

Gunderson High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mark Camilleri, Interim Principal

Principal, Gunderson High

About Our School

Gunderson High School, nestled in the Blossom Valley of San Jose, is a technological, collaborative, college-preparatory community that continually strives for academic excellence. The school culture revolves around the elements of Gunderson P.R.I.D.E. (Personal Responsibility; Respect; Integrity; Diversity; Excellence). These elements form the backbone of the Gunderson Community's celebration of individuality and the respect for diversity in our world. Along with a caring and respectful school culture, Gunderson offers a challenging and evolving curriculum that integrates the latest technology into our classrooms. Gunderson currently has 8 mobile computing carts available for all courses to enhance our student's educational experience. Gunderson also actively uses a modern television studio with numerous scheduled broadcasts fed to each classroom via closed circuit television. Along with technology infused classrooms, Gunderson offers traditional Advanced Placement courses that include English Literature, English Language, Spanish language, Spanish literature, Biology, Environmental Science, World History, US History, American Government, Calculus (AB), Stats, Computer Science and Art. The infusion of current technology into the core curriculum imparts upon each student the necessary skills to succeed in the 21st century.

Principal's Experience

Mark Camilleri is in his first year as Principal at Gunderson High school. Mark has worked at Gunderson as the assistant principal the past two years. Mark worked in Ravenswood City School District prior for 7 years. For the first five years he was a teacher, Academic Dean and coach. For the last two years, he worked as the Vice Principal and interim Principal. He has worked with PBIS for over 10 years and is excited to work at the first high school in San Jose Unified School District to implement it. Mark was a former student in the district and is happy to return back to help students be successful. He is a graduate of the University of La Verne with a Master's Degree in Education and a Bachelor's Degree in Movement and Sports Science. Mark is eager to continue working collaboratively with the Gunderson staff and community to prepare today's students to be the thinkers, leaders, and creators of tomorrow.

Contact

Gunderson High
620 Gaundabert Ln.
San Jose, CA 95136-2830

Phone: 408-535-6340

E-mail: mcamileri@sjusd.org

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	44.0	8	6	16	41.0	8	7	16	29.0	17	14	12
Mathematics	47.0	5	4	14	42.0	10	2	15	32.0	18	5	13
Science	46.0	4	8	11	35.0	12	5	13	32.0	15	3	13
Social Science	38.0	6	8	17	36.0	8	12	12	27.0	19	10	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.6	4.3
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	5.2	N/A
Other	0.2	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12411.2	\$3594.8	\$8816.4	\$71245.6
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	9.5%	-2.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	29.1%	-10.6%

Note: Cells with N/A values do not require data.

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

Gunderson provides a live news broadcast twice a week called Gunderson Live. The entire show is developed and run by students. It incorporates field news broadcasters interviewing and video Gunderson activities. Gunderson will be producing our first television show where the students develop all the aspects of producing a show such as script writing, set building, acting, shooting and editing the video. Gunderson also offers beginning and advanced animation and photography programs using the same applications used in the industry.

Special Ed

Gunderson has a comprehensive program in place for students with learning disabilities. These services range from a least restrictive environment (mainstream in core subject areas and guided studies) to most restrictive (full inclusion in severely handicapped classes). Individualized Education Plans (IEPs) are developed for all students in special education courses. IEPs include student performance data, assessment results, goals in core subject areas and necessary accommodations and/or modifications.

Students who do not appear to be progressing may be referred to the Coordination of Services Team (C.O.S.T.). Possible recommendations may include evaluation for special education services, external counseling programs, or referral to an in-school counselor, or other assistance program as needed. Currently, Gunderson has 4 Resource Specialists, 2 Special Day Classes, 1 Severally Handicap Class, and 1 Emotional Disturbed to accommodate the needs of our special education students. All students in RSP are fully mainstreamed with their regular education peers and are monitored by their case managers through a Guided Studies class and 2 Grizzly Learning Centers.

