

Gunderson High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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.



Kelli Knapp, 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 12 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, Biology, Chemistry, US History, European History, American Government, Calculus (AB & BC) and Art. The infusion of current technology into the core curriculum imparts upon each student the necessary skills to succeed in the 21st century.

Contact

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

Phone: 408-535-6340
E-mail: kknapprah@sjusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2016-17)	
School Name	Gunderson High
Street	620 Gaundabert Ln.
City, State, Zip	San Jose, Ca, 95136-2830
Phone Number	408-535-6340
Principal	Kelli Knapp, Principal
E-mail Address	kknapp@sjusd.org
Web Site	http://www.sjusd.org/gunderson/home/
County-District-School (CDS) Code	43696664330080

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Principal's Comments

Vision Statement

All San Jose Unified School District students are inspired and prepared to succeed in a global society.

Mission Statement

San Jose Unified School District's mission is to eliminate the opportunity gap and provide every student with the finest 21st century education.

Gunderson Mission

Gunderson High School is a technological, collaborative, college-preparatory community that achieves academic excellence, respects individuality, and celebrates diversity.

Henry T. Gunderson High School is a technological, collaborative, college-preparatory community that achieves academic excellence, celebrates individuality, and respects diversity. We offer a challenging curriculum that is regularly evaluated to incorporate the latest technology such as Apple MacBook computer, advanced multimedia courses, and a state-of-the-art video production studio. All teachers have access to 15 lab top carts. We are also piloting the academic curriculum available using a set of I-PAD III's. We offer 6 different technology pathways for students to develop 21st Century job skills. Advanced Placement course offerings at Gunderson include English Literature, English Language, Biology, Calculus, U.S. History, Spanish Literature, American Government, Art, and European History, Environmental Science, and Chemistry. The goal of Gunderson High School is to maintain a rigorous, standards-based curriculum and provide students with a positive and supportive college preparatory environment, which encourages academic success. A Henry T. Gunderson High School diploma is reflective of the academic, critical thinking, and technological skills necessary for success in an increasingly interdependent world; a passport to our global community.

Stakeholder groups are a vital link in this process. All of our parent organizations work collaboratively with the school to facilitate student success. Academic Honors Night, sponsored by PTSA, stresses maintenance of high academic standards, and students are rewarded for meeting those challenges. Two Academic Awards ceremonies are also scheduled during the fall and spring semesters to recognize all students that have maintained at least a 3.0 during each semester. Senior Honors Night recognizes students who have excelled throughout their four years at Gunderson. Recognition is given to students for attendance,

athletic achievement, club participation, and citizenship. Each teacher also recognizes one student for following a component of Grizzly PRIDE. We recognize a component of Grizzly PRIDE each month. Finally, the Gunderson Foundation provides scholarships to student excelling in the multimedia arts, as well as math and science.

Henry T. Gunderson High School is one of six comprehensive high schools in the San Jose Unified School District. Its 1150 students are 52% Latino, 25% White, 9% Asian, 9% African-American, and 5% Pacific Islander, Filipino, and Native American. Limited English Proficient students comprise 20% of the student body.

Gunderson has implemented Link Crew, a student-run support program linking upper level students to incoming students, thereby assisting with the transition from middle school to high school. The ninth grade curriculum includes an academic transition component that focuses on literacy, study skills, public speaking, and computer presentation skills. In addition, support classes are offered in math and English for those incoming students who may have low or incomplete skills in these areas. There is an Academic Counselor dedicated strictly to the ninth grade students, and each ninth grade student develops a 4-year plan as a guide to start their high school career. The goal is to assist all ninth graders with the transition to high school and insure their academic success.

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.

Principal's Experience

Kelli Knapp is in her second year as Principal of Henry T. Gunderson High School. Prior to becoming Principal, she was an Assistant Principal at Gunderson for two years. She was also an Instructional Coach for English and English Language Development students, as well as an English teacher at John Muir Middle School for 8 years. She began her teaching career in San Jose Unified in 2002.

Major Achievements

Staff approved the addition of 1 hour of collaboration time during the school day once a week.

Implementing Positive Behavior Intervention Support (PBIS). Several local community offices in the Bay Area are coming to observe our successful program.

