

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

About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | | School Contact Information (School Year 2017-18) | |
|--|--|--|---|
| District Name | San Jose Unified | School Name | Gunderson High |
| Phone Number | (408) 535-6090 | Street | 620 Gaundabert Ln. |
| Superintendent | Nancy Albarrán | City, State, Zip | San Jose, Ca, 95136-2830 |
| E-mail Address | nalbarran@sjusd.org | Phone Number | 408-535-6340 |
| Web Site | http://www.sjusd.org | Principal | Mark Camilleri, Interim Principal |
| | | E-mail Address | mcamilleri@sjusd.org |
| | | Web Site | http://gunderson.sjusd.org |
| | | County-District-School (CDS) Code | 43696664330080 |

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

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.

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 14 lab top carts. We are also piloting the academic curriculum available using a set of I-PAD III's. 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. The 1130 Students are 62% Latino, 15% White, 11% Asian, 6% African-American, and 6% Pacific Islander, Filipino, and Native American.

Gunderson High School is the first high school in the district to be implementing the Positive Behavior Intervention System (PBIS). Through the implementation of PBIS, Grizzly PRIDE (Personal Responsibility, Respect, Integrity, Diversity and Excellence) was created and these are the expectations for all students, staff and community members.

Gunderson strives to promote a positive school culture by clarifying, teaching and modeling the P.R.I.D.E. behavior expectations of Personal Responsibility, Respect, Integrity, Diversity and Excellence, and by acknowledging and rewarding desired behavior.

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 provide college readiness by having SAT prep, our check in/check out support for individual students, NMSI support for all AP students and staff. It is all geared towards a more rigorous and challenging classroom experience.

Gunderson High School will provide high quality curriculum and instruction. Teachers participate in professional development, assuring implementation of challenging and current standards. Advanced placement is offered, as well as support for AP courses.

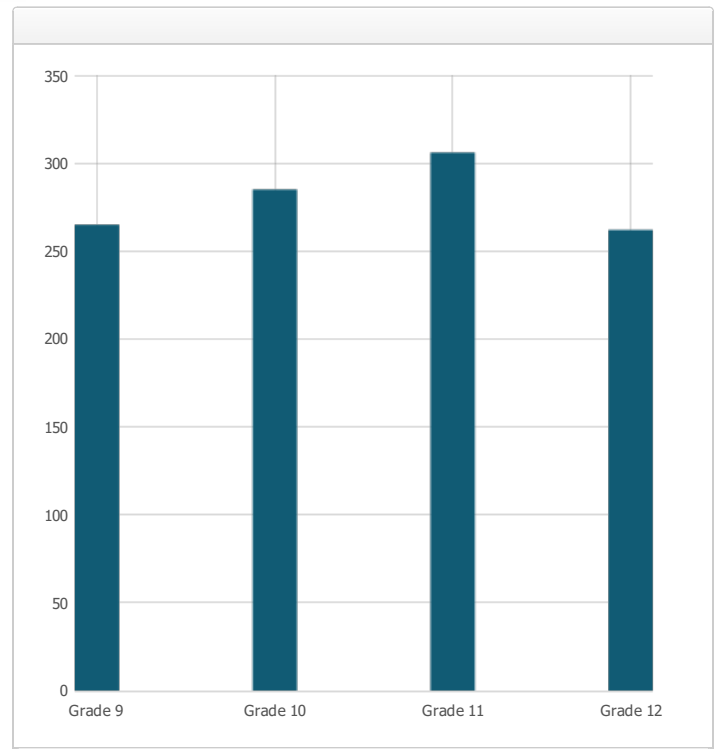
We are in our 6th year of implementing a block schedule based on an 8-period master schedule. Students will attend 4 classes a day. On brown day, Student will attend periods 1,3,5,7. On Gold days students will attend periods 2,4,6,8. Ninth and Tenth grade students will have a Grizzly Learning Center period on Gold days, and all grade levels will have a Grizzly Learning center Brown period 7. A Grizzly Learning Center is a study center for students. Our Study Centers will cover all subject areas each period. Our faculty will be in the centers to provide tutoring, assist students with homework, or help them study for exams. Our goal is to meet our students needs by providing them the 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