At-risk students

Grade level administrators and counselors monitor student progress at each grading period. Students who are not being successful may be recommended for our COST (Coordination of Services Team) or Student Support Teams. In addition, support programs are available to students and parents (i.e. Cyber High on-line, Adult Education, and Gunderson Plus). Ninth grade students attend a year-long Transition course, to develop writing, note-taking, research, presentation, and computer literacy skills and a Grizzly Learning Center, that is selected based on a student's academic courses. Gunderson's ninth grade counselor works with the Administration Team to guide 9th grade students to create their own a 4-year plan. Gunderson extended its support when it added Academic Counselors to support 10th and 11th grade students. The Administration Team provides support and guidance to every grade level students with a focus on those who are at risk of not graduating.

English language learners

Henry T. Gunderson High School is using disaggregated data in school-wide agreements and decisions about the achievement of English Learners and best practices. We continue to work to establish and maintain equity of access to high standards and rigorous instruction. Teachers are focusing data collection to identify and to adjust strategies in our Continuous Improvement efforts. As previously mentioned, ELL students in Science and Mathematics are fully mainstreamed and receive the same academic instruction as their English only peers. In addition, Challenge Exams are available for native speakers to receive credits in French, Vietnamese, and Spanish.

Students with disabilities

Gunderson has a comprehensive program in place for students with disabilities. These services range from a least restrictive environment (mainstream in core subject areas and guided studies) to most restrictive (full inclusion in severely handicapped classes). Individualized Education Plans (IEPs) are developed for all students in special education courses. IEPs include student performance data, assessment results, goals in core subject areas and necessary accommodations and/or modifications. Finally, students may be referred for special education assessment by teachers and/or parents.

PBIS

Gunderson is the only high school in SJUSD implementing Positive Behavior Intervention Support (PBIS). PBIS provides a structure that promotes a positive school culture. All students and staff follow our PRIDE (Personal Responsibility, Respect, Integrity, Diversity, and Excellence) expectations. We have a PRIDE team dedicated to implementing these principles. The PRIDE team has at least one representative from each of the stakeholders in Gunderson's community of teachers, classified staff, students, parents and administrators. As a result of PRIDE, our referrals have decreased each year. Furthermore, in 2015-2016 Gunderson averaged fewer than 1.5 office referrals per day. In comparison, the national average for referrals per day was 7.

Block scheduling and Grizzly Learning Centers

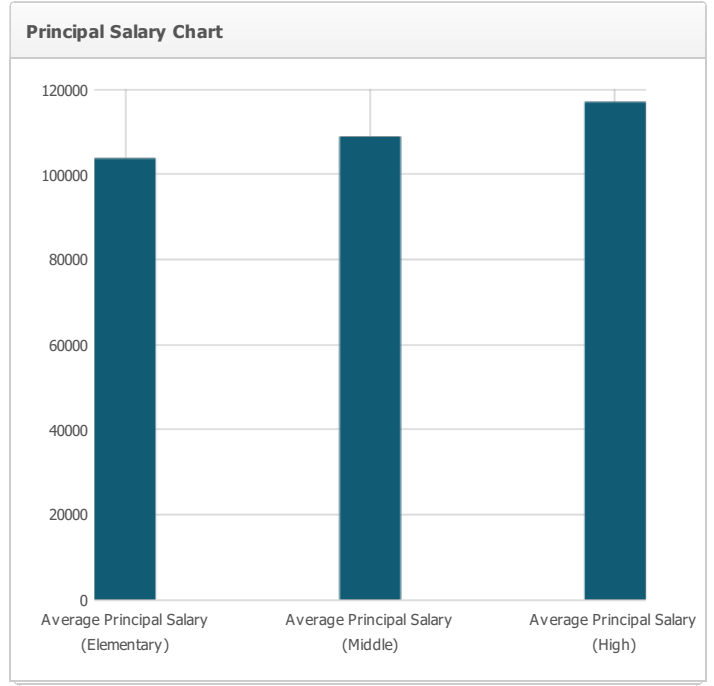
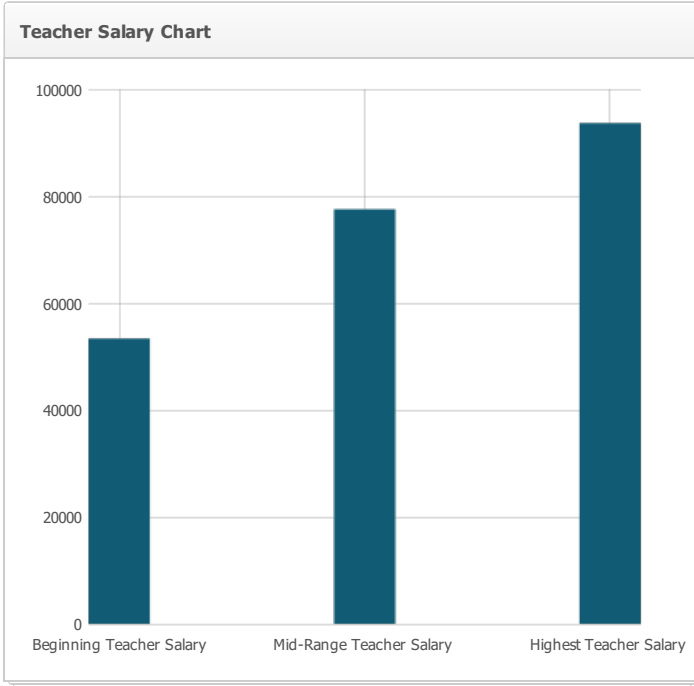
We are in our fourth year of implementing a block bell schedule based on an 8-period master schedule. Students will attend 4 classes a day. On Brown Day, students will attend periods 1, 3, 5, and 7, and on Gold Day students will attend periods 2, 4, 6, and 8. Ninth and Tenth grade students will have a Grizzly Learning Center period each day where they will be required to attend a study center. Our study centers will cover all subject areas each period. Our faculty will be in the centers to provide tutoring, assist students with their homework, or help them study for exams. Our goal is to meet our students' needs by providing them with support during the school day rather than after school. We understand our students have obligations after school and want to make sure they can receive the services they need to be successful.

