

Gunderson High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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, Principal