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 265 |
| Grade 10 | 285 |
| Grade 11 | 306 |
| Grade 12 | 262 |
| Total Enrollment | 1118 |



Last updated: 12/4/2017

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.4 % |
| American Indian or Alaska Native | 0.6 % |
| Asian | 10.7 % |
| Filipino | 2.5 % |
| Hispanic or Latino | 62.2 % |
| Native Hawaiian or Pacific Islander | 0.1 % |
| White | 15.1 % |
| Two or More Races | 2.1 % |
| Other | 0.3 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 63.1 % |
| English Learners | 14.4 % |
| Students with Disabilities | 13.8 % |
| Foster Youth | 0.5 % |

Last updated: 12/4/2017

A. Conditions of Learning

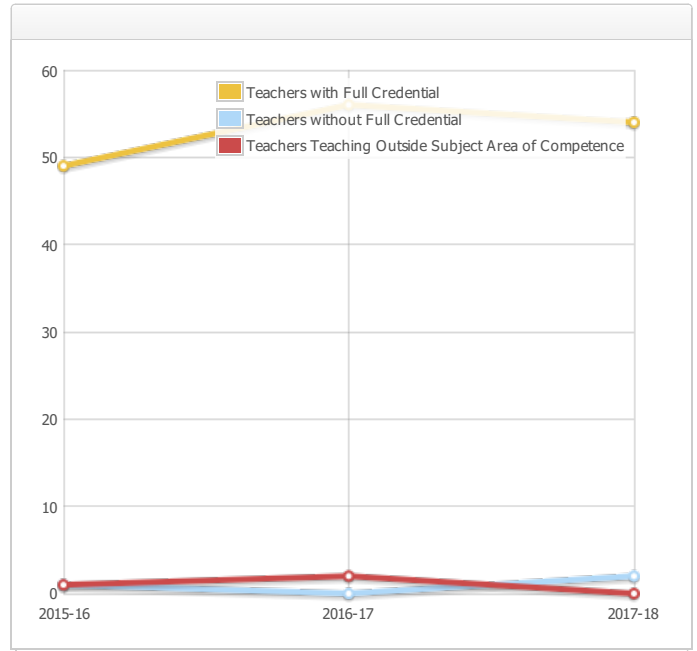
State Priority: Basic

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

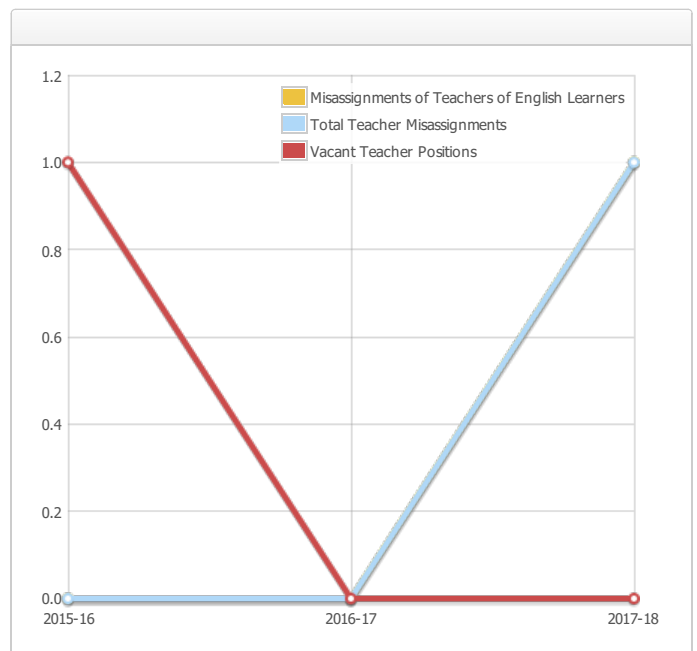
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 49 | 56 | 54 | 1427 |
| Without Full Credential | 1 | 0 | 2 | 34 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 1 | 2 | 0 | 11 |



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 1 |
| Total Teacher Misassignments* | 0 | 0 | 1 |
| Vacant Teacher Positions | 1 | 0 | 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: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

| 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/s/o0g6hno3vsgegmyorsjhucf3c52mvy3 | 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: 1/31/2018

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: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/5/2018

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 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 45% | 40% | 54% | 53% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 13% | 17% | 42% | 42% | 36% | 37% |