Gunderson presented at the Santa Clara County Office of Education regarding the implementation of PBIS (Grizzly PRIDE).

Office behavioral referrals have been below the National average (of 25%) for the last three years. In the 2015-2016 school year, Gunderson averaged less than two referrals per day.

We continue to offer a variety of Advanced Placement sections and courses. We offer AP Statistics, AP Calculus, AP US History, AP Government, AP Art, AP Biology, AP Environmental Science, AP Language, AP Literature, AP Capstone and Research, AP Spanish Language, and AP French.

Developed a 4-year academic plan with at least 99% of our freshmen.

Steadily continues to increase the numbers of students taking AP courses and AP tests.

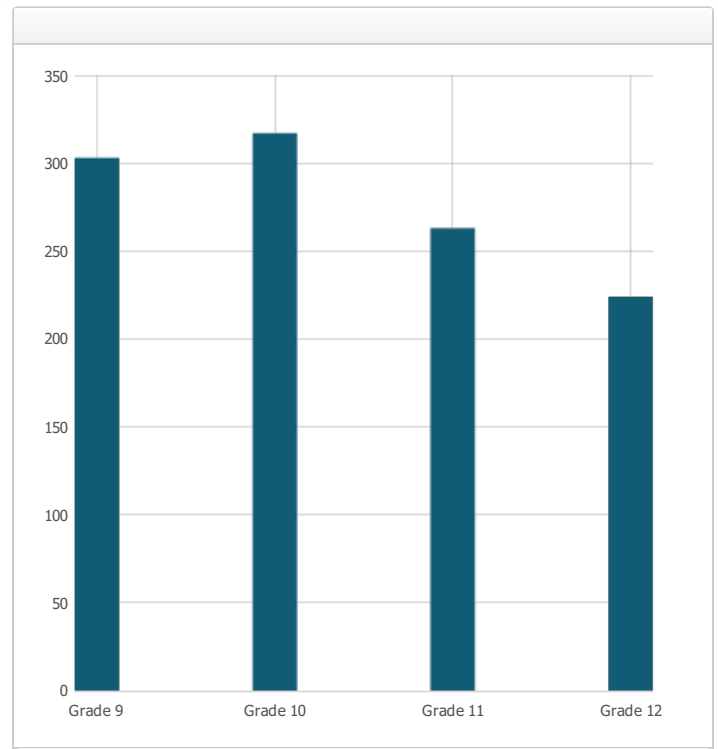
Increased enrollment in Honor courses, Accelerated courses, and Advanced Elective courses: Accelerated English, Pre-Calculus Honors, Honors Biology, Chemistry Honors, and Advanced Electives (Art, Digital Photography, Animation, Video Production, Woods, and Journalism)

School-wide technology plan developed offering 6 different pathways for students to build 21st Century skills

Note for Section: IV. Accountability, Table: Federal Intervention Program Information in this table applies only to schools receiving Title I funding. This school does not receive Title I funding, and therefore this table does not apply.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	303
Grade 10	317
Grade 11	263
Grade 12	224
Total Enrollment	1107



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.5 %
American Indian or Alaska Native	0.7 %
Asian	9.9 %
Filipino	3.3 %
Hispanic or Latino	60.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	15.1 %
Two or More Races	2.2 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.3 %
English Learners	14.0 %
Students with Disabilities	11.8 %
Foster Youth	0.5 %

