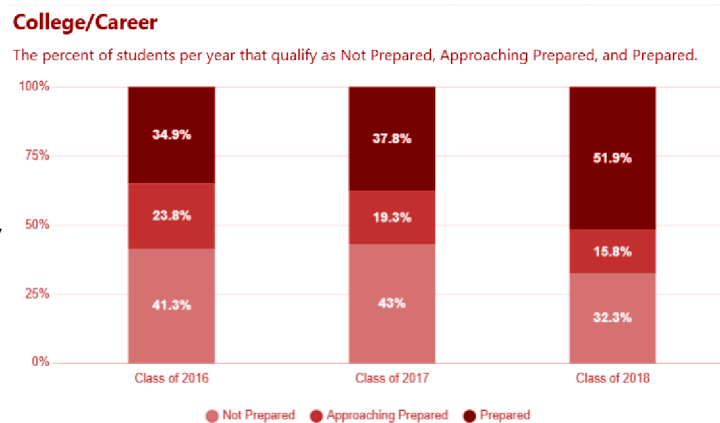| Status	Percent	Students
Ready	4%	6 students
Conditionally Ready	14%	21 students
Not Yet Ready/ Not Ready	82%	119 students

For years, we had been able to prepare our students for life outside of high school, with all students and subgroups rating green on the California Dashboard for 2018 in College- and Career-Readiness; however, in 2019, we decreased to orange. This was the result of two coinciding factors: the same students who had performed poorly on the CAASPP in 2018 in both ELA and Mathematics were largely unable to then meet the other indicators for being college-and-career-ready. To further compound this, CTE pathway course requirements and the appropriate order in which courses were to be taken had not been consistent in recent years. This caused students who would have previously been deemed College-and-Career Ready to no longer meet the requirements. At this time, we are continuing to create CTE pathways to provide more options for our learners, and we develop full pathways for health and business in the near future, with each now offering a foundational course.

Currently, we have approximately 85% of our students actively pursuing a plan that involves enrollment in a 4- or 2-year college, a post-secondary trade school, or enlistment in a branch of the Armed Forces upon graduation; **46.2% are on track** to meet "a-g" requirements as of the start of the school year. This has been achieved through the more intentional use of the 4-year plan for guiding students in their coursework to help them meet their long-term postsecondary goals. Since the last visit, the 4-year plan has evolved into a document that is posted on Aeries. In addition, all students and parents meet with their child's counselor annually to review and revise their plans; however, since it is in Aeries, students and parents are now able to access it between meetings. Despite the physical distance currently caused by COVID-19, the counselors are still making every attempt to meet and develop relationships with students and their caregivers annually, whether via phone, Zoom, in-person, email, or even via text if that is the only way to open and establish a line of communication.

Indeed, as a school, we have strong ties to our students and the community, and we are actively working to deepen the relationships between school and home, especially now with the COVID-19 pandemic; moreover, we recognize the need to both balance the community's sense of tradition with the needs of modern learners. Our determination to better serve our learners and to address very pressing, critical needs have been catalyzed to an even greater degree since our last WASC visit.

College/Career
The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2016	Class of 2017	Class of 2018
Prepared	34.9%	37.8%	51.9%
Approaching Prepared	23.8%	19.3%	15.8%
Not Prepared	41.3%	43%	32.3%

● Not Prepared ● Approaching Prepared ● Prepared

CRITICAL LEARNER NEEDS

Student academic achievement is low in general, especially in core areas. In the current academic year, for example, only 1 student entered Gustine High School at grade level in math, and 93% were *far below basic* on the MDTP. In English Language Arts, only 2 ninth-grade students (1%) entered as scoring proficient, and the highest performing group -- the 11th graders -- only had 3% meeting or exceeding the 70% threshold for proficiency in August. To address this, there is a need to provide clear intervention for foundational **math skills** and **ELA**, with an intentional focus on addressing the **achievement gaps of:**

- **ELLs,**
- **students with disabilities,** and
- **socioeconomically disadvantaged students**.

Social-emotional development and support of all students is also a critical learner need, especially now with the additional stresses associated with distance and hybrid learning.

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

1. Develop a **school mission statement and SLOs** to tighten focus for **site work** a**nd resource allocation** and ensure **educational equity** for all learners.
2. Purposeful use of data to inform educational practices by developing a **common data analysis process/protocol** to promote **instructional collaboration** and **measure improvement in student achievement**.
3. Within the context of improving student achievement, specific **measurable goals need to be set to show progress for all students and targeted subgroups on specific indicators, recognized and supported by all stakeholders.**
4. Establish and train staff on the faithful **implementation of research-based instructional strategies** embedded in agreed-upon norms across all departments.
5. Continue to research **appropriate curriculum**, vet it through a rigorous adoption process and **ensure fidelity of implementation in all curriculum areas**, with special attention given to shared use by all course teams.
6. Develop and implement strategies for **increasing student engagement, agency, voice, and investment in their academic outcomes.**
7. Develop **SLOs that are measurable** and that reflect a consensus among all stakeholders deeming these SLOs to be appropriate for preparing students for **success in the 21st century, in college, in career, and in life**.
8. **Recognize the strength and expertise of each person in the organization**, both at the site and district levels, and utilize these precious resources to **strengthen instruction, impact student learning and improve academic achievement.**
9. Finding ways to **engage the Board in the School Improvement Process** and setting high expectations, as well as publicly acknowledging that **improving student engagement, academic performance, and raising students' skill levels to enable them to take part in our 21st Century world are the most critical challenges facing GHS.**

CHAPTER II: Significant School Changes and Developments

After the visit, we engaged in a deep analysis of the findings as a site improvement team, as a staff, and as partners with the Superintendent, Assistant Superintendent, and the Coordinator of Curriculum and Instruction under the guidance of Matt Navo, our consultant from Solution Tree. The report was also shared with the governing board. These partnerships now are apparent in the membership on varied committees, including our PBIS, MTSS, ELAC/DELAC groups.

After the visit, we also re-formed WASC Focus Groups according to the individual strengths and interests of our faculty, staff, site and district administrators, board members, students, and parents. Our Site Improvement Team members are also Focus Group leaders, though we have also expanded our SIT to include at least one faculty member from each department to ensure that each group is represented.

Since the visit, we have also made significant progress in several areas regarding our Critical Learner and School Needs:

Critical Learner Needs: As noted earlier, *student academic achievement* is low in general. To address this, there is a need to provide clear intervention for foundational **math skills** and **ELA**, with an intentional focus on addressing the **achievement gaps** of our **ELLs,** our **students with disabilities,** and our **socioeconomically disadvantaged students**. **Social-emotional development** and support of all students is also a critical learner need, especially now with distance learning.

These acknowledged needs serve to underpin decisions as we move forward. We intentionally ask how our decisions impact our students -- *particularly those in our subgroups* -- both emotionally and academically, how they help to address deficiencies in mathematics and ELA, and how all departments can share the responsibility of preparing students for life beyond high school. These considerations frame the mission, vision, and Schoolwide Learner Outcomes of our school.

Schoolwide Learner Outcomes: The absence of Schoolwide Learner Outcomes previously left students and staff alike with no clear set of guaranteed skills and abilities that all graduates should share. During the fall of 2019, the Site Improvement Team began work on the development of Schoolwide Learner Outcomes that are aligned in meaningful and authentic ways with our recently adopted Mission and Vision. These were crafted with feedback from our faculty and staff, as well with our Solution Tree consultant, Matt Navo. After they were drafted, the SLOs were vetted

by the faculty and staff during meetings in the early spring of 2020, reviewed by a student focus group in March 2020, and then finalized based on input from a parent and student survey in July 2020. On November 2, 2020, the Site Council approved our five proposed Schoolwide Learner Outcomes. The SLOs were then presented to the Gustine Unified School Board on January 13, 2021, where they were unanimously approved.

To become **productive members of a community** who are **college- & career-ready** & able to excel to their **fullest potential,** **students will:**

- BE RESPONSIBLE CITIZENS
- WORK COLLABORATIVELY & COMPETENTLY
- BE CRITICAL & CREATIVE THINKERS
- BE EFFECTIVE COMMUNICATORS
- DEVELOP PERSONAL & PROFESSIONAL GOALS

Purposeful Data Use: For years, Gustine High School administrators and faculty have reviewed CAASPP data each fall. However, as a result of COVID-19 and the decision to cancel the administration of the CAASPP for 2020, we cannot rely on the California Dashboard as a primary measure of progress. This is not necessarily a bad thing, as it has encouraged us to turn inward and to truly use internal data in purposeful ways to plan, inform, and modify instruction. To support this, we have renewed our subscription to Illuminate. On October 22 and 23, our Coordinator of Curriculum and Instruction, our district's two Teachers on Special Assignment, all district principals, our site assistant principal, and our two WASC coordinators attended Training of Trainers sessions. At this time, the ELA department is actively using Illuminate for all assessments, and the Coordinator of Curriculum and Instruction is scheduling training for the other PLCs for the spring semester.

Indeed, based on the Self-Study and the findings of the WASC Visiting Team, the staff at Gustine High School recognized that many of our areas of need intersect with the need for a purposeful use of data. To explore that intersectionality and in collaboration with Solution Tree consultant Matt Navo, Gustine High has created a Unit Planning Data Analysis Protocol to guide instructional planning and the use of data to inform and modify instruction in meaningful ways. Within the same document, we have also incorporated an intentional focus on the SLOs; Rigor, Relevance, and Engagement; the Literacy Standards; evidence-based instructional practices; and the College-and-Career-Readiness Standards. There are also optional components for using Universal Design for Learning in planning. When taken together, they serve as a key step in authentically using our SLOs, as well as the CCR and literacy standards, to prepare students for success outside of the school walls; creating formalized systems and processes; and intentionally implementing evidence-based instructional strategies to increase student achievement, rigor, relevance, and engagement.

Currently, the protocol is being used for at least one prep by all core subject teachers for the class that they believe will be most impacted by the intentional use of data. Although we recognize that ultimately this does need to be implemented across all preps, it was determined that given the present challenges and additional work teachers are facing during the pandemic, it would be more beneficial to focus our efforts in a more limited manner at this time to allow teachers to build familiarity with the protocol and to experience the successful use of data to inform instruction. Throughout the second semester, all PLCs will be meeting with our TOSA to start or improve the use of the data protocol and the data cycle to impact student learning.

Also, each core subject department meets after progress reports and quarter grades with an administrator and counselor to discuss the data, what is working well, and what needs to be refined. These data talks help to identify areas of need and to help make modifications that will improve student learning.

Instruction & Engagement: It was noted in the report from the previous visiting team that students lacked engagement, as well as access to rigorous and relevant learning opportunities. Students also reported in the 2018 *Healthy Kids* survey a lack of student agency and voice in making decisions in which they are invested: the design of school activities and rules; having a voice in how things work, and feeling that the work they do has significance -- indeed, each of these responses indicated that students believe this to be *Not True at All* or only *A Little True* between at a response rate between 80-87%. At the same time, students expressed that they often try hard on new material and work hard to improve (~70%). However, there was a greater percentage of 9th graders who responded that this is true than 11th graders. As a result, we must

find ways to encourage student agency and choice to address issues regarding personal investment in their education. These actions could also help to address the current issues with disengaged students during distance learning. In the end, it would seem that we need to focus not only on improving instruction, but on strategies for increasing student engagement, agency, voice, and investment in their academic outcomes.

This lack of engagement might also be related to our high suspension rates -- though notably lower during the current school year as a result of distance and hybrid learning -- especially among our English Language Learners, students with disabilities, and those who are socioeconomically disadvantaged. Moreover, we need to specifically work to address the disengagement of our males and Hispanic students, both of whom conveyed a greater degree of disengagement in their *Healthy Kids* responses. Indeed, we noted in the past a correlation between our students who are Hispanic males from socioeconomically disadvantaged backgrounds and who have reading levels significantly lower than grade-level and the demographic breakdown of our students enrolled in the local continuation school; this is especially true when the parents did not earn a high school diploma. In all, this underscores our need to better address the needs of our students who are most at risk.