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: 1/5/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 294 | 285 | 96.94% | 39.65% |
| Male | 147 | 143 | 97.28% | 34.27% |
| Female | 147 | 142 | 96.60% | 45.07% |
| Black or African American | 22 | 21 | 95.45% | 38.10% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 32 | 32 | 100.00% | 65.63% |
| Filipino | -- | -- | -- | |
| Hispanic or Latino | 179 | 176 | 98.32% | 30.11% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 41 | 37 | 90.24% | 54.05% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 192 | 189 | 98.44% | 33.33% |
| English Learners | 61 | 61 | 100.00% | -- |
| Students with Disabilities | 36 | 33 | 91.67% | 15.15% |
| 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/5/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 294 | 285 | 96.94% | 16.84% |
| Male | 147 | 143 | 97.28% | 16.08% |
| Female | 147 | 142 | 96.60% | 17.61% |
| Black or African American | 22 | 21 | 95.45% | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 32 | 32 | 100.00% | 50.00% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 179 | 176 | 98.32% | -- |
| Native Hawaiian or Pacific Islander | | | | |
| White | 41 | 37 | 90.24% | 18.92% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 192 | 189 | 98.44% | 13.23% |
| English Learners | 61 | 61 | 100.00% | -- |
| Students with Disabilities | 36 | 33 | 91.67% | -- |
| 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/5/2018

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 | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 38.0% | 44.0% | 57.0% | 55.0% | 56% | 54% |

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: 1/5/2018

Career Technical Education Programs (School Year 2016-17)

| |
|--|
| Building and Construction Trades: Cabinetry /Woodworking |
| Arts, Media, and Entertainment: Design, Visual Arts and Media Arts |

Last updated: 12/18/2017

Career Technical Education Participation (School Year 2016-17)

| 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: 12/18/2017

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 95.2% |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 46.9% |

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 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 9 | 22.4% | 20.0% | 28.6% |

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: 1/5/2018

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 2017-18)

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 (SELAC). 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.

GHS Foundation– Marc McGeever, 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.

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.

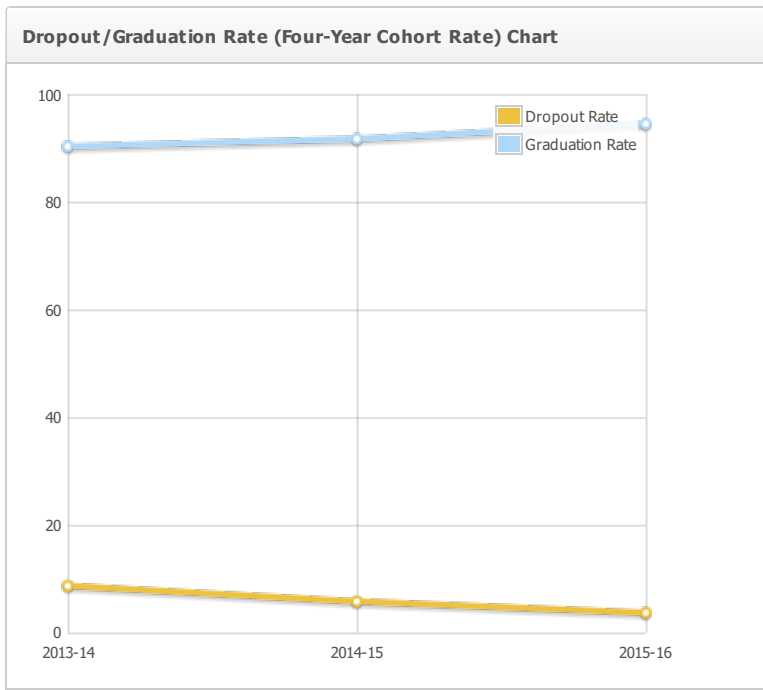
State Priority: Pupil Engagement

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 | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 8.7% | 5.8% | 3.7% | 7.1% | 7.7% | 6.4% | 11.5% | 10.7% | 9.7% |
| Graduation Rate | 90.3% | 91.7% | 94.5% | 85.9% | 85.4% | 87.7% | 81.0% | 82.3% | 83.8% |