Last updated: 1/31/2017

A. Conditions of Learning

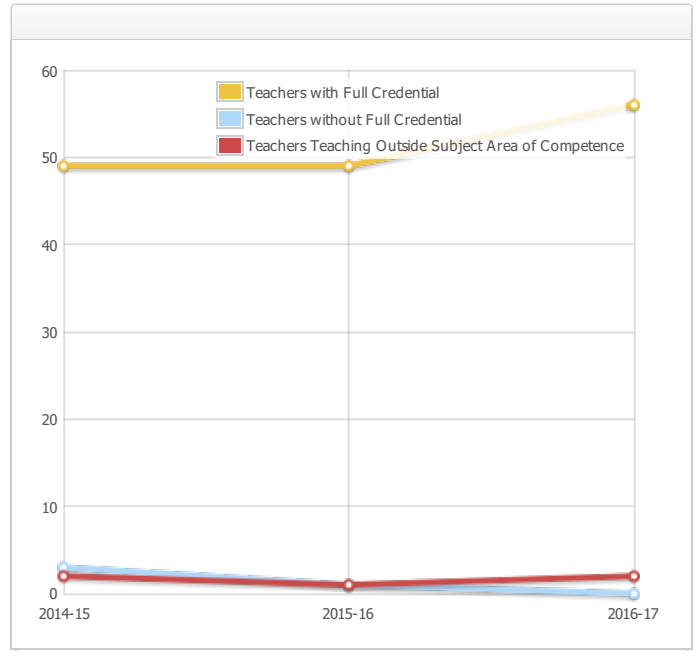
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

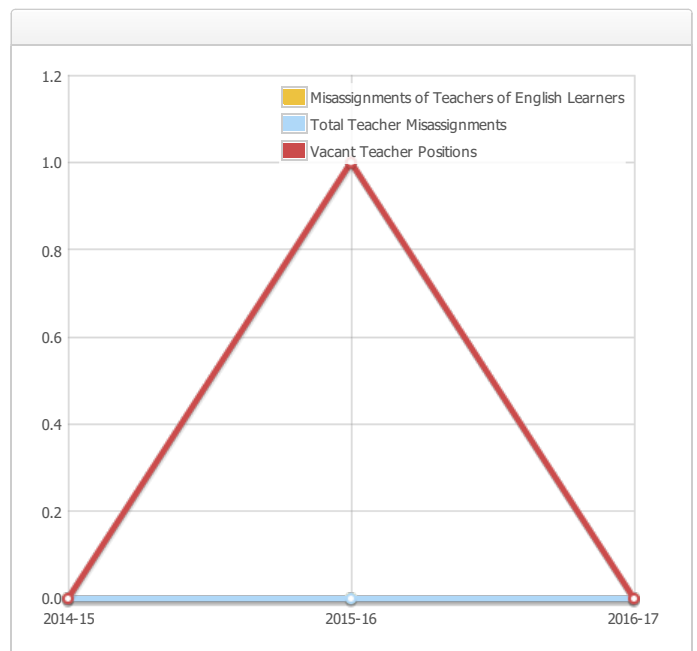
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	49	49	56	1460
Without Full Credential	3	1	0	35
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	2	23



Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/12/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98.0%	2.0%
All Schools in District	87.0%	13.0%
High-Poverty Schools in District	84.0%	16.0%
Low-Poverty Schools in District	89.0%	11.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which the data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjusd.box.com/v/curriculum2016-2017	Yes	0.0 %
Mathematics	-	Yes	0.0 %
Science	-	Yes	0.0 %
History-Social Science	-	Yes	0.0 %
Foreign Language	-	Yes	0.0 %
Health	-	Yes	0.0 %
Visual and Performing Arts	-	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2017

School Facility Conditions and Planned Improvements

Gunderson was built in 1975. It is designed to accommodate 1500 students. The Kelar energy management and security system was installed in 1994. Three years later, during the 1997-98 school year, the Olympic-size swimming pool was upgraded, and Gunderson’s lighting system was modernized to improve efficiency and decrease waste. During the summer of 1998, heating, ventilation, and air-conditioning systems were upgraded. Two new science labs were built in the fall of 1998 and 1999, and a new science classroom was completed in January 2001. In addition, a new 15-classroom building was built to replace old portables. The completion of this construction was December 2006, with teachers moving into the new classrooms in February 2007. A new electronic marquee was installed in the spring of 2008. Gunderson has also recently had renovations to its softball and baseball fields (i.e. new grass, irrigation, lighting, backstops, and dugouts). The entire complex of fields will be fenced to insure unauthorized use. Finally, older portables were demolished and the tennis courts were resurfaced in the summer of 2007. Over the course of the 2008-2009 school year, Gunderson’s science wing was being modernized. In addition, the kitchen has been remodeled into a food court. The carpet in the forum was replaced with a painted concrete, and includes the Gunderson logo. . Sound tiles and baffles were added to the walls and ceiling to assist with the absorption of noise. The gym has also had old sound panels replaced as well as a new scoreboard installed. This work was completed in the summer of 2009. During the 2010-2011 school year, Gunderson’s snack shack and pool chemical room were remodeled. During the summer of 2012, the Animation Lab, Digital Photo Lab and Multimedia Lab were all upgraded. Gunderson’s school grounds and facilities are considered safe, adequate, and clean. Five custodians and one groundskeeper are responsible for maintenance of all facilities and fields. Classrooms are cleaned regularly, while bathrooms are cleaned and stocked at least twice a day. During the last few years, the Theater has also been upgraded and maintained.