Although we are still working to improve engagement, students do report feeling safe, welcomed, and included in the 2018 *Healthy Kids* survey. Moreover, in a student survey from October-November 2020 during distance learning, 70% of students reported that they agreed or strongly agreed that GHS teachers are available and willing to help students to be successful in classes, and 83.5% agreed or strongly agreed that teachers are willing to help with questions about school work.
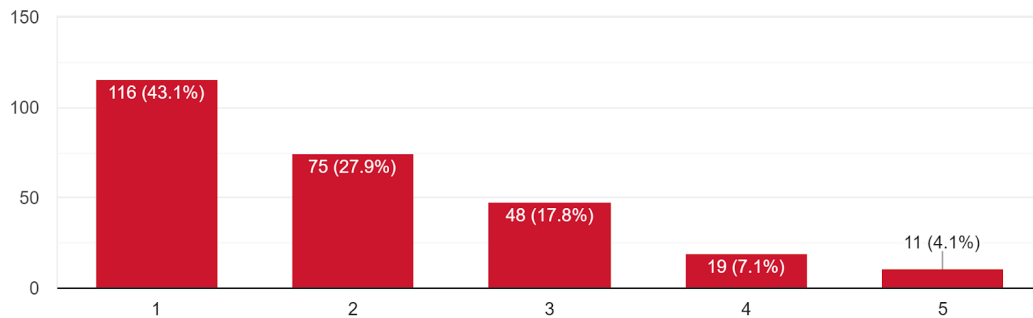
If I have questions about school work, teachers are willing to help.
268 responses
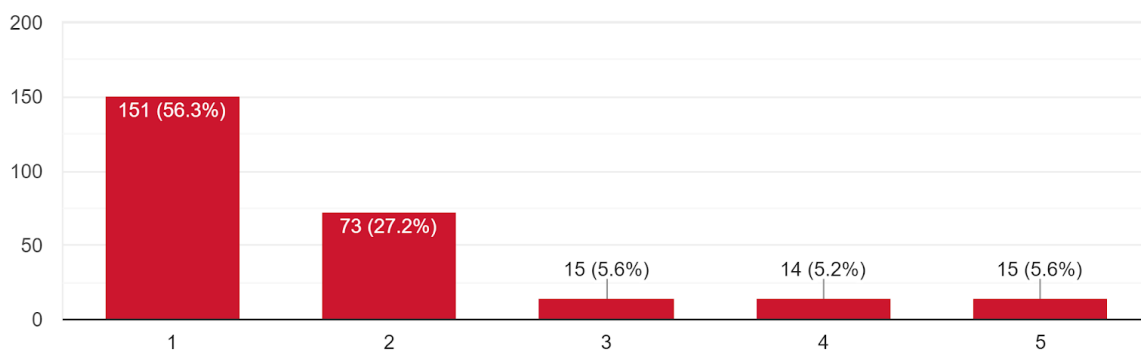
GHS teachers are available and willing to help students be successful in classes.
269 responses

Indeed, 77.3% reported that they believe that all students at GHS have the opportunity to be successful.

This corresponds with a survey from 2019 that indicated that 79.1% of students agreed or agreed strongly that both administration and staff genuinely care about them and their success.

With this in mind, we are now working to capitalize on the relationship we have with our students to create a greater degree of engagement in conjunction with rigorous instruction for all learners, while also working to support students' social-emotional needs. Gustine High School has incorporated several evidence-based practices to raise student achievement during the 2020-2021 school year. Due to starting the year in full distance learning, and with 1:1 Chromebook access, the decision was made to initially focus on strategies that could be readily incorporated into an online setting, and to work to support those strategies with technology-based educational tools:

- **Classroom Discussion (.82)**, as with many other high-effect-size instructional strategies, is, at its heart, social. In "Learning First, Technology Second," Liz Kolb points out that student interaction when using technology tools promotes greater content knowledge, improved communication, and higher-level questioning (17). Keeping this in mind as teachers are planning for online learning, they MUST look for opportunities to have students work together either in real-time or asynchronously.
  - **FlipGrid** (Classroom Discussion .82 and Self-Assessment 1.44). FlipGrid is an easy-to-use tool for video and audio recording. Students can use this to photograph work and talk about it; for example, the math department uses it for notebook checks. They can provide oral responses or practice English or Spanish, and they can respond to each other in a virtual threaded discussion. Captions are auto-generated for improved

accessibility. Written instructions for the topic can be accessed via Immersive Reader. This is also a strong tool to practice listening and speaking skills during asynchronous learning.

- **Padlet** (Classroom Discussion .82, Collaboration .55, and Concept Mapping .64). Padlet can be used as a discussion board (or a map or timeline). Learning is social, so having a simple avenue for discussions is important.
- **Jamboard** (Classroom Discussion .82, Collaboration .55, and Concept Mapping .64). Jamboard is used in the math department to facilitate number talks. AVID uses it to facilitate philosophical chairs and Socratic seminars.

- **Direct Instruction (.60):**
  - **Zoom or Google Meet** for Direct Synchronous Instruction has the
    - Ability to use breakout rooms.
    - Ability for the teacher to mute/unmute participants.
    - Ability for the participants to raise hands or otherwise signal they have questions.
    - Ability to record sessions and chat.
  - **Nearpod** can also be used for direct instruction, and it is possible to pre-record lessons to ensure more flexible access for students. Nearpod also provides detailed analytics and additional data points for monitoring student progress.
  - **EdPuzzle** (Interactive Video .60). EdPuzzle allows teachers to create interactive videos for use in the virtual classroom. Simple multiple-choice questions and constructed response questions are placed within the video. Analytics address comprehension of content and offer opportunities for differentiation.

Although these technology-based tools help to provide seamless integration during distance learning, each tool corresponds with evidence-based strategies that increase student achievement, as reflected in the noted effect sizes above. Indeed, we recognize that tech tools are not a substitute for strong instruction; however, they are necessary supports during the current circumstances, and we have worked to align our implementation of tools with instructional strategies that are supported by research.

Curriculum Adoption: In Spring 2019, core subjects began the vetting process of SBE-adopted, standards-aligned curriculum in all core subjects. Each program adopted or piloted was selected based on several factors: alignment with content standards; structured scaffolds for English language learners, differentiation strategies for students with disabilities, and pedagogy based on research-based best practices.

This adoption of curricula is in itself a significant modification to the site's instruction to improve student achievement.

Ultimately, **English adopted *myPerspectives***, and **Mathematics selected Mathematics Vision Project**. **Social Science is piloting** McGraw-Hill's *IMPACT* for Modern World and United States History and the Teachers' Curriculum Institute's *Geography Alive!*, but has yet to pilot curriculum in Government/Economics this school year. **Science initially piloted** *Discovery Education*, but has elected to switch to the curriculum offered through McGraw-Hill.

Development of Systems & Processes: For approximately a decade, our district and site were in a continuous state of flux, with significant turnover and instability at all levels of administration, and this prevented the development of systems that endured when changes took place. For the past three years, though, there has been a growing sense of consistency. This has finally allowed the district and site to work on the creation of systems, processes, and protocols that ensure not only smooth operations but also a clear, unrelenting focus on student achievement. As a result, we are currently building new systems for how things are done, though this will be ongoing for some time. To date, processes have been created and/or revisited for data analysis and use, reporting of student engagement, curriculum vetting and adoption, MTSS, PBIS Tier 1, ASB and accounting, Site Council, and professional development.

Also, we acknowledge the need to refine certain processes that are currently in place. For instance, teachers turn in weekly engagement logs to the principal, which are then submitted to the district office for review; however, the system was modified due to the high number of entries from teachers to prioritize high-need students.

While we fully acknowledge the need to have clear systems and procedures in place -- and that these require clear goals to measure efficacy -- there has been an additional need this year to adapt already-existing processes and systems to the virtual world, and this has resulted in somewhat slower-than-desired progress.

Professional Development & Accountability: GHS also must ensure that professional development opportunities are focused on critical learner needs and, even more significantly, that investment in these opportunities leads to improved student outcomes. Previously, though there were many PD opportunities available, there was no system of monitoring or accountability to ensure that the learning led to classroom implementation, let alone to student achievement. Now, for professional development to be approved, it must be directly related to one of the goals in the SPSA. However, although we recognize the need for a clear process that ensures that PD impacts student learning, the site has been inundated with change and reform since last

March: in-person, distance, and hybrid learning; research-based instructional strategies supported by informed technology integration; new curriculum in core areas; the use of a schoolwide data protocol -- all these variables make it impossible to isolate the impact of any single action on learning. In accepting that this is the case, we are focusing now on establishing a system for tracking and monitoring the implementation of learning gained from professional development while monitoring the impact the use of these resources as a whole have on student learning. To track implementation of professional development, a Google Form is sent quarterly to all GHS teachers to ask for information about professional development completed within the past four months, including what was attended, what was beneficial, how it will be shared with colleagues, and how it will be used within the classroom. Teachers are also asked for evidence of use. A follow-up email is then sent the following quarter to ask for an update on how that learning has been used and for additional evidence. This is admittedly a new system and our site is still working to improve it; however, it is a step to ensure that professional development serves its intended purpose.

It would be remiss to not directly acknowledge the ways COVID-19 has impacted education at our site. As a result of Merced County's placement on the watchlist, we spent the entire first quarter of the instructional year on full distance learning, and the start of the school year was delayed by a week to allow for further **professional development**, including a combination of mandatory and optional sessions intended to provide teachers with the tools and training necessary to effectively venture into distance learning.

In October 2020, 28 students with disabilities returned to campus in a small cohort for face-to-face instruction. Later, on November 9th, GHS opened its doors for 305 students in the hybrid model. During this time, teachers were responsible for concurrent in-person and online learning. However, on December 10th, the Superintendent determined that it was prudent for all students to return to distance learning as of December 14th.

When the second semester started, all students were scheduled to remain on full distance learning until February 18. In mid-January, it was decided that, upon reopening, all students would return 5 days per week. Families who opted to not return to campus would be placed in the GHS Independent Learning Program, with their classes taught through Edmentum courseware. Students enrolled in the Independent Learning Program are able to participate in athletics, clubs, and other extracurricular activities and have access to live support daily, dedicated office hours, and a robust list of class offerings. At this time, approximately 300 students plan to return to campus in February for in-person learning.

CHAPTER III: Engagement of Stakeholders in Ongoing School Improvement

Stakeholders Involvement in Developing the SPSA

During the past year, Site Council Chair Barbara Azevedo, the GHS Leadership Team, and members of the English Learner Advisory Committee met to discuss student needs and identify improvement strategies based on survey data and focus groups. Gustine High School recognizes that self-evaluation is necessary to ensure progress in improving student achievement. Throughout each year, various surveys are completed by three groups: staff, parents, and students. The survey results are analyzed by the school leadership team and evaluated by staff to make informed schoolwide decisions.

Parent input is a very important part of our decision-making process, and communication from the school and staff to home was an improvement item that we have been addressing. In addition to the input we receive from parents, we also discuss results with our School Site Council and English Language Advisory Committees. Our parent surveys are carefully designed to elicit high-quality feedback on how we are doing as a school. Safety, diversity, technology needs, classroom instruction, and overall satisfaction are some of the main areas of focus in our parent surveys. Parents reported strong agreement that Gustine High School is a safe and friendly place to attend with a high value for education. At the same time, parents do believe that the school needs to have in-school or after-school tutorials for underperforming students and for students who have struggled in previous years.

In a survey of 269 students that was conducted during October and November 2020, 71.7% of students reported that GHS teachers are available and willing to help students be successful in classes, and 84.5% agree or strongly agree that teachers are willing to help students who have questions. Further, 71.8% of students agree or strongly agree that all students have the opportunity to be successful at Gustine High School. Students were asked what would help them to be successful, with the option to select for a list and/or write in additional suggestions:

- 54.2% stated they would benefit from tutoring in specific subject areas
- 52.6% stated they would benefit from college-related workshops
- 49% stated they would benefit from specialty sessions that teach life skills.

The findings indicate a need to facilitate students' academic growth, even while they underscore the belief that the school is safe and supportive for its learners. At the same time, the students who responded were generally ones with higher GPAs, more 10th and 11th graders completed the survey than 9th and 12th graders, and 61% of respondents were female to 39% male respondents. This reflects previously identified trends regarding lower engagement among our male students.

While we acknowledge the limitations of these meetings and surveys, they nonetheless resulted in insightful suggestions for modifying the Single Plan for Student Achievement for the current school year. In addition, there are teacher and staff meetings on LCAP revisions led by district personnel that help to ensure alignment. The staff and teacher leadership teams, along with the WASC coordinators, have worked to further align our SPSA with the goals of the district and the critical areas of growth, critical learner needs, and schoolwide learner outcomes. As a result of these meetings, as well as in separate meetings with parents and district leadership, the following updated goals were set:

Goal 1: Provide students with high-quality classroom instruction and access in all courses of study.
- Increase student achievement and success in all subjects to ensure mastery of all essential standards in all content areas, which would, in turn, improve the percentage of students meeting or exceeding standard on the CAASPP and meeting college- and career-readiness indicators.
- Increase student achievement in all core and elective courses by ensuring mastery of all course essential standards, so students have the opportunity to meet or exceed standard on the CAASPP and be better prepared after high school.
  - For the 2020-2021 school year, Gustine High School will improve by 5% on students meeting or exceeding standard from 54% to 59% on ELA CAASPP.
  - For the 2020-2021 school year, Gustine High School will improve by 5% on students meeting or exceeding standard from 20.5% to 25.5% on Math CAASPP.

Goal 2: Create a safe and healthy learning environment.
- Ensure a safe and secure environment for all Gustine High School families, students, staff, and visitors.
- The district will create and support a safe, healthy, and welcoming learning environment to enhance social-emotional and academic learning for all students.

Goal 3: Parent engagement
- The district will work together with parents, families, and the community to create partnerships to enhance student achievement.
- We will increase parent, student, and stakeholder involvement as measured by surveys, attendance, and sign-in sheets.

Goal 4: English Language Development
- Gustine Unified School district is committed to providing all English Language Learners with access to a broad course of study as measured by multiple metrics, including state and local measurements.
- The percent of English Learner students making progress towards language proficiency will improve by 10% as measured by district and state testing along with improving the graduation rate for our English Language Learners by 5%.