Last updated: 12/5/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All Courses	11	30.1%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2018

Professional Development

Professional development at Gunderson focuses on preparing teachers to develop instructional practices that meet the needs of their individual students, and that allow for individual student expression while engaged in the learning process. Coaches and expert speakers are brought in so the staff can be will trained in varying areas of instruction from "the best". We also give staff an opportunity to present their level of expertise to their peers. The staff fully participates in our staff development planning. In addition, teachers share practices in their weekly departmental collaborations, including success, challenges, integrating literacy development and Common Core practices, and engaging students and their families in the "learning culture" of the school.

Teachers are encouraged to continue their growth by attending professional development activities. The staff will continue to have a special emphasis on data. This includes the development of district and departmental, common formative and summative assessments, including the WPA, PBA, unit exams in both English and Math. Twice a year ELA and Math teachers receive data from EDI Progress Monitoring rounds, regarding their implementation of EDI teaching strategies. Common scoring rubrics and scoring practices are determined through departmental collaboration. Results for each assessment are analyzed to inform instructional practice, and entered on Illuminate and stored in Box, two additions to a new data warehouse used in San Jose Unified. For continued improvement, our focus will be around equity and access for all students. We will be incorporating safety nets for students who will need extra assistance in advanced placement courses. We will also provide extensive trainings for teachers to be able to distinguish the differences between equality and equity for all students.

In addition to providing professional development activities on the district-defined days, other trainings took place after school and during the summer. Trainings are focused on the use of technology in the classroom, the use of the video production studio, best practices in a block schedule with a focus on equity, continued focus on constructing meaning, and framing the daily lesson with the use of Purpose Boards. In an effort to provide more time for departmental professional development, the administration provided one day a semester for each department to have the option to plan units using Explicit Direct Instruction, do peer observation, or reflect on the common core standards. On collaboration days, which are now scheduled for 3 Tuesday mornings each month, teachers will continue their discussion on data, the refinement of pacing calendars, the development of formative assessments and rubrics, technology in the classroom, and developing common assessments for course-a likes.

Teachers are encouraged to utilize new information in classes on a regular basis. In addition to the support of instructional coaches, professional practice conversations take place with administration and in department meetings. New teachers attend a new teacher orientation, are assigned to a teacher mentor and Administrator to support them their first year, and to assist on the steps needed to effectively analyze data. Student data is regularly examined and teaching practices are refined as a result. Gunderson completed a full WASC accreditation visit in the 2015-2016 school year and was given a six-year accreditation with a three-year review..

Last updated: 12/5/2017