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling is budging down in Equipment room to Girls locker room and needs repair. several areas need paint throughout school site, several ceiling tiles have water damage and need to be replaced, Door handle loose in Multi-media room and needs repair, Floor tiles cracked in several classrooms, baseboards need to be reglued in some classrooms, Carpet areas need repair. Holes in wall need to be patched and repaired. Work orders #252129, 252130, 252131, 252132, 252125, 252126, 252133 placed with Maintenance for Painters and carpentry work.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Several loose toilet seats in various restrooms, water pressure needs to be adjusted in several drinking fountains. Work order # 252135 placed with plumber to fix issues.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Bike rack needs to be bolted down. Handicap rail by ramp in stadium have missing bolts and rail is loose. Exit door frame is broken in womens restroom to G-wing. Work order placed with Maintenance to fix

issue.	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate

Year and month of the most recent FIT report: July 2016

Overall Rating	Fair
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Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	45.0%	51.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	17.0%	13.0%	39.0%	42.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252.0	247.0	98.0 %	45.3 %
Male	126.0	125.0	99.2 %	38.4 %
Female	126.0	122.0	96.8 %	52.5 %
Black or African American	16.0	15.0	93.8 %	40.0 %
American Indian or Alaska Native				
Asian	33.0	33.0	100.0 %	63.6 %
Filipino				
Hispanic or Latino	154.0	150.0	97.4 %	38.7 %
Native Hawaiian or Pacific Islander				
White	37.0	37.0	100.0 %	56.8 %
Two or More Races				
Socioeconomically Disadvantaged	144.0	141.0	97.9 %	39.7 %
English Learners	30.0	29.0	96.7 %	
Students with Disabilities	30.0	30.0	100.0 %	20.0 %
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252.0	246.0	97.6 %	13.4 %
Male	126.0	124.0	98.4 %	13.7 %
Female	126.0	122.0	96.8 %	13.1 %
Black or African American	16.0	15.0	93.8 %	
American Indian or Alaska Native				
Asian	33.0	33.0	100.0 %	45.5 %
Filipino				
Hispanic or Latino	154.0	149.0	96.8 %	
Native Hawaiian or Pacific Islander				
White	37.0	37.0	100.0 %	24.3 %
Two or More Races				
Socioeconomically Disadvantaged	144.0	140.0	97.2 %	--
English Learners	30.0	28.0	93.3 %	--
Students with Disabilities	30.0	29.0	96.7 %	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Science (grades 5, 8, and 10)	45.0%	38.0%	61.0%	57.0%	60%	56%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	316	300	94.9%	44.3%
Male	155	150	96.8%	46.7%
Female	161	150	93.2%	42.0%
Black or African American	19	17	89.5%	70.6%
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.0%	63.0%
Filipino	--	--	--	--
Hispanic or Latino	212	200	94.3%	34.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	40	38	95.0%	65.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	206	192	93.2%	37.5%
English Learners	48	46	95.8%	6.5%
Students with Disabilities	33	31	93.9%	25.8%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2017

Career Technical Education Programs (School Year 2014-15)

Career Technical Education Programs (School Year 2014-15)

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center: Silicon Valley Career Technical Education Center. SVCTE is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for SVCTE placement. Students are bused to and from their home school daily, attending SVCTE for three hours in conjunction with their regular high school studies. SVCTE course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school.

Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. Currently, the following CTE courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

Broadway High School: Child Development Multimedia, Design Level 1

Gunderson High School: Video Production, Digital Photo Level 1 and 2, Multimedia Design Level 1 and 2, Construction Technology Level 1 and 2, Animation Level 1 & 2

Leland High School: Animation, Photography Level 1 and 2, Intro to Engineering Design, Media Arts Level 1 and 2, Multimedia Design Level 1 and 2

Lincoln High School: Digital Photography Level 1 and 2, Multimedia Design Level 1 and 2, Technical Theater

Pioneer High School: Wood Shop Level 1 and 2, Multimedia Design Level 1 and 2, Robotics Technology, Drafting

San Jose High School: Multimedia Design Level 1 & 2, IB Engineering Design SL, Robotics

Willow Glen High School: Biomedical, Commercial Photography Level 1 and 2, Multimedia Design Level 1 and 2

SJUSD has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at Willow Glen High School, San Jose High Academy and Leland High School. This is a nationwide, highly respected curriculum introducing high school students to engineering. SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

Each school also has a College and Career Center which affords students the opportunity to explore college and careers by using district approved career guidance software. The software provides tools that assist students in exploring careers and education and training opportunities in order to make informed decisions about their futures. A Career Center Technician is available to train students in the use of the software and to assist them in their exploration and planning.

Housed in each College and Career Center is the SVCTE Advisors Handbook. This handbook lists all of the courses offered to SJUSD students at the SVCTE. The handbook also indicates career pathways for the classes offered at CCOC. Articulation agreements with local community colleges specifying college credits, which may be earned by successful completion of SVCTE courses, are available in the handbook also.

SVCTE currently offers these courses to SJUSD students:

Agriculture and Natural Resources: Veterinary Assistant

Arts Media and Entertainment: Animation, Graphic Design, Multimedia, Video Production

Building Trades and Construction: Air Conditioning/Refrigeration/Heating, Carpentry, Electrical Maintenance

Engineering and Design: Computer-Aided Drafting, Computer Technology Careers

Fashion and Interior Design: Interior Design

Finance and Business: Accounting and Financial Careers

Science and Medical Technology: Dental Assistant, Health Occupations, Medical Assistant, Medical Office Careers

Hospitality, Tourism and Recreation: Baking and Catering, Culinary Arts

Information Technology: Office Assistant

Manufacturing and Product Development: Metals Technology, Precision Machining

Marketing Sales and Services: Small Business Management

Public Services: Fire Science/First Responder, Forensic Investigation, Law Enforcement, Probation and Legal Careers

Transportation: Auto Body Repair and Refinishing, Automotive Careers, Truck Mechanics

For additional information, contact Learning Options in the District Office or speak with the school principal.

Last updated: 12/15/2016

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	562
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	97.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 12/15/2016

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	41.8%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	23.4%	14.7%	51.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 8/18/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Adult visitors to Henry T. Gunderson High School are welcome at any time. Our only requirement is that they sign in at the front desk and obtain a visitor's pass. Among the stakeholder groups that our school community participates in are the PTSA, Booster Club, GHS Foundation, School Site Council, and the Site English Learner Advisory Committee. Parents may become involved in our school during any time of the school year. We provide a volunteer form at the beginning of the school year for parents to select activities or parent groups they would like to be involved in.

PTSA – Robin Ledbetter, President – The PTSA is a group of parents, staff, and students who meet monthly to discuss school issues. Their role is to support the goals of the school through participation and fundraising.

Booster Club – Reggie Futch, President - The Booster Club is similar to the PTSA with the primary focus of this group being the support of Gunderson's student athletic program.

GHS Foundation – Gary Johnson, President – The GHS Foundation is an interested group of alumni, former parents, staff, and community members who meet monthly to discuss ways to support the school's efforts. Their primary purpose is to raise funds in order to provide scholarships, classroom equipment needs, and other services to the school community.

School Site Council – The SSC council is comprised of elected representatives from the school's stakeholders (parents, students, teachers, and administration). Positions are two-year offices (with the exception of the student positions), with elections being held in the beginning of the year. The group oversees the allocation of some school budgets and works with administration to ensure that we are meeting our school plan. Site

English Language Advisory Committee – SELAC is an organization of EL parents who educate themselves about important school issues and who advocate for a quality educational experiences for EL students. In addition, SELAC sends a representative to serve on the DELAC. DELAC coordinates the efforts of site-based SELAC organizations across SJUSD.