The initial plan was then discussed and revised during School Site Council and English Language Advisory Committee meetings to ensure all stakeholder voices are heard. Our SPSA analysis and data review was done by the elected Gustine High School Site Council members throughout the 2020-2021 school year via Zoom meetings and was most recently reviewed on November 30, 2020. Although education currently looks very different as a result of the pandemic, the members worked to ensure that the goals and improvement strategies were measurable based on verifiable state and local data, as well as legally compliant and in line with the district's goals, LCAP and LEA plans. These goals now better align with the critical needs identified by the WASC Visiting Committee in 2019, as reflected by the revision of the first three and the addition of the fourth.

While substantial revision was made to the SPSA from 2019 to 2020 to better reflect the needs of the students and to guide the work of the school, it is still a work in progress. Indeed, later in November 2020, it was recognized that there were four "action plans" guiding the school -- the one initially submitted as our Ch. 5 Action Plan in the last Self-Study, a revised one we created to better address CLNs and all areas of growth from the 2019 WASC VC report and the 2019 self-study, and the SPSA -- and that there is a need to combine and consolidate these into one true Single Plan for Student Achievement. This will provide a more relentless focus on the necessary work, while also providing more clarity for all stakeholders. As a result, teams have been meeting to streamline these four plans into one. However, this is still a work in progress at this time, especially as we adjust strategies and actions to respond to learner needs caused by the pandemic.

The School Site Council also meets to:
- monitor the implementation of the approved SPSA, making modifications as necessary;
- measure the effectiveness of the improvement strategies and expenditures;
- and maintain documentation of all SSC actions and activities.

Stakeholder Involvement in Implementing and Monitoring the SPSA

To ensure the effective implementation and monitoring of the SPSA, various stakeholders track the progress of actions indicated for each goal.

At the site-level, the working copy of our **action plan** indicates the parties responsible for each strategy or action within each goal. This plan is reviewed monthly by the Site Improvement Team to update progress on action items and to preview the items for the month ahead. As applicable, the leaders take the next steps back to their PLC teams or colleagues for action.

For example, to create and support a safe, healthy, and welcoming learning environment to enhance social-emotional and academic learning for all students (Goal 2) and to increase parent engagement (Goal 3), one action is that counselors are meeting with parents and/or students at least once per semester, and these meetings are logged into Aeries. Other metrics, such as attendance and suspension rates, are monitored at the site-level by the principal, assistant principal, counselors, attendance clerk, and SRO; at the district-level by the Administrative/Data Integration Specialist and Assistant Superintendent; and through multi-site teams, such as the MTSS committee, which includes administrators, counselors, and teachers from all school sites and is lead by the district's Coordinator of Curriculum and Instruction. These teams identified a need to modify the current process for responding to disengagement and absenteeism during distance and hybrid learning; as a result of monitoring these areas more intentionally, we are now better able to adjust our responses to maximize impact on students in positive and meaningful ways. The board also adopted **BP 5113,** a revised grading policy regarding our chronically absent students, which allows them to submit all late work for full credit.

The Site Improvement Team leaders use the action plan for working with their teams to schedule benchmarks, plan instructional strategy use, and modify instruction as a result of formative data, among other actions indicated on the action plan.

Although this year has made it more challenging to directly involve parents and students in the implementation and monitoring of the SPSA, they have been critical in their role in the Site Council to ensure that the needed work is being accomplished

and that the intended actions are, in fact, aligned with the identified goals.

The Assistant Superintendent has also taken an active role in the review of the updated SPSA and SARC and provides feedback and guidance to ensure alignment with the LCAP and LEAs. The board is also briefed weekly by the Superintendent on the happenings at each site. Although still in its beginning stages, we are now actively working to develop stronger and more effective ongoing communication with both the district office and the board through the inclusion of these stakeholders on the WASC focus groups; this is to encourage a greater degree of involvement and understanding of the site needs and to better use the expertise of our leaders to improve student learning and achievement at Gustine High School.

Stakeholder Involvement in the Preparation of the Progress Report

Throughout the past year, the following stakeholders have been involved in the preparation of this report:

- Site Administration
- Counselors
- Site Improvement Team
- Faculty
- Staff
- District Leaders
- Students
- Parents, including such groups as athletic, band, and ag boosters, and ag advisory
- ELAC
- Site Council
- Governing Board

Although the WASC coordinators compiled the work of the stakeholders above, each group was instrumental in providing the insights and work necessary to transform Gustine High School.

Site leaders -- including the site administrators, counselors, the SIT, and WASC coordinators -- were catalyzed by the visit in 2019 to effect true change at the school and have led the work as detailed in the action plan; teachers, staff, and administrators then enacted those actions.

District leaders have supported these actions -- both in the planning and implementation stages. This is especially true concerning the adoption of curriculum; support of instruction, both for the traditional classroom and during online/hybrid learning models; the use of formative assessment and data to plan and modify instruction; and the adoption of the mission, vision, and schoolwide learner outcomes.

Students and parents participated in surveys and focus groups and helped to develop the mission, vision, and SLOs, as well as provided necessary feedback on learning during a pandemic. Also, parents and students on the Site Council have ensured that the actions included in the SPSA focus on improving student achievement, addressing our critical learner needs, and ultimately actualizing our mission, vision, and SLOs.

The governing board has supported the actions taken by the school through the adoption of our mission, vision, and schoolwide learner outcomes, the investment in curriculum for core subjects, and the purchase of technology to facilitate access and engagement for students during online learning.

In short, all stakeholders played essential roles in developing and implementing the SPSA, as well as in the creation of this report.

CHAPTER IV: Progress on Implementation of the Schoolwide Action Plan/SPSA

Identified Student Learner Needs and the SPSA

Following the WASC Self-Study, visit, and final report from the Visiting Team, the site held several meetings with the full staff, the Site Improvement Team, the leaders from the district office, and our Solution Tree consultant to debrief and process the findings. Although not the outcome desired, probationary status led to much introspection about the path forward for the school to best impact student achievement and catalyzed action. From there, we broke down the findings confirmed from the Self-Study and those added by the Visiting Team, and then an action plan was created to address those needs.

However, at one point, we also recognized a need to consolidate site "action plans," as we essentially had four, as mentioned previously. There was a tremendous amount of overlap between plans, which should be expected, but having multiple plans introduced a lack of focus and clarity as we worked to address our students' critical learning needs. At this time, we have consolidated these documents to reflect what will truly be our single plan, and the revised plan is far more action-based and data-driven, which were concerns in the fall of 2019.

To that end, we have refined our **CRITICAL LEARNER NEEDS** to acknowledge that **improving student engagement, academic performance, and raising students' skill levels to enable them to take part in our 21st Century world are the most critical challenges facing GHS.**
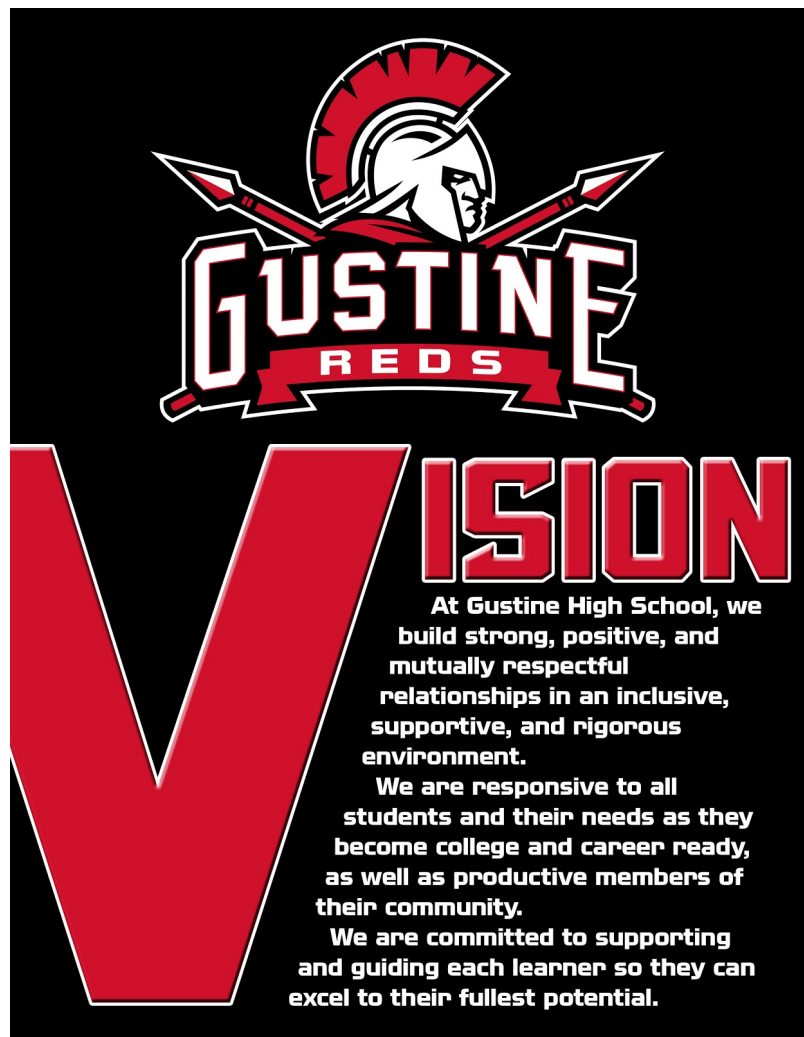
As discussed earlier, *student academic achievement* is low, especially in core areas. For 2020-2021, less than 3% of students were at grade-level in Mathematics or English. We must provide clear foundational **math skills** and **ELA**, with an intentional focus on addressing the **achievement gaps of:**
- **ELLs,**
- **students with disabilities, and**
- **socioeconomically disadvantaged students**.

Social-emotional development and support of all students is also a critical learner need, especially now with distance learning.

The ways Gustine High School has used this understanding has guided the actions we have taken to address all concerns identified in 2019.

Although the SPSA was recently revised and approved by the Board in November 2020, we realize that it is not fully where it needs to be, especially in light of the complications caused by COVID-19. For instance, although we have worked to explicitly address student achievement in math and English, provide a safe environment for students physically and emotionally, engage parents and students, and support English Language Learners and students with disabilities, our plans are still being refined to better reflect the evolving situation of the pandemic. Indeed, though the adopted SPSA from November reflects some of these changes, our **working school plan** has developed further since then. As an example, we are working to refine SPSA Goal 1, which is currently to "increase student achievement and success in all core and elective courses, especially in Math and English, so students have the opportunity to meet or exceed standard on the CAASPP and be better prepared after high school." At this time, there are only measurable outcomes for ELA and math for this goal within the adopted SPSA, though it should include all core subjects, and the measures are mostly contingent upon external data; moreover, more specificity is needed, not only in addressing the measures, but in planning actions that support our ELLs and students with disabilities. Our goal is to continue to revise our working SPSA into a true, actionable plan with clear measures that involve both site and external data, and we have created a process for doing so. As we revise, we are associating with each action a measurable outcome by which to assess the degree to which that action has been effective. Although this

At Gustine High School, we build strong, positive, and mutually respectful relationships in an inclusive, supportive, and rigorous environment.

We are responsive to all students and their needs as they become college and career ready, as well as productive members of their community.

We are committed to supporting and guiding each learner so they can excel to their fullest potential.

step is in its infancy, we have started with the areas for focus within our CLNs as those, in conjunction with our SLOs and identified areas for growth, will guide our steps to improving student achievement.

Summary of Progress and Impact on Learning

Since the WASC Visit of 2019, we have worked to address each of the critical areas for follow-up and student needs.

Specific Need Identified: *Develop a school mission statement and Schoolwide Learner Outcomes (SLOs) to tighten focus for site work and resource allocation and ensure educational equity for all learners.*
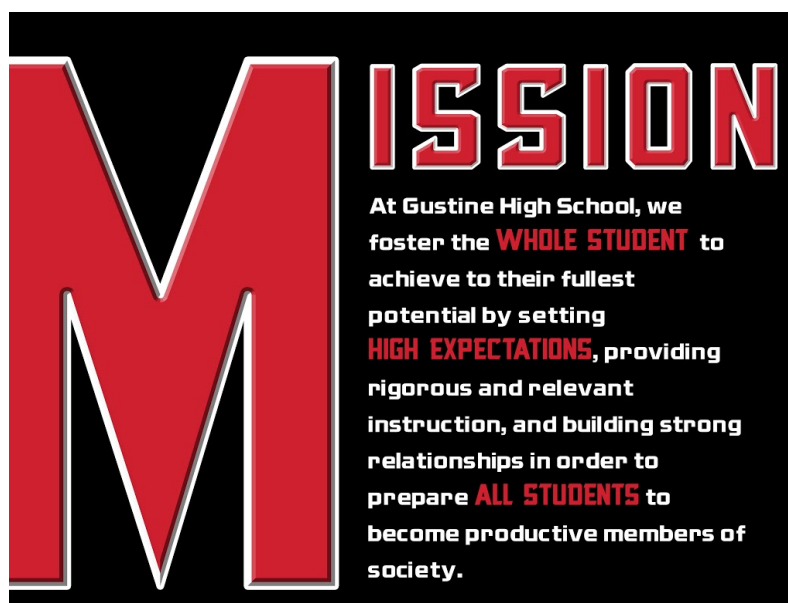
AND

Develop SLOs that are measurable and that reflect a consensus among all stakeholders deeming these SLOs to be appropriate for preparing students for success in the 21st Century, in college, in career, and in life.