Last updated: 1/5/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 92.4% | 88.4% | 87.1% |
| Black or African American | 89.5% | 85.0% | 79.2% |
| American Indian or Alaska Native | 100.0% | 100.0% | 80.2% |
| Asian | 100.0% | 97.9% | 94.4% |
| Filipino | 77.8% | 90.6% | 93.8% |
| Hispanic or Latino | 92.0% | 83.4% | 84.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 92.3% | 86.6% |
| White | 95.6% | 93.8% | 91.0% |
| Two or More Races | 75.0% | 91.3% | 90.6% |
| Socioeconomically Disadvantaged | 93.8% | 90.5% | 85.5% |
| English Learners | 56.0% | 52.6% | 55.4% |
| Students with Disabilities | 66.7% | 57.1% | 63.9% |
| Foster Youth | 0.0% | 37.5% | 68.2% |

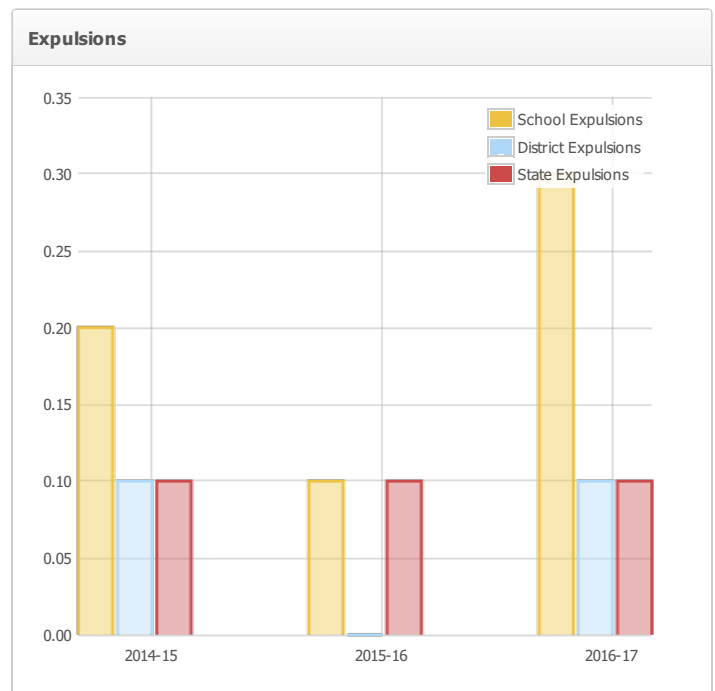
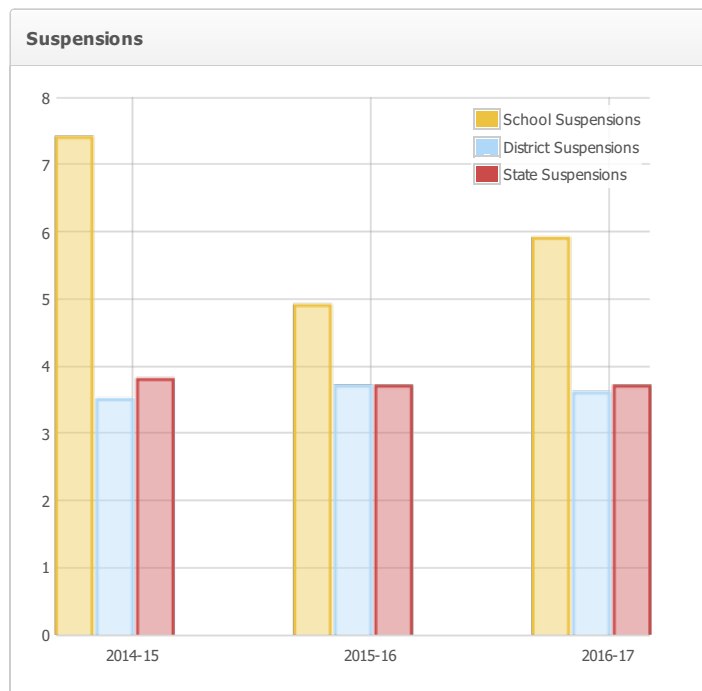
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 7.4% | 4.9% | 5.9% | 3.5% | 3.7% | 3.6% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.2% | 0.1% | 0.3% | 0.1% | 0.0% | 0.1% | 0.1% | 0.1% | 0.1% |