State Priority: Pupil Engagement

Last updated: 1/12/2017

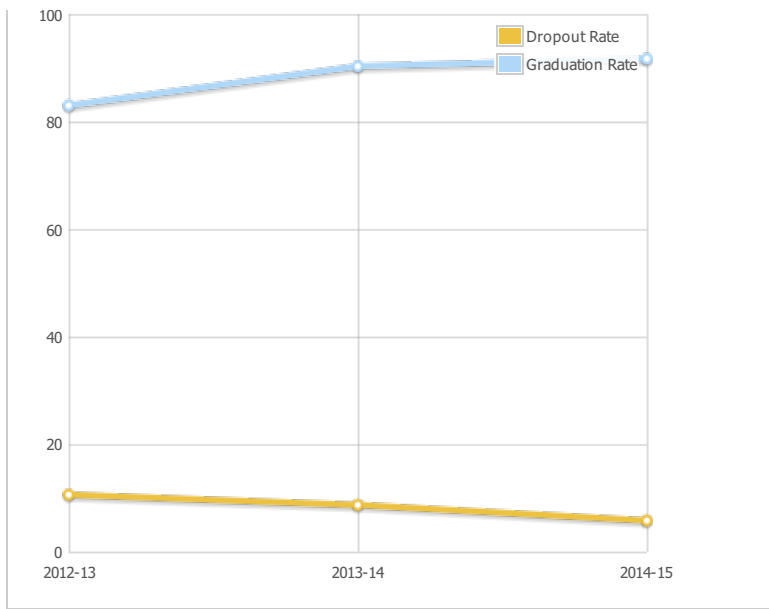
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	10.6%	8.7%	5.8%	9.0%	7.1%	7.7%	11.4%	11.5%	10.7%
Graduation Rate	83.0%	90.3%	91.7%	--	--	--	80.4%	81.0%	82.3%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/12/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	87.0%	89.0%	85.9%
Black or African American	95.0%	89.0%	77.0%
American Indian or Alaska Native	100.0%	64.0%	75.0%
Asian	100.0%	97.0%	99.0%
Filipino	67.0%	94.0%	97.0%
Hispanic or Latino	84.0%	85.0%	84.0%
Native Hawaiian or Pacific Islander	100.0%	75.0%	85.0%
White	87.0%	94.0%	87.0%
Two or More Races	71.0%	85.0%	91.0%
Socioeconomically Disadvantaged	93.0%	92.0%	77.0%
English Learners	100.0%	71.0%	51.0%
Students with Disabilities	59.0%	58.0%	68.0%
Foster Youth	--	--	--