One of the key understandings was that the absence of a mission, vision, and schoolwide learner outcomes was preventing the site from acting in meaningful ways to impact student achievement. Our mission and vision had recently been **developed**, drafted, vetted, and approved by staff, students, and parents, and within each, there was a clear reflection of our guiding principles: that the whole learner is important and that all learners can achieve at high levels and be productive members of society; that we will set high expectations while providing rigorous instruction that prepares students for the world outside of school; and that our school prioritizes the building of strong relationships in an inclusive environment.

MISSION

At Gustine High School, we foster the WHOLE STUDENT to achieve to their fullest potential by setting HIGH EXPECTATIONS, providing rigorous and relevant instruction, and building strong relationships in order to prepare ALL STUDENTS to become productive members of society.

With the mission and vision in place, this led to the immediate prioritization of the **development of the SLOs** and a commitment to involve all stakeholders in that process. Without these elements in place, it would be impossible to move forward in a focused way.

As these were developed, there was an intent to consciously align the SLOs with our vision.

In addition, Gustine High School's mission, vision, and Schoolwide Learner Outcomes (SLOs) were designed to promote student's academic achievement by striving to ensure educational equity for all students including our English Learners, students with disabilities, and socioeconomically disadvantaged students. These were also constructed from current research through our school-wide implementation of Positive Behavior Interventions and Supports system, where we have developed plans of support for students in all tiers. This is also evidenced through the PBIS Tier 1 posters on campus, but also through the process used to ensure stakeholder involvement:

- **Evidence of collecting student needs**
- **Student/Parent Survey**
- **Meeting notes of SLOs Development**
- **Strengths, Observations, Aspirations, Possibilities (SOAP)**
- **V/M Brainstorm, Department work**
- **PBIS is data/research based**
- **Strong alignment and coherence with student needs, critical learner needs, critical areas for follow-up, and action plan goals.**

While it took longer to involve all stakeholders because of COVID-19, we knew that this was the first, most critical step, as it would provide clarity on our commitment to improving Gustine High School. Indeed, in the student perception survey from October and November 2020, students were asked which skills are most needed to be a successful adult. As indicated by the word cloud (below), student responses reflect an awareness of the importance of skills such as those included explicitly or tacitly within the SLOs; communication, functional math, writing, reading, civic awareness, critical thinking, and problem-solving were all frequently noted, and concepts related to goals, life skills, and organization were repeated themes.

After having been presented to students, parents, and staff, the School Site Council approved the mission, vision, and schoolwide learner outcomes on November 2, 2020. They were then presented to the board on **January 13th, 2021**, where they were unanimously approved. GHS now has a clearly-stated vision, mission, and SLOs:

Gustine High School Vision
At Gustine High School, we build strong, positive, and mutually respectful relationships in an inclusive, supportive, and rigorous environment. We are responsive to all students and their needs as they become college and career ready, as well as productive members of their community. We are committed to supporting and guiding each learner so they can excel to their fullest potential.

Gustine High School Mission
At Gustine High School, we foster the whole student to achieve to their fullest potential by setting high expectations, providing rigorous and relevant instruction, and building strong relationships in order to prepare all students to become productive members of society.

Gustine High School's Schoolwide Learning Outcomes read:
To become productive members of a community who are college and career ready and able to excel to their fullest potential, students will:
- Be Responsible Citizens
- Work Collaboratively and Competently
- Be Critical and Creative Thinkers
- Be Effective Communicators
- Develop Personal and Professional Goals

We are now working to develop our **SLOs change concepts and drivers** into measurable actions and outcomes as we formally introduce the schoolwide learner outcomes to our students and help them to see how these skills will help them to engage more meaningfully with their learning and build authentic skills that are relevant in life outside of school.

To this end, in our first phase, we are emphasizing the ways there are natural connections between the SLOs and various subjects: ELA, World Languages, and ELD pair naturally with developing effective communication skills, and Business Applications -- which will eventually be a CTE Pathway -- emphasizes these skills in presentation; Social Sciences align well with developing an awareness of the qualities of responsible citizenship; Math, Sciences, World Languages, Art, Yearbook, and Band help develop students into critical and creative thinkers; the Ag classes, Floral Design,

Business Applications, World Languages, ELD, and ASB help students to work collaboratively and competently; and AVID, World Languages, and ELD focus on the development of personal goals, while Business Applications and Yearbook support this through the intentional use of goal-setting regarding time-management and meeting deadlines.

At the start of the 2021-2022 school year, we will enter phase two, where we will more formally introduce students to the SLOs, explicitly align skills with classes to ensure all students have opportunities every year to develop their abilities in these areas, and have students document ways they are developing these skills in measurable ways.

Specific Need Identified: Purposeful use of data to inform educational practices by developing a common data analysis process/protocol and measure improvement in student achievement.

On May 4, 2020, site and district leaders, as well as Solution Tree consultant Matt Navo, met virtually with the 2019 Visiting Team Chair and our probationary support provider, Brigitte Sarraf, to discuss our next steps. At that time, she recommended that we complete a **Coherence and Alignment** document to identify where we could best prioritize and leverage our work. Within the SIT, we then more clearly defined the school's **Critical Learner Needs,** and from there, the WASC coordinators developed an action plan to reflect the steps needed to move forward. Throughout the months, this plan has since been refined and, most lately, been integrated into what has become our true **action plan.**

On June 30, 2020, the principal and WASC coordinators met with Navo to work on the critical next steps from the action plan. To that end, a **data protocol was developed** that specifically addresses nine areas of concern:
- Rigor
- Engagement
- Use of site-based data to plan & modify instruction
- Purposeful use of data
- Research-based curriculum
- Implementation of PD
- Subgroups
- SLOs
- Use of highly effective instructional strategies

At the beginning of the 2020-2021 school year, the **unit plan & data analysis protocol** was introduced to the Site Improvement Team, and the SIT leaders then shared an instructional **video** with their PLC team members. Further Q&A time was

allocated at a full faculty meeting, and the expectation was conveyed that each teacher of core subjects would complete *at least one* data protocol for the first semester. Although the plan is for *every teacher* to use the protocol for *every unit* of instruction, it is also acknowledged that the process takes an investment of considerable time that may not be available right now, as the core teachers have the additional responsibility of preparing for online learning with newly-adopted curriculum and tracking student engagement with the mandated weekly e-logs and codes in Aeries. As a result, though we see great value in the protocol, it was determined that a more gradual implementation would allow teachers to use it more effectively and intentionally at this point.

In the interest of more effective data use, the WASC coordinators also met with CCI Kim Medeiros to discuss how teachers could more efficiently process data -- especially around our English Language Learners, our students with disabilities, and our students from socioeconomically disadvantaged homes -- as this was a step in the protocol that could only be completed manually and required excessive time. To ease this, the district re-invested in a subscription to Illuminate, which had been recently terminated due to lack of use. The CCI, administrators from each site, the TOSAs, and the WASC coordinators attended an initial **2-day training-of-trainers** workshop in October. At the site, it was decided that the WASC coordinator/ELA chair would first train and support that department in the use of Illuminate throughout the second quarter before introducing the SIT/PLC leaders to its use in the third quarter, as the program is not particularly user-friendly or intuitive and requires significant time, which is truly in limited supply with the ongoing adjustments needed as a result of the pandemic. Coordinator of Curriculum and Instruction Kim Medeiros is also scheduling additional training through Illuminate to support all teachers in its implementation, and our TOSA is scheduling sessions with PLCs throughout the spring semester to more fully train teams on the effective use of the protocol and data cycle. Through these meetings, she can support each PLC where it is at that moment, whether members need help planning to support subgroups, implementing research-based strategies effectively, creating formative assessments, modifying instruction, setting SMART goals, or addressing other needs. This new process is also intended to support the development of processes so PLCs use data systematically and systemically, to help teachers implement research-based best practices for instruction and engagement, and to better make use of the expertise our team possesses.

Indeed, Gustine Unified School District now uses a systematic approach to continuous improvement through professional development. Through the LCAP process, the district and sites, including GHS, review the performance of the state and local indicators. By analyzing the performance data, student needs are determined, and

then the district and site leadership teams, in collaboration with teachers, decide on effective, research-based strategies to implement to ensure student progress and achievement.

The teams review the progress and needs of each site and then look for any performance gaps based on student groups. After a complete analysis of the data, the district and sites create SMART goals for areas of need, decide on research-based instructional practices, provide professional development based on needs, and then monitor the progress and improvement. Changes to the plan are made as needed.

Use Of Assessment Process To Collect, Disaggregate, Analyze, And Report Student Performance Data To The School Staff, Students, Parents, And Other Stakeholders

Math Department: At the end of the 2018-2019 school year, the math department began a partnership with the Mathematics Diagnostic Testing Project (MDTP). It first administered the End-of-Year diagnostic/readiness in May 2019 to grades 8-11. They then partnered with the Fresno State coordinator, Dr. Agnes Tuska, who attended one of our PLC collaborations and taught the math department how to analyze and utilize the assessment results to inform instruction. The MDTP was not administered in the spring of 2020 due to COVID-19, but, per GUSD policy, the department will administer the assessment 3x per year, in the fall, mid-year, and spring. For the 2020-2021 school year, the MDTP was administered in August 2020 and December 2020. The spring administration will be utilized as one of the multiple measures for readiness for the next course in the mathematics progression at GHS. MDTP provides assessment data that the math department analyzes during their PLC time per the **MDTP protocol** to identify gaps in learning, address misconceptions, and inform instruction.

In addition to the MDTP, the MVP curriculum provides common assessments, both formative and summative, for each unit of study. During PLC collaboration, the math department determines which problems to use on assessments before beginning the unit of study. After assessments are given, data is disaggregated during PLC time and organized in their "Data Analysis Spreadsheet." This allows the department to analyze performance data and discuss trends and commonalities between courses, allowing teachers to identify best teaching practices and adjust instruction for those not understanding the material.

The department utilizes some tools that provide students with immediate feedback, such as Edulastic, Google Forms, and Kahoot, to name a few. Students and parents are informed of results via the Aeries online gradebook and with ParentSquare and

StudentSquare messages. Additionally, MDTP provides a score report which can be printed out for each student. Pre-COVID, these printouts were reviewed and sent home with the student. During this time of distance learning, communicating the diagnostic data with students and parents has been more challenging.

ELA Department: As of the 2020-2021 school year, the ELA department adopted the Savvas *myPerspectives* curriculum after a vetting process and began administering the *myPerspectives* Beginning, Middle, and End-of-the-Year Diagnostics to assess student performance across all ELA standards as the school year progresses. The diagnostic tests are directly aligned with the Savvas curriculum and instruction students are receiving, meaning that all data from these diagnostics can be used to analyze student performance in all ELA standards as the year progresses. At this time, the results from the diagnostic assessments are used only to collect, disaggregate, and analyze information about student performance and to plan for instruction accordingly, rather than being reported to all stakeholders.

The ELA department also utilizes frequent, if not daily, formative assessments to collect information on student progress throughout a unit of study and report the results of these formative assessments to administration, students, and parents through Google Classroom and Aeries Gradebook. ELA also utilizes the curriculum-aligned summative assessment tasks, which are analyzed for patterns in our ELL and SwD populations, as well as patterns in the performance of engaged vs. disengaged students throughout an entire unit of study. Summative Assessment student performance data is also reported to all stakeholders through the use of Google Classroom and Aeries Gradebook.

Science Department: Throughout the Science Department, group feedback is worked into class time for widely missed problems. Also, the teachers invite students to interaction to review scores and reteach key concepts for additional support. To inform both students and parents, the department posts scores on Aeries and Google Classroom. Also, students get **immediate feedback on programs** like Google Forms, Edulastic, Kahoot, and Quizizz. Administrators are also included in Google Classroom, and they have access to the data protocol within shared folders.

Social Studies Department: The Social Studies department is currently piloting research-based digital curriculum, *TCI: Geography Alive* and *Impact, CA*. Within the curriculum, several assessment tools are used to assess student mastery of content-based standards as well as skill-based standards. Each unit/chapter is designed with a pre-test, several formative assessments embedded in each section, and a summative assessment at the end of the unit/chapter. The data collected from

these assessments provide both teacher and students areas of growth and need and is available within the online dashboard page. In addition, teachers within the department report grades and feedback on Google Classroom (site administration and support staff have also been added to the classrooms) and Aeries (available to parents, students, site administration, and counselors). Based on the data collected from both formative and summative assessments, students are invited to attend either morning or afternoon interaction to receive support in mastering the content and/or skilled-based standards.

World Languages Department: Teachers provide group feedback during class time for any misunderstood information. Teachers also invite specific students to morning or afternoon intervention to get help and reteach any missed concepts. Parents are informed of student progress via ParentSquare and/or phone calls. Teachers also use the **World Language student tracker** to record students' names, and students get immediate feedback on programs like Google Forms, Kahoot, and Quizizz. World language teachers also created a **Spanish vertical alignment** document to emphasize the different concepts being taught throughout each of the levels.