Last updated: 1/5/2018

School Safety Plan (School Year 2017-18)

The school site Safety Plan is reviewed each year in August, and the school safety plan was presented to staff at that time. Every faculty member is aware of their role in case of a disaster or drill that occurs. Gunderson has a closed campus and provides security throughout the day. 3 campus security staff and two SJPD officers assist in supporting our staff. We have regular safety drills and all visitors are required to register in the front office. Evacuation maps and each staff member's assigned area on the football field is posted in a red folder in each classroom, as well as front office. Safety drills are held 4 times throughout the year. Staff is trained on all safety drills with reminder emails sent to staff throughout the year as expectations of each drill.

Last updated: 12/4/2017

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 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

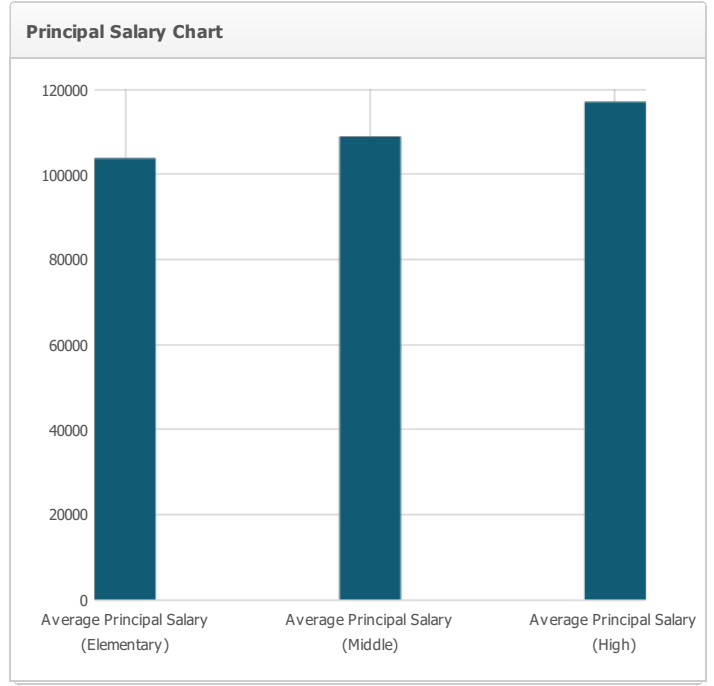
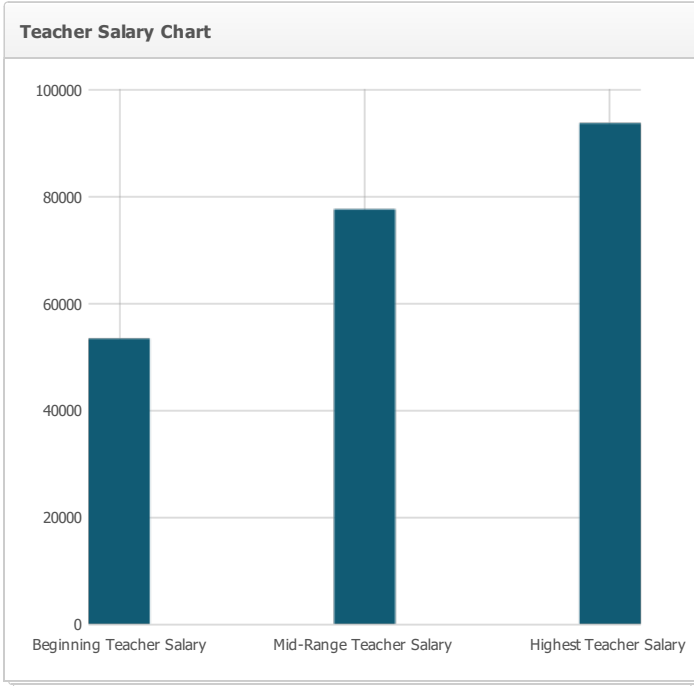
We are in our fourth year of implementing a block bell schedule based on an 8-period master schedule. Students will attend 4 classes a day. On Brown Day, students will attend periods 1, 3, 5, and 7, and on Gold Day students will attend periods 2, 4, 6, and 8. Ninth and Tenth grade students will have 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