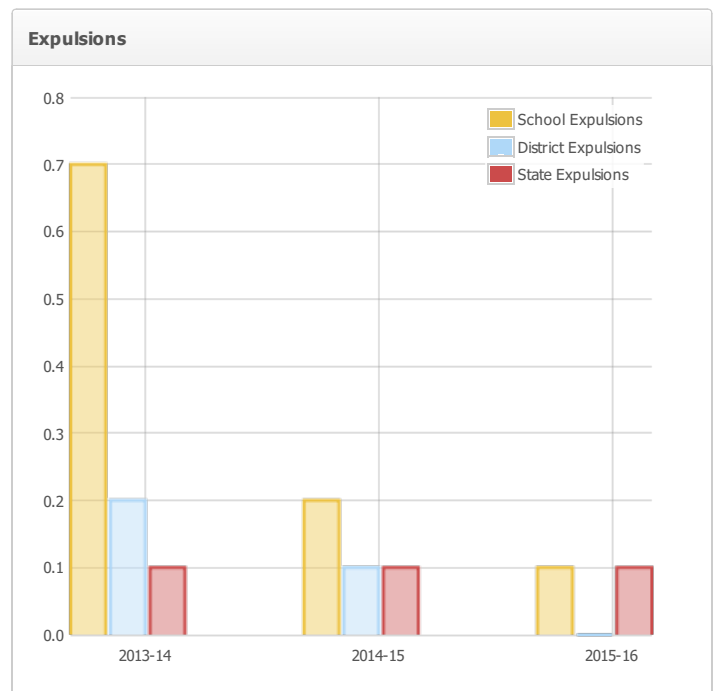
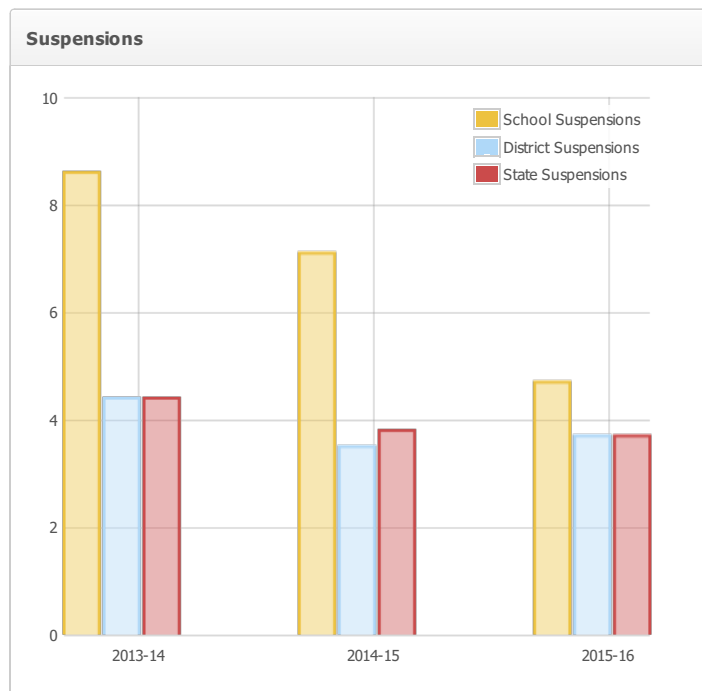
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.6%	7.1%	4.7%	4.4%	3.5%	3.7%	4.4%	3.8%	3.7%
Expulsions	0.7%	0.2%	0.1%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/12/2017

School Safety Plan (School Year 2016-17)

Safety

Henry T. Gunderson High School's Safety Plan is revised and reviewed annually with all stakeholders. The most current plan was updated in Fall 2016 and is reviewed by the staff every year. The plan includes emergency contact information, evacuation procedures, steps to take in the event of several different types of emergencies (i.e. intruder on campus, natural disasters and man-made emergencies), and community resources.

Four full-time administrators at Gunderson, 68 teachers, 36 classified staff, and 3-campus supervisors share in the supervision of the campus. The staff receives annual staff development training in the areas of student safety and the school actively participates in efforts and activities with the City of San Jose and a number of community based organizations to assure the safety of all members of the Henry T. Gunderson High School community. In addition, the school regularly participates in district-wide emergency drills, radio checks, and run, hide, defend (armed intruder on campus) drills with the San Jose Police Department.

Last updated: 1/12/2017

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 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	94.4%

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	26.0	9	21	12	26.0	8	20	13	27.0	7	27	7
Mathematics	29.0	1	25	9	30.0	0	27	8	30.0	7	14	16
Science	31.0	0	25	8	31.0	1	19	13	31.0	1	19	12
Social Science	30.0	0	29	8	31.0	2	23	12	30.0	0	28	9

* 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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	692.0
Counselor (Social/Behavioral or Career Development)	1.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	2.2	N/A
Other	0.3	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: 1/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10718.0	\$2989.0	\$7729.0	\$68891.0
District	N/A	N/A	\$11261.0	\$70979.0
Percent Difference – School Site and District	N/A	N/A	-9.6%	0.1%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	36.1%	-10.7%

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

Last updated: 1/6/2017

Types of Services Funded (Fiscal Year 2015-16)

Gunderson offers Media and Design Arts Pathways. This includes occupations that use tools and materials as the primary means of creative expression. Artists and photographers use visual mediums as their tools in the same way writers, poets, and publishers use written mediums. The electronic and aural fields used in this pathway are constantly changing as technology evolves, requiring continuing studies to keep up. With the increasing use of art and design elements in daily life, the demand for jobs in this pathway will continue to grow.