Agriculture Department: The Agricultural Experience Tracker (AET) has been used in the Agriculture Department for the last three years. AET keeps track of student performance, not only inside the classroom but also outside the classroom with career development events and supervised agricultural experience projects. Students are able to better keep track of records for their projects, not only at home but in the class. Students are then able to apply for different awards and degrees from their hours and levels of achievement depending on their pathways. Administration, parents, and teachers/coaches can approve these performances from the data that is collected in their AET. In addition, iCEV is a new program that the Agriculture Department is using this year, which allows students to gain industry certification by passing courses and tests -- this is a first for any CTE program at our high school.

Analysis of Data to Guide The School's Programs and Processes, the Allocation and Usage of Resources, and Form the Basis for the Development of the Schoolwide Action Plan (SPSA) Aligned With the LCAP

At this time, resource allocation has necessarily been adjusted as a result of the COVID-19 pandemic, which is reflected in the **LCAP**. For example, in both the spring and fall of 2020, the district provided training for teachers to shift to distance learning. District teachers worked together to hold virtual training to prepare teachers to use Google Classroom, Google Suite, Screencastify, Acellus, and Google Meet, as well as to create editable documents, and use various other tools.

Also, the district learned through surveys and phone calls that 27% of students did not have internet access at home and did not have a device on which to complete school work. Due to the geographic location of Gustine and the fact that many families live in rural areas, the internet signals are not strong, which created additional issues for families. Some families reported having internet hotspots and WiFi but that the service was not reliable. 60 additional Chromebooks were purchased for the high school and then distributed to all students and, if a family was unable to get to a distribution site, an administrator delivered the computer to the home.

The stakeholders in Gustine Unified provided district leaders with valuable insight and considerations through the engagement process. The following points were influenced by input provided by various stakeholders:

- Technology purchases: Chromebooks to send home with all students for distance learning; 300 hotspots to support families without internet access; instructional tools and resources to support teaching and learning during distance learning, as well as features to increase student security while students are online; and a technology support line.
- Increased safety and sanitation to ensure universal understanding of safety protocols.
- Increased parent training on technology, including a technology support call-in line; Aeries; Google Classroom; and a guide for parents to learn ways to best support their children at home.
- Intervention time during and after the school day for students to receive additional help.
- Monitors and technology tools purchased for teachers to support effective teaching in a distance learning format.
- Ongoing professional development to support teaching and learning.

The allocation of resources to ensure access to a safe and effective learning experience for all students was critical.

At the same time, it was projected that there would be tremendous budget cuts for the coming years, which had to be considered while allocating funding. To that end, the adoption of curriculum for ELA and mathematics were prioritized, as those resources are critical in addressing the learning needs of all students. Both of those curricular programs have built-in scaffolds for both ELD and for differentiating instruction for students with diverse needs.

Indeed, the adoption of the MVP curriculum for the 2020-2021 school year and the partnership with the MCOE math coach(es), have provided the integrated math courses with a rigorous, vetted, standards-based curriculum. The **mathematics readiness diagnostic data** shows many gaps in learning throughout all mathematics courses. Based on this, the department has identified a need for support courses that are offered in conjunction with low-performing students' regular math classes, thus students having access to their grade-level standards-based course and an additional period for support. Our low-performing students need standards-based instruction but must have additional time and support within the school day to make the gains they need to be successful in the high school mathematics progression. To effectively meet this identified need, the math department would benefit from an additional instructor.

Also, based upon our critical learner needs and ongoing data analysis (**2019 Semester 1 Grade Analysis; 2020 Semester 1 Grades and Comparison to 2019**), we have seen a pattern of lower performance with our large number of EL students and as a result, have identified this as a critical need, and there is now a school-wide effort to ensure this subgroup is fully supported. Five GHS teachers have been trained and certified in GLAD strategies, and at least seven have been trained in UDL, in addition to our TOSA, CCI, and Assistant Superintendent, who support implementation within the classrooms. In addition, our TOSA is available as a resource during PLC meetings to help plan lessons that meet the needs of all students in the class, and she will demonstrate such lessons as needed. The World Languages teachers support our English Language Learners during morning and afternoon interaction and help to adjust learning experiences so they will be more accessible for our ELLs. Also, the math team meets with MCOE math experts and the C& I Coordinator at the district monthly to discuss progress and provide resources for strategies that address the needs of ELs, SwDs, and all students in general. Also, GHS is fortunate to have a Migrant Liaison who has a math background, and he splits his time with his county responsibilities and with helping our EL population -- especially our newcomers. However, at this time, the actions taken have not had the impact necessary to fully address the needs of this subgroup. In addition to continued training and implementation of research-based instructional strategies, a position was opened for an aide. At this time, the site is also continuing to research standards-aligned, research-based curriculum to support English language development.

Formative and Summative Assessments

ELA Department: The ELA department utilizes a range of formative assessments that are appropriate both to the standard being assessed and for the circumstances of this year being entirely conducted online to date. Formative assessments and Checks for Understanding are conducted in 100% of ELA courses using the following methods: Google Forms, Google Questions, questions answered in the Zoom chat, embedded checks for understanding in Nearpod lessons, embedded checks for understanding in EdPuzzle videos, Quizizz games, and warm-up questions on Google Slides that ask students to recall information or practice a skill from the prior lesson. This range of formative assessments allows for both quick data gathering in the form of multiple-choice answers (Google Forms, Quizizz, Edpuzzle), as well as gathering evidence of deeper understanding and transfer skills through brief writing tasks (warm-up questions, questions in the Zoom chat, and Google Questions).

Such formative assessments are used daily for tracking student progress and understanding lesson-by-lesson, as well as longer formative assessments used after covering multiple standards that will be assessed at a summative level. This gives students numerous opportunities to practice concepts while providing instructors many opportunities to analyze data for common misunderstandings and evaluate student learning progress before the summative assessment. More samples are available on individual instructors' Google Classroom pages.

The ELA department also uses a range of summative assessments in 100% of ELA courses to provide multiple means of understanding student learning at the end of a unit of study and multiple modes for students to demonstrate their learning. These include: various writing tasks, ranging from a paragraph to essay-length; student presentations, in both speech form and using media (Google Slides or Video); and multiple-choice and short-answer tests.

Science Department: The Science Department conducts formative assessment in numerous ways, such as Nearpod, Kahoot, and Zoom/Google Meet chat to guide clarification of learning on the fly. Instructors also review warm-ups and introduction activities to inform next steps. Peer feedback and group jigsaw of information through Google Slides that the whole class has access to are also ways the department uses student responses to guide learning. The Science Department has utilized virtual labs and demonstrations during this time of distance learning. During a normal year, hands-on labs, projects, and presentations would also be used to support learning the science concepts. Summative assessments through Google Forms and Edulastic are used to monitor student proficiency of the standards.

Math Department: The Math Department uses a variety of informal formative assessments, including individual whiteboards, calling on non-volunteers, and other quick checking-for-understanding activities. The warm-ups are used to activate prior knowledge and check for understanding from prior lessons and/or to review commonly missed problems from MDTP or other assessments; exit tickets are used to see how well students grasped content from the day and to drive instruction for the next class; formative quizzes are used throughout the unit to evaluate how students are doing on material, which can show areas of strength or areas that need reteaching. Students who do poorly are also strongly encouraged to attend interaction time for more individualized support.

At the end of each unit, a summative assessment is administered to students as an opportunity to demonstrate their overall understanding of the concepts covered in the unit. Teachers have administered the MVP curriculum's summative assessments to students by way of Google Forms, Edulastic, as well as Google Docs.

Agriculture Department: In the Agriculture Department, formative and summative tasks vary, as does the content. Typically, informal tasks range from having students demonstrate a skill or a step to completing a process and then evaluating the final project after it is completed. For example, in Floral Design, students work as the instructor circulates to ask questions and clarify misunderstandings; at the end, work is critiqued with rubrics. In welding and wood shops, students work to complete parts of the final product and have teachers check-in as they work through the different steps, mastering one skill and then moving on to the next. Many of these classes that are project-based build on skills becoming increasingly advanced. In a normal year, there are constant informal tasks that are evaluated and retaught as needed. In a virtual world, many of the hands-on components have changed. Some projects have been accomplished with students picking up supply kits, but the check-in components are much more challenging when not there to see each step along the way. Assessments vary by class, as some are project-based, yet almost all include safety assessments and major concept unit tests.

Social Studies Department: The Social Studies Department relies upon a variety of formative assessments to inform and modify instruction as needed. One example of a formative assessment most commonly used includes Check-for-Understanding questions to gauge student understanding and modify instruction as needed. This is done via the Zoom chat, as more students feel comfortable using the chat feature rather than speaking in class. The chat is saved in a folder after every session and provides evidence of student learning. The Social Studies department also uses

warm-ups, KWL Charts, and exit tickets. Summative assessments are built into the research-based Digital Curriculum that the department is currently piloting.

Modification of Learning & Teaching Practices to Improve Student Learning

Math Department: Modification of learning and teaching practices occurs in varied ways throughout the math department. Some teachers create videos if a point of confusion is detected to provide another resource for students. Spiral review assignments have also been used. The district's purchase of Kuta in Fall 2020 has been a very valuable tool to quickly generate additional problems as necessary, either for use during the class period if there are student questions, for additional asynchronous support for students, or when students request support with additional topics during intervention/office hour times. Khan Academy practice is also helpful in providing students with additional practice. Results of assignments and checks for understanding inform students if they should come to intervention/office hours to seek additional help in reaching an understanding of a topic. Results also inform teachers where more time is required to support the student's math foundation.

Some re-engagement strategies include: reteaching, vocabulary and reading strategies for word problems, and manipulatives, when appropriate; for example, Pre-COVID, teachers would incorporate Algebra Tiles, whiteboard collaboration, graphing calculators, number lines, etc. During distance learning, the use of particular manipulatives is difficult, but students are encouraged to use tools such as the Desmos graphing calculator to draw number lines and to use other visual representations to support understanding. The department is currently working to encourage students to review, practice, and retake assessments to demonstrate mastery.

Science Department: The science department frequently provides group feedback for common misconceptions that have been identified through formative assessment. At times, additional activities via platforms such as EdPuzzle and Nearpod will be incorporated into lessons to review key concepts. The department also extends the opportunity to modify past answers and resubmit for additional credit.

ELA Department: The ELA department uses daily formative assessments to check for student understanding lesson-by-lesson. When less than 70% of a class period demonstrates an understanding of a day's concept, this signals a need for whole-class reteaching using a different method (i.e. jigsawing, video support, gamified practice) the following day. Weekly/Bi-weekly formative assessments are also used to determine which students have mastered concepts and should receive extension activities to deepen learning and which students need specific concepts retaught. Formative assessments are also used to determine which factors of instruction need to be

modified throughout a unit of study (i.e. more use of technology, more/different ELL supports, higher-engagement texts and activities). It is also used to help identify opportunities to extend the learning of our more proficient students. Summative assessment data is broken down extensively to look for patterns of student success and struggling students. These patterns are then used to adjust instruction and engagement in the next unit of study.

World Language Department: The World Language Department uses a variety of assessments within the four language domains of speaking, reading, writing, and listening. Assessments range from traditional formats, such as reading and writing exams and practices, to the use of online resources to enact listening and speaking activities. The department utilizes a **vertical alignment document** to ensure class levels spiral appropriately through rigorous and relevant instruction and assessment.

The World Language department also routinely assesses student learning and understanding through exit tickets or warm-ups. When students score less than 65% or students do not demonstrate an understanding of a concept, the teacher reteaches the lesson or concept using a different method of instruction. Formative assessments are also used to determine which factors of instruction need to be modified (i.e. more use of technology and different activities to support them). Speaking assessments are recorded using Flipgrid, and they are assessed based on a rubric. If students' scores are low, they are given immediate feedback to improve their next speaking assignment or assessment. Listening activities include watching videos and TEDTalks, as well as listening to podcasts and music. Assessments include listening comprehension questions. Additional practice is given every day in class. Furthermore, a collective commitment within the department has been made to ensure increasing rigor; to this end, the department teaches 50% of Spanish I in Spanish only, 60-70% in Spanish II, 80% in Spanish III, and 100% in Spanish for Speakers I, Spanish for Speakers II, and AP Spanish classes.

Moreover, grades analysis data has helped the World Language department find trends in terms of students' grades. It was noted that students needed additional practice to fully understand concepts being taught in the different levels of Spanish, which led to the creation of the Spanish vertical alignment document to spiral the concepts being taught in each level.

Summary of Growth in the Purposeful Use of Data: Although we have made progress over the past year in the use of data to plan and modify instruction, greater attention must be given to helping teachers use the findings from their data analyses to improve instruction and impact student learning in timely and effective ways; as this is an identified need, we have included it in our working action plan: Illuminate training is the most immediate next step so teachers can easily review data in varied ways -- standards progress, subgroup performance, and growth measures. Moreover, further training in the use of data talks in conjunction with the data protocol is needed, which is currently being planned for February and March of this year and will be led by our TOSA, Cathy Filippini. While we still do have areas for necessary growth, we also have in place clear steps for ensuring that the school continues to address our previous needs to more systematically and effectively use data to drive student growth, as well as systemic change at the school and district levels.

Specific Need Identified: **Within the context of improving student achievement, specific and measurable goals need to be set to show progress for all students and targeted subgroups to promote instructional collaboration on specifically identified indicators, recognized and supported by all stakeholders**.

In a real way, this is the next natural step in using data effectively to improve student achievement. To this end, there are specific and measurable goals articulated for English Language Arts, Mathematics, and our English Language Learners in the SPSA:

- For the 2020-2021 school year, Gustine High School will improve by 5% on students meeting or exceeding standard from 54% to 59% on ELA CAASPP.
- For the 2020-2021 school year, Gustine High School will improve by 5% on students meeting or exceeding standard from 20.5% to 25.5% on Math CAASPP.
- The percent of English Learner students making progress towards language proficiency will improve by 10% as measured by district and state testing along with improving the graduation rate for our English Language Learners by 5%.

While these official goals are appropriate, they still rely on external data. As a result, core content areas have implemented the use of the adopted **unit planning and data protocol** to drive growth through the use of standards-aligned SMART goals that are based on internal data, and that data intentionally explores the performance of students in our ELL and SwD subgroups. This work is now beginning to be supported by the use of Illuminate, which provides easy access to disaggregated data by various subgroups to help identify and respond to areas of need. These goals and the progress toward them are the focus of data discussions in the PLCs.

At the end of each grading period, PLC teams then meet with an administrator and a counselor to discuss student achievement and trends, both based on grades and progress as reflected in the data protocols; notes from these meetings are included in **the PBIS folder**. These meetings also inform the use of various practices to improve student achievement. For example, as a result of the challenges posed by distance and hybrid learning, PLCs have adjusted their late work policies to allow for more flexibility, many departments have adopted a no-zero grading policy so that missing work is marked at 50%, and most teachers allow opportunities for students to retake assessments and revise assignments to demonstrate increased proficiency.

In addition, the district's **MTSS** team, which is lead by the district Coordinator of Curriculum and Instruction and comprised of administrators, counselors, and teachers from all sites, meets monthly to discuss progress on set goals and to review data regarding priority standards, attendance, engagement, suspension, benchmark data, English-learner progress, and more. This helps to recognize areas of need, not only on the GHS campus but at the sites that feed to our school. Through this team, site and district needs can be identified and actions planned for vertical alignment of supports and systems.

Indeed, there is a significant need for the school to use data to assess the effectiveness of programs, services, new initiatives, and organizational changes. Although clearly still a work in progress, measurable goals have now been set for each of the critical learner needs, and we are now in the process of setting goals for each strategy on the action plan.

Specific Need Identified: Establish and train staff on the faithful implementation of research-based instructional strategies embedded in agreed-upon norms across all departments.

GUSD and GHS also support the ongoing professional development of grade-level, departmental, and course-based PLC teams. Sites determine the needs of their staff members and support them with additional professional development so as to better accomplish site goals.

For instance, based on data from the California Dashboard and the district working toward all students being engaged in school and succeeding, the district has provided Positive Behavior Interventions and Support (PBIS) training and mathematics training. These areas address some of the schoolwide learner outcomes and academic achievement, which aligns with GHS's Critical Learner Needs.

At this time, PBIS has been supported for three years at Gustine High School (GHS). However, since PBIS was not fully established for the 2019-2020 school year, the district invested in direct support for the high school. This includes 8 days of training to establish the matrix and implement PBIS to reduce suspensions and engage students in school.

GHS has made great strides in the first semester of this year, having created its matrices and established student learning outcomes. As the year continues, the PBIS program will be fully implemented and all teachers will continue to be trained in PBIS strategies and the schoolwide program. At this time, the SIT has been trained in the purpose of PBIS and the **matrices**, and Tier 1 will be rolled out to the entire staff at their staff meeting on January 27, 2021. Through the setting and teaching of behavioral norms, staff and students alike will have a clear understanding of the school's expectations and culture.

For mathematics, GHS was provided training from Merced County Office of Education based on the CA Dashboard and local data, which reflect low mathematics achievement. The math teachers are reading *Catalyzing Change in High School Mathematics: Initiating Critical Conversations.* This book provides an opportunity for the math department to identify and address challenges in high school mathematics to ensure that every student in Gustine High School has the opportunity in mathematics to ensure growth and reach future professional goals. The teachers will use this information to work together to develop a research-based plan for Gustine High School's mathematics program. The school also adopted a new curriculum, *Mathematics Vision Project* (MVP) for the 2020-2021 school year to ensure that students are learning through a standards-based curriculum. The mathematics training also provides research-based strategies in implementing *MVP*, 5 practices, Desmos, Geogebra, and engaging in mathematics during distance learning, how to implement number talks, and overall support that the teachers request. Math teachers were also offered asynchronous training in *Assistments* for Math. Additional mathematics training on engaging students in online instruction, digital tools, and mathematics instruction will be ongoing throughout the year.

English Language Arts teachers received professional development for their new adopted curriculum, *myPerspectives*, which includes digital access and accessibility for differentiating instruction.

Also, because of the challenges due to the COVID-19 pandemic, Gustine Unified School District provided professional development both in April and early August 2020 and continues to support teachers and staff to ensure the distance learning

program and in-person instruction is successful. After training sessions in April, teachers **reflected on their learning**. In early August, teachers completed a survey to determine their needs for distance learning. Based on the survey results, **a plan was created** to deliver professional development to meet the needs identified by teachers and to train them on new technologies that were purchased to support distance learning, and teachers.

Teacher-Reported Use of Tech-Based, Research-Aligned Tools
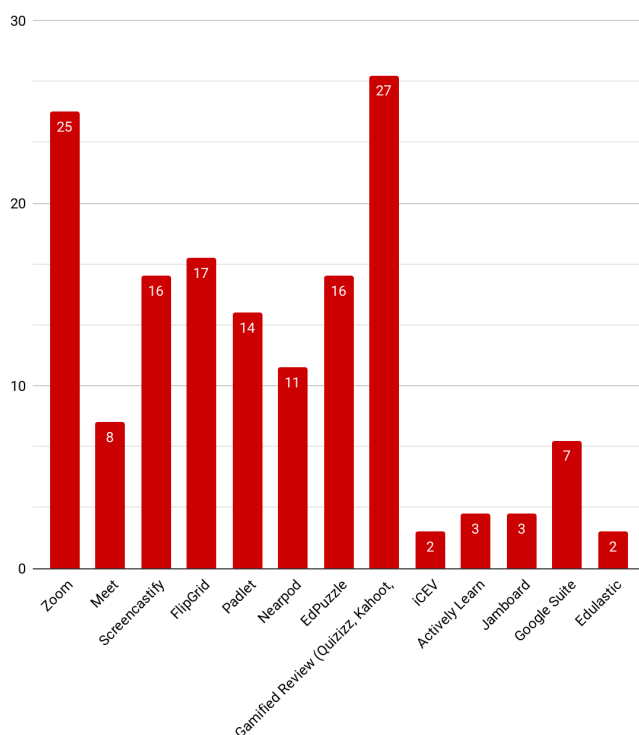
Many effective teachers volunteered their time to train their colleagues prior to school opening. Teachers and district staff held training sessions in the following: Google Classroom, Screencastify, Google Suite/Apps, Troubleshooting technology, Go to Connect, SB 98 and Weekly Engagement Records, i-Ready, Flip Grid, Bitmoji Classroom, Digital Citizenship, fillable PDFs, Go Guardian, Zoom, Google Meet, Special Education, EdPuzzle, and Trauma, Resilience, and Mindfulness. After these sessions, teachers again **submitted surveys** to reflect on their learning. Also, many of these technology-based platforms align with and support high-effect instructional practices identified by Hattie, as discussed in Chapter 2 (23), in addition to the ways they support learning in online instructional models, the literacy standards, and AVID methodologies:

Video for Synchronous Instruction[1] (Direct Instruction .60): Training was offered in the use of Zoom or Google Meet for direct instruction during synchronous learning. These were selected, as they support the ability for teachers to use breakout rooms and mute/unmute participants and for students to respond in both verbal and nonverbal ways to provide structures for engagement and participation. They also offer the ability to record the session, save the chat, and track attendance.

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[1] CCR 1, 2, CCSS Speaking and Listening Anchor Standards, SLO: Critical and Creative Thinker, Effective Communicator

FlipGrid[2] (Classroom Discussion .82, Self-Assessment 1.44): FlipGrid was selected as an option, as a tool for video and audio recording to support the development of listening and speaking skills during asynchronous learning. Students can use this to photograph work and provide self-assessment. Students can provide oral responses and practice English or Spanish, as well as respond to each other in a virtual threaded discussion using audio or video. Captions are also auto-generated for improved accessibility. Further, written instructions for the Topic can be accessed via Immersive Reader.

Padlet[3] (Classroom Discussion .82, Collaboration .55, Concept Mapping .64): The premium version of Padlet was available for use as a discussion board. Because learning is social, having an easy avenue for discussions is important. Padlet also allows students to add files, video, photos, links, screencasts, and drawings to any Padlet; for example, a student could do a voice comment on a backchannel or they could draw their response. This helps to support multiple means of expression for diverse learners.

Nearpod[4] (Direct Instruction .60): Training was offered for the premium version of Nearpod, which helps teachers to chunk information, provide lessons that include audio and video, and embed checks for understanding. It also allows teachers to select guided or self-paced modes, which is beneficial when moving from distance to hybrid models of learning. It also includes detailed analytics that provide teachers an additional data point for student progress.

EdPuzzle[5] (Interactive Video .60): The premium version of EdPuzzle allows teachers to create interactive videos for use in the virtual classroom. While simple multiple-choice questions are available, the teacher can also place constructed response questions within the video. Analytics address comprehension and offer opportunities for differentiation. So far, the **staff has assigned 260 EdPuzzles.**

These strategies then formed a narrow menu of possibilities to keep things simple for teachers and students, while supporting students with research-based strategy use:

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[2] CCR 2, 4, 10, CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.SL.2, CCSS.ELA-LITERACY.CCRA.SL.3, CCSS.ELA-LITERACY.CCRA.SL.6, SLO: Critical and Creative Thinker, Effective Communicator
[3] CCR 1, 2, 4, 9, 10, CCSS Reading, Writing, Speaking and Listening, and Language standards, SLO: Work Collaboratively and Competently, Critical and Creative Thinker, Effective Communicator (supports development of proficiency in Responsible Citizens, Personal and Professional Goals
[4] CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.3, CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.R.5, SLO: Critical and Creative Thinker
[5] CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.3, CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.R.5, SLO: Critical and Creative Thinker

- Interactive Video (.60) *see EdPuzzle*
- Classroom Discussion (.82) *see GoogleSuite of Tools, FlipGrid, Padlet*
  - Socratic Seminar
  - Fishbowl Discussion
- Vocabulary Strategies (.62) *see Padlet, FlipGrid, GoogleSuite of Tools, EdPuzzle, Nearpod. Additionally,* vocabulary has previously been identified as a high-need strategy for GHS students.
- Self Assessment (1.44) *see GoogleSuite of Tools, Padlet, FlipGrid* for avenues of expression for self-assessment

Although these research-based strategies and the training provided on them were beneficial for the faculty at the start of distance learning, there is a continued need to formally establish agreed-upon norms for their use across all departments to ensure consistency of use and to conduct further research to determine their true effectiveness. However, there was no clear way to design a valid research plan at this time, due to the innumerable variables at play this year and the resulting inability to isolate them. While that is the case, platform analytics from **Screencastify**, **Padlet,** and **EdPuzzle** do reflect continued implementation in classes across the site.

In the meantime, Gustine High has developed an initial site-based system to ensure that professional development impacts classroom practices and increases student achievement. We have started using a **Professional Development Survey** and a follow-up survey in Google Forms. The initial survey was first sent out on October 7, 2020. In it, teachers debriefed their learning from the back-to-school training sessions and indicated their intended implementation. On December 22, 2020, the follow-up survey was sent out to determine whether implementation was successful or continued and to have teachers provide evidence of implementation. Moving forward, these surveys will be sent out quarterly.

In addition, although several departments -- Social Science, Science, World Language, and Agriculture -- explicitly work to develop students' literacy skills, this remains a continued area for growth. To that end, it is now an intentional area of focus within the **data protocol**, in which teachers determine during the planning process how they will address the literacy standards within that unit. There was also an intentional selection of tech-based strategies that help to address the literacy standards, as noted on the previous page.

Specific Need Identified: Continue to research appropriate curriculum, vet it through a rigorous adoption process, and ensure fidelity of implementation in all curriculum areas, with special attention given to shared use by all course teams.

In Spring 2019, core subjects began the vetting process of SBE-adopted, standards-aligned curriculum in all core subjects. Each program adopted or piloted was selected based on several factors: alignment with content standards; structured scaffolds for English language learners, differentiation strategies for students with disabilities, and pedagogy based on best practices. Curriculum adoption is in itself a significant modification to the site's instruction to improve student achievement.