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. Also, Gunderson 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, 3 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). In addition 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 2 office referrals per day. In comparison, the national average for referrals per day in 2015-2016 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

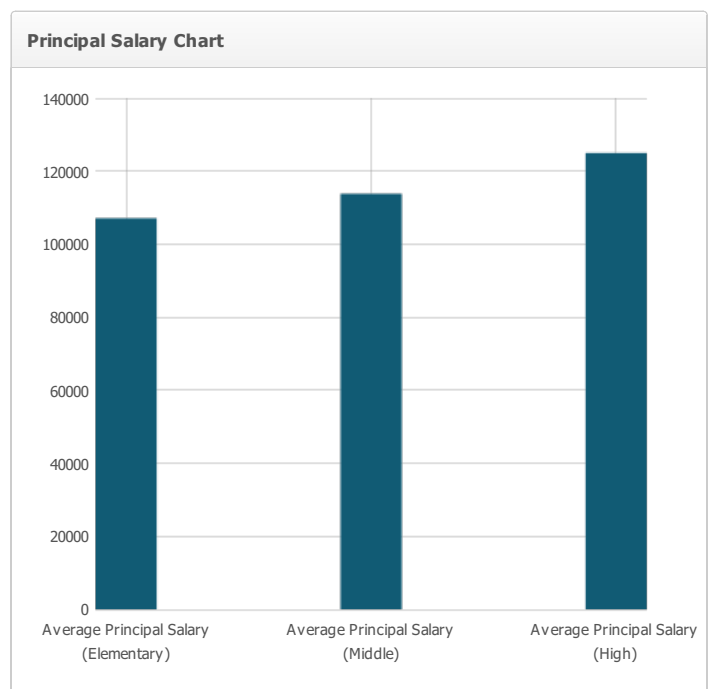
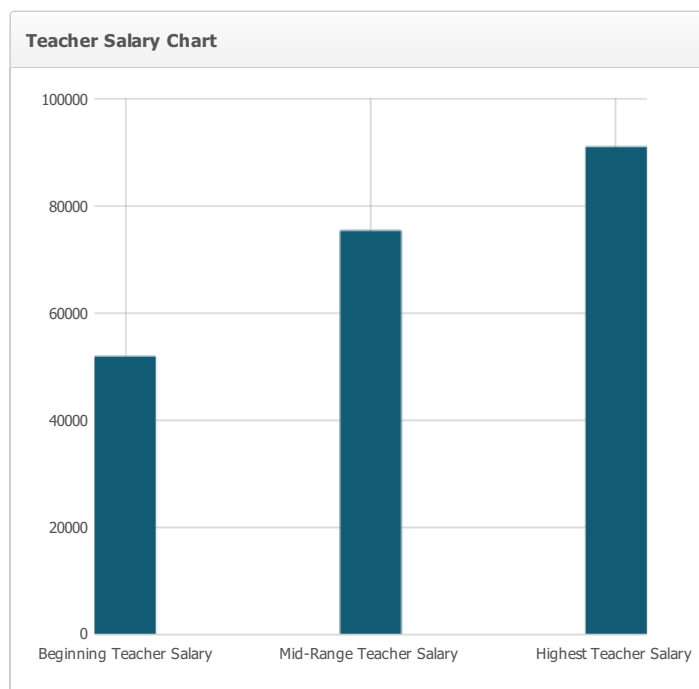
Learning Center period each day where they will be required to attend a study center. Our study centers will cover all subject areas each period. Our faculty will be in the centers to provide tutoring, assist students with their homework, or help them study for exams. Our goal is to meet our students' 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: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,804	\$45,092
Mid-Range Teacher Salary	\$75,277	\$71,627
Highest Teacher Salary	\$90,927	\$93,288
Average Principal Salary (Elementary)	\$107,108	\$115,631
Average Principal Salary (Middle)	\$113,822	\$120,915
Average Principal Salary (High)	\$124,980	\$132,029
Superintendent Salary	\$243,000	\$249,537
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/31/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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	2	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	11	31.0%

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

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

Last updated: 1/25/2017

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 and engagement in the learning process. 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-alikes.

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: 1/12/2017