Ultimately, **English adopted *myPerspectives*,** and **mathematics selected *Mathematics Vision Project*. Social science** is piloting McGraw-Hill's *IMPACT* for Modern World and United States History and the Teachers' Curriculum Institute's *Geography Alive!* for World Cultural Geography but has yet to pilot curriculum in Government/Economics this school year. The science department has been **exploring curriculum** to determine what curriculum best reflects the following: phenomenon-based activities and increased implementation of science engineering practices; labs or simulations that are interactive; NGSS-aligned; and includes a digital component for online learning.

In the first quarter of Fall 2020, the science department briefly piloted *Discovery Education* for one month. The company only provided a few weeks to utilize the curriculum and there were issues with entering students into the roster on the *Discovery Education* website. Since the time to familiarize and implement the curriculum in *Discovery Education* was limited, only the Earth Science teacher had the opportunity to assign students an assignment on their platform; however, students reported high levels of engagement with the one assignment.

Towards the end of the second quarter of Fall 2020, the science department started piloting the McGraw Hill Curriculum. The science department is currently in the process of evaluating the *Inspire* curriculum.

For Advanced Placement Science, **AP Classroom** is used to guide curriculum, lesson planning, pacing, and preparation for the AP Exam (Ex. AP Chemistry & AP Statistics). AP classroom has daily videos for each section of the courses unit, topic questions, and progress reviews. Students have access to check their performance on teacher-assigned topic questions or progress reviews.

At this time, two of the four core subjects have adopted curricula, and the other two are actively piloting. The site is also looking to vet and adopt curriculum for ELD. Although this area of growth remains a work in progress, there is a clear path forward.

Specific Need Identified: Develop and implement strategies for increasing student engagement, agency, voice, and investment in their academic outcomes.

In addition to the technology-based tools mentioned previously that have been incorporated to increase engagement, another way we are seeking to improve student engagement is by expanding the online 4-year plan to include sophomores, juniors, and seniors. To date, the plan is housed in Aeries for freshmen and sophomores, and it was planned to be rolled out over 4 years. Parents and/or students meet with school counselors at least once annually to review requirements and student 4-year plans. The goal is to complete 4-year planning during course selection time in Spring 2021.

The ELA department is also working with counseling to support the development and tracking of the plans, which will also be linked to the schoolwide learner outcome regarding the setting of personal and professional goals. Students will develop short-term (6-week), mid-range (semester), and long-term goals (1-3 years) and track their progress, and these can be aligned with meeting the learning needs articulated in their 4-year plans. These supporting documents, which will be housed in Google Drive, will serve as the foundation for building student portfolios.

GHS is in the process of integrating PBIS interventions from **PBIS World** to support unmotivated and unengaged students. These interventions include breaking down assignments and giving choices. The PBIS Tier I team also met with all departments on campus to collect qualitative data on effective strategies to increase engagement, which was shared with all staff in a **Padlet**. These Tier 1 strategies apply to all students. On January 27, 2021, all teachers will be trained on implementing the GHS **PBIS Matrix of student behavior expectations** and using this matrix; they will also be asked to positively acknowledge students who are demonstrating these expected behaviors. Teachers, administrators, counselors, and staff will be writing and sending **"The REDS Way" postcards** to students who show **Respect, Effort, or Determination** as our PBIS Tier 1 recognition strategy. The PBIS team will keep track of how many students receive postcards and recognize them at the end of the semester. We also have strategies planned to motivate teachers to send the postcards to students.

Currently, we are still in the roll-out phase for Tiers 2 and 3. Last year, GHS implemented some Tier 2 interventions, such as Check-in-Check-Out, but those daily face-to-face check-ins are severely hindered by distance learning and have been reduced to email check-ins. Another intervention technique used last year in the classroom, Breaks are Better, doesn't translate effectively the augmented distance learning schedule, so it has been used less frequently this year.

However, GHS will continue to establish more intensive interventions for Tiers 2 and 3 as students return to in-person learning. We have noticed that rather than acting out in class and giving us the opportunity to determine the function of a student's behavior -- and thus design interventions -- some students instead opt-out of interacting altogether and become an attendance concern, which triggers a home visit to assess the situation. Our Tier 2 team is being established and will include the school psychologist, school resource officer, attendance clerk, administration, counseling, and at least one teacher.

PBIS Tier I team is also working with Renaissance to recognize students who have achieved academic excellence for the fall semester as a way to motivate all to improve engagement in their classes.

Another way we are working to increase student engagement and investment is through the partnerships we share with our community. For example, through the ROP and Merced County Workability program for learners with special needs, students are partnered with businesses in the community. Our workability coordinator meets with students with disabilities and assesses their needs to make sure that they are given information that aligns with their career and college interests. In addition, Disability Support Services attend special education Zoom meetings to talk to students about services offered at the community college. The Department of Rehabilitation attends Zoom sessions with students with disabilities to plan post-high-school transition activities. The ability to participate in authentic and appropriate work environments provides a sense of relevance to the world outside of school for students and allows them the opportunity to build skills that are essential for future employment.

Further, the Gustine FFA is the largest club on campus with 368 members -- 66% of the school! -- and they help to provide leadership conferences, hold students to high expectations in career development events, and teach them professionalism through state and national conventions. Moreover, the Agriculture program has business leaders present in classes and utilizes parents, community members, and business leaders to judge competitions. These connections expose students to future career possibilities that are linked to their coursework, which helps to build relevance and investment.

Further, 100% of 2019-2020 Earth Science classes partnered with the Department of Wildlife to rehabilitate the wetlands and learn about the local environment. Of the students who were involved in the learning/teaching presentations, approximately 25% further benefited from field trips and hands-on experiences through this program, learning and giving back to the local community and environment. This again is a

means by which students have the opportunity to explore possible career options and to be involved in areas of interest in ways that allow for greater agency and engagement.

Students also participated in Downtown Christmas, Chamber of Commerce, and city events, as well as assisting the local Rotary and Lion Club. Students, dressed like zombies, held a trunk-and-treat event, and at Christmas, they helped decorate the park and hold a socially-distanced event. Other students help out with the Gustine Traveling Library and Community Beautification Projects.

The AVID program at Gustine High School is now in its 15th year of implementation, and it is built on trust, high expectations, individual determination, and college- and career- readiness. Currently, our program services about 16% of our students, and many of our teachers utilize AVID strategies schoolwide, thus impacting even more students. The AVID program also has a **community service component**; each grade level must complete a certain number of hours of community service each year, and the varied options help to build relevance between these service opportunities and their future careers, as well as to be more invested in their education and their community.

Although not all students are involved in all of these opportunities, we work to provide numerous experiences that can help build student engagement, agency, voice, and investment through real-world activities.

Unfortunately, due to COVID-19, we have needed to reconsider the steps we had planned for **reviewing and expanding course offerings** for now -- an action intended to provide students with additional engaging and relevant core and elective choices. However, as the district and site place students in the GHS Independent Learning program via Edmentum for the spring of 2021 based on parent choice, course offerings are being added to meet students' needs and interests, where possible. Unfortunately, though, due to staffing and the instability of these times, it is not possible to extend on-campus course offerings at this point.

Specific Need Identified: Recognize the strength and expertise of each person in the organization, both at the site and district levels, and utilize these precious resources to strengthen instruction, impact student learning, and improve academic achievement.

It has been observed in the past that Gustine is like a family, and -- like a family -- we pull together during hard times. As much as the pandemic has laid waste to what a "regular school year" looks like, it has helped to ensure reliance on the strengths and

areas of expertise of all.

For one, there has been increased support from the district. District leadership was an essential part of follow-up meetings with our Solution Tree consultant Matt Navo and WASC support provider Brigitte Sarraf after last year's WASC visit to ensure that the site was taking the necessary steps to address the needs of our students. Superintendent Bryan Ballenger was instrumental in the creation of a fair and equitable distance learning grading policy, as well as in ensuring the adoption of necessary curriculum. He also served as a liaison between the site and the governing board to involve each board member most effectively in our WASC focus groups. He enthusiastically supported the development of the unit planning and data protocol, as well as efforts to handle data more effectively to impact student learning. Assistant Superintendent Lisa Filippini has also been instrumental in supporting the use of data to inform site practices, and she models the use of research methodologies to truly analyze the stories that data tells. In addition, she led our shift to the push-in model for our students with disabilities and how to support all learners during shifting educational models. Coordinator of Curriculum and Instruction Kim Medeiros has been key at researching state-adopted, standards-aligned, and research-based programs for the core content areas and leading departments in their vetting and adoption processes. Moreover, she is leading the district's MTSS team to review data and plan actions to address our needs. Together, the Assistant Superintendent and the CCI have been working to create a summer program to address learning loss and achievement gaps to help students arrive on campus prepared for high-school-level coursework.

Throughout this time, we have also been able to better utilize the skills of our site's TOSA, Cathy Filippini, who helped identify critical priority standards for core subjects prior to the start of the school year, and is currently working to support English language development planning, reading intervention, skill intervention, and lesson-planning for teachers who are absent or on leave. Currently, she is working to build collective capacity regarding effective **data use within our PLCs** by meeting with each team to guide them through their next steps; through these, she will be able to provide just-in-time support for areas of need, whether it is in using the data cycle, identifying and implementing research-based strategies, setting SMART Goals, creating formative assessments, integrating SLOs into classes, or supporting literacy instruction across content areas.

There is also an awareness that each member of our site staff has expertise to contribute. For example, at virtual staff meetings, faculty members were asked to share strategies that have worked well in **distance learning** and for establishing a

strong virtual **classroom**; this collaboration occurred via Padlet boards.

Although these have been challenging times, they have encouraged stronger communication between all stakeholders to better meet the academic and social-emotional needs of our students.

Specific Need Identified: Find ways to engage the Board in the School Improvement Process and setting high expectations, as well as publicly acknowledging that improving student engagement, academic performance, and raising students' skill levels to enable them to take part in our 21st Century world, are the most critical challenges facing GHS.

As a result of the 2019 Self-Study and visit, we have recognized a **need for greater involvement of the Board in setting expectations for instructional improvement and improvement in student achievement.** To address this, the members of the school board were invited by the Superintendent to join the WASC focus group that best corresponds to each member's skills and interests. At this time, two members have been able to participate. Through that participation, as well as through all members' support of critical areas for follow-up -- including the necessary investment in standards-aligned, research-based curriculum and technology tools to support research-based instructional strategies -- there has been increased involvement and support from the Board.

These high expectations are also reflected in the **GUSD School Board Policies**. This is particularly true of **Policy 5121: Grades/Evaluation Of Student Achievement** and **Regulation 0520.1: Comprehensive and Targeted School Improvement**. Additionally, as indicated by **recent board meeting agendas,** there is a clear recognition of the need to more fully support student achievement; this can be seen through the plan to implement a summer learning program to help address the deficiencies in math and to provide an introduction to high school life and expectations before August, as well as investment in SANDI, the Student Annual Needs Determination Inventory, which will support efforts to clearly identify and respond to student needs.

Specific Need Identified: Promote students' academic achievement and social-emotional development through formalizing processes, with an intentional focus on addressing the achievement gaps of English Learners, students with disabilities, and socioeconomically disadvantaged students.

Gustine High School is focused on continuous school improvement through formalizing our processes, as indicated through the actions described throughout this chapter. The staff is deeply committed to the school and to working effectively in a collaborative

manner to address the needs that were identified last year, as well as those that have now arisen as a result of the pandemic. Indeed, the awareness that we needed to formalize processes to address the achievement gaps of our English learners, our students with disabilities, and our socioeconomically disadvantaged students became the foundation for our actions, but also for our critical learner needs. To this end, teachers regularly meet in scheduled PLC groups within the school day to address student needs and achievement.

The administration is committed to open lines of communication between school and home, regularly holding monthly *Coffee with the Principal* meetings to provide parents a time and place to share their voice within the school community; these meetings include our bilingual liaison, and invitations are delivered via **ParentSquare** texts, emails, or phone call in parents' requested home language to ensure all of our students' adults have a seat at our table. Also, since the start of school on August 15, 2020, there have been 471 GHS Instagram posts, which have helped provide information to both parents and students. Daily and weekly events are advertised on this account, as well as financial aid reminders, college deadlines, and student recognition. Posts include wellness, academic, and behavioral expectations. GHS also conducts parent surveys and parent Zoom meetings to promote parent involvement and address community concerns; this includes meetings for **ELAC,** School Site Council, Title 1 Meeting, and a **Back to School Night** via a digital platform.

In addition, AVID helps first-generation college-bound students with academic support to develop necessary skills for post-secondary success. To ensure that the program meets appropriate standards, certification requires self-study and a continuous improvement cycle to be revised each school year.

Gustine High School also provides additional academic support and multi-tiered intervention to ensure student learning, college- and career-readiness, and success. The school is currently working to implement Positive Behavioral Interventions and Supports (PBIS), an evidence-based, three-tiered framework to improve and integrate data, systems, and practices affecting student outcomes every day. The School Site Team for PBIS continues to meet monthly, and all staff will receive Tier 1 information on January 27th. During our Tier I, we are focusing on using the PBIS Matrix, training teachers and staff, and sending out PBIS Certificates and Postcards.

The school assigns its students to one of two school counselors for both academic and social-emotional support. Not only are the counselors charged with meeting with every student and the parents, but they are also explicitly working to support students' wellbeing by making phone calls home, conducting weekly check-ins with Tier 3

students, making home visits. They also hosted a parent presentation in the fall with SEL strategies. GHS recently developed a partnership with the First Behavioral Urgent Care Center in Merced, and as of today, GHS will be sharing a behavioral specialist with GMS. She will be an additional layer of mental health support for students. GHS has also hired a College and Career Services Technician, and all students have access to interventions and extra support during interaction times within the school day.

During these interaction times, the ELD and World Language teachers also make themselves available for additional help for all **English language learners**, and the **Special Education** department has a schedule for both **push-in support** and intervention for their teachers and aides. While the ELD and Special Education Departments both seek to provide specialized support for designated students, all teachers are available during this same timeframe to support all learners, as well.

In addition, Renaissance offers semester awards to recognize student achievement for overall performance, improvement, and attendance. Also, our school's CSF Chapter recognizes its members who earn Life Membership upon graduation. This is determined by the **CSF membership** requirements, which are structured on honoring high academic achievement.

It is also an identified need to more explicitly support **students' social-emotional** development. While PBIS is seeking to support all students, the counselors and teachers across each grade level are working to ensure that students are learning **SEL skills.** The counseling department has created a Google Classroom to provide support for students, frequently send SEL resources to the entire teaching staff, and meet with students who need extra social-emotional support on an individual basis. Counselors are also available for students and parents via email, phone, Remind, ParentSquare, Zoom, and in-person when circumstances allow. Counselors regularly send out information to students and parents about mental health resources, as well as academic opportunities. In the fall, they had weekly sessions for student support, and they are resuming counseling "office hours" via Zoom for drop-in appointments this spring. Further, they work closely with the attendance clerk, administration, and the SRO to identify students who are at-promise or are showing risk factors.

In classes, SEL is addressed in 9th-grade Geography, 10th-grade Biology, 11th-grade ELA; and 12th-grade Government/ Economics. At the same time, several teachers and programs who work with students from multiple grade-levels also support learners' social-emotional needs, especially in AVID, ELD, and Agriculture classes. ASB also posts frequent self-care activities on **social media** and in "Minute Mondays," videos

that are shown in second period at the start of each week to preview upcoming activities and debrief school news.

At this time, we have created a process to survey students on their mental health, systems of support, and perceptions of school at least 4 times annually. For 2020-2021, the **first survey** was given at the end of October. Although these questions helped to identify patterns, some questions made it challenging to act upon quickly, as they required thematic coding of the responses. To gain more targeted data, we are revising the survey, and it will be sent out on January 28, April 12, and May 31. On the question about mental health, students who report poor or somewhat poor mental health will be flagged for their counselor or another qualified adult to follow up with. Also, based on needs reflected in the most recent survey, SEL lessons will be curated or created by our TOSA and then included in a grade-level core class to address identified areas.

Summary

Although many of the critical areas of need are still being addressed, this is largely due to the nature of the issues that require continuous, incremental growth, as well as complications resulting from the pandemic. However, each is now being explicitly addressed through system-wide collaboration, a clear action plan, and a commitment to the ongoing work to improve our students' outcomes.

CHAPTER V: Schoolwide Action Plan/SPSA Refinements

Alignment of Needs in the SPSA

As noted previously, the SPSA was initially discussed and revised to ensure that the goals and improvement strategies were measurable based on verifiable state and local data, as well as legally compliant and in line with the district's goals, LCAP, and LEA plan. The goals articulated in the SPSA now better align with the critical needs identified by the WASC Visiting Committee in 2019, as reflected by the revision of the first three and the addition of the fourth. In addition, the measurable outcomes and strategies/actions were also adjusted to better reflect how we are working to address the student learner needs, the identified school needs, and the critical areas for follow-up.

However, while substantial revision was made to the SPSA from 2019 to 2020 to better reflect the needs of the students and to guide the work of the school, it is still a work in progress as noted previously. While the official, adopted SPSA for 2020-2021 reflects improvement, it no longer actually reflects the continued revisions that have been made since it was adopted in November, as we consolidated our four "action plans" into one, true Schoolwide Plan for Student Achievement. Teams have been meeting to streamline those plans into one that relentlessly drives our continued work with measurable outcomes that are directly related to student achievement, our critical learner needs, our identified school needs, and our areas for growth. As a result, we are now referencing the working action plan as our true SPSA, which will continue to be revised until it is due in June to the district office.

Even still, our **working SPSA** is now a more accurate action plan that does, in fact, reflect the work the school has done over the past year, as well as the work that is before us. Although it is a work in progress at this time, especially as we adjust strategies and actions to more effectively respond to learner needs caused by the pandemic, it conveys the necessary commitment to making the changes needed to ensure high levels of student achievement for all learners.

At this time, the action plan intentionally addresses within actions under its goals the identified school needs, the critical learner needs, and areas for growth. For instance, under Goal 1, which addresses student achievement in all content areas, but with a focus on ELA and math, we have included the following:

- Addressing the Critical Learner Needs
  - All Students
  - English Language Learners
  - Socioeconomically-Disadvantaged Students
  - Social-emotional development
- Develop & Implement Schoolwide Learner Outcomes.
- Purposeful use of data and interventions AND Intentional use of internal measures of student achievement that are designed to monitor progress and inform instruction
- Adoption of rigorous, standards-aligned curriculum
- Improve student achievement through strong instruction and student engagement
- Technology support to provide access to learning opportunities for all learners
- Ensure implementation of professional learning to impact student achievement & determine the effectiveness of investment in PD
- Develop systems and processes that ensure smooth operation

Also, we have adjusted our plan to include at least one measurable outcome for each strategy/action included within our section for Critical Learner Needs; this makes it more possible to clearly assess what actions are impacting student achievement in meaningful ways and which are not. By the time the revised SPSA is submitted to the Assistant Superintendent in early June, we will have completed the reorganization of the document and created measurable outcomes for each strategy/action category included.

To ensure that we are making progress on these items, the document is reviewed monthly by the Site Improvement team, during which the team reports on completed actions or progress made and previews the next steps for the month ahead. This then allows the members to report back to their PLCs on relevant work for the month ahead and to schedule time for those tasks if needed. This cycle guides the work and ensures that the action plan is more than a compliance document, but one that authentically drives the work of improving our students' educational outcomes.

In the end, the clear alignment of the needs within the plan in conjunction with measurable goals to drive future actions allow Gustine High School to effectively use this document in meaningful ways to drive change, as indicated by the successful completion of set actions and steps in a timely, authentic, and efficient manner.

Progress on Needs Identified

Based on the Visiting Committee's findings on alignment, Gustine High School has made very clear -- and sustainable -- progress on addressing the student learner and identified school needs within the schoolwide action plan to strengthen continuous improvement initiatives. This work was supported by the completion of a **Coherence and Alignment document** provided by our WASC support provider. Once we ensured that our work was appropriately focused and aligned, we began the process of actually addressing the needs identified.

Some of those needs were of a foundational and concrete nature in that they were prerequisites for addressing other needs and completion of those tasks could be very clearly defined: **identifying our critical learner needs** and **establishing SLOs** that were aligned with our mission and vision. Without those in place, focused work to address student achievement would be nebulous at best. It was also essential that the SLOs were appropriate for preparing students for success in the 21st century, in college, in career, and in life. The SLOs, too, focus on strategically specific skills that increase **student investment and sense of relevance**, as they correspond clearly with skills students recognize as necessary for success in life outside of the classroom. While the mission, vision, and SLOs now better reflect the needs and direction of the school, we will continue to review and revise them as necessary on a biennial basis to ensure continued alignment.

Once those were established, we moved to **adopt or pilot curriculum** through a rigorous process, as this too provides a foundation for improved student achievement in core areas and is a finite process with a clear point of completion. At this time, all core subjects have adopted or are piloting standards-aligned curriculum and are working to do so with fidelity, though some adjustments have been necessary due to distance learning; indeed, even the digital platforms associated with some of these programs have continued to shift throughout this year in response to student and teacher needs. These programs and the strategies embedded within were selected in part for the ways they intentionally support our English learners and our students with disabilities, as well as our students who are currently performing below grade-level. Upon adoption, both mathematics and ELA departments were trained in the use of their programs to maximize the benefits of these strategies. However, because these programs were adopted or piloted during the pandemic, which has resulted in shifting learning models throughout their first semester of implementation, it is impossible to fully assess their impact on student learning. At the same time, both ELA and math students have shown increased levels of mastery based on program-based assessments. We are still in the process of piloting curricula in Science and Social

Science, and we are in the beginning stages of vetting curricula for ELD.

In addition to having adopted curriculum, it was necessary to establish and train staff on the faithful **implementation of research-based instructional strategies** that are aligned with high effect size. However, we recognize that this area requires a different lens than the previous ones; with this -- and the remaining areas of growth that were identified -- there is no point of completion because there will always be room for growth. Because of the stressors and added requirements involved in this year, it was intentionally decided to provide teachers with training on tools that support those strategies most relevant to distance and hybrid learning and to establish the equivalent of a choice board from which to draw. This provides some flexibility for teachers who might struggle with technology but also allows creativity for those who are ready to explore strategies that might be more difficult to implement in an online environment. At this point, **all teachers** at Gustine High School are implementing **some** of the identified strategies in their classes.

With curriculum established and instructional strategies and tools in place, it was necessary to then create a way to assess their efficacy. This led to the **creation of a schoolwide data protocol** to measure student achievement through internal data. For us, this resulted not only in a protocol for data that helps teachers to set measurable goals regarding achievement and growth, but also a unit planning guide that intentionally guides teachers as they plan how they will support literacy development and integration of the SLOs; the degree of **engagement, rigor, and relevance** with the use of the RRE rubrics; and how to use data to plan, inform, and modify instruction based on varied forms of assessment data, specifically looking at the results of our students with disabilities and our English learners. In the absence of CAASPP data, the protocol has allowed us to measure growth in core areas. For instance, substantial growth was demonstrated between the Beginning of the Year diagnostics and the End of Unit assessments for all math and ELA courses (left). Again, this is an area for growth without a true end, and so we are taking steps to continue to

PRE SAVVAS-ELA 11-BOY DIAGNOSTIC CR		POST UNIT 1 ASSESSMENT		CHANGE
Advanced	0% (0)	Advanced	30% (25)	30%
Proficient	2% (2)	Proficient	18% (15)	16%
Basic	5% (4)	Basic	16% (13)	11%
Below Basic	7% (6)	Below Basic	7% (6)	0%
Far Below Basic	85% (70)	Far Below Basic	28% (23)	-57%

Students: **All Students**   Classes: **All Classes**   Addl Student Group: **All Students**

PRE GUSD MATH 1 DIAGNOSTIC 1 (MDTP)		POST GUSD MATH 1 DIAGNOSTIC 2 (MDTP)		CHANGE
Advanced	0% (0)	Advanced	0% (0)	0%
Proficient	1% (1)	Proficient	6% (10)	5%
Basic	1% (2)	Basic	10% (17)	9%
Below Basic	5% (9)	Below Basic	13% (21)	8%
Far Below Basic	93% (152)	Far Below Basic	71% (116)	-22%

Students: **All Students**   Classes: **All Classes**   Addl Student Group: **All Students**

improve; to do so, our **TOSA is meeting with PLCs** throughout the spring semester to guide the use of the data protocol while helping teams to build collective capacity around holding effective data talks to plan, inform, and modify instruction. Through these meetings, she can support each PLC where they are at that moment. Indeed, this new process is also a way in which we are actively working to use data systematically and systemically, to implement research-based best practices for instruction and engagement, and to better make use of the expertise our team possesses.

Ultimately, much of the work at GHS for this past year revolved around **formalizing the processes and systems** to best address the needs of our students and to close the achievement gaps of our subgroups. While many of these processes are still being refined, we now do have systems in place that support continued growth and improved student achievement and social-emotional learning.

And, even as we faced the challenges wrought by the pandemic, we came together -- site, district, and Board -- with a shared commitment to ensure that all students have access to a high-quality education.

Actions will continue to be adjusted and refined, particularly regarding our students with disabilities and our English language learners, but we are also now looking for ways to explicitly address our largest subgroup: the socioeconomically disadvantaged students who make up 80.9% of our population. At this time, our focus has been on establishing a strong foundation for all through the use of rigorous and challenging standards-aligned content and instructional practices, while using embedded scaffolds for our ELL and students with disabilities. This allows us to establish baseline data from which to grow. With that data in place, we can then more intentionally use internal data to modify our instruction to better meet the needs of all learners. Based on the data at this point, though, we know that we must prioritize student engagement and investment, or we will continue to struggle to impact student achievement in meaningful ways. However, without these new systems in place, we would not have been able to identify areas for prioritization effectively and plan to respond.

Mary Harris Jones stated that "reformation, like education, is a journey, not a destination." Indeed, though we have made ambitious progress at addressing all of the needs that were identified last year, this is a journey that will last through our careers and beyond, as there are always ways to grow and improve -- as students, as teachers, as leaders, and as educational systems, and while there is very necessary work still to be done, we have created a map -- our action plan -- to guide the journey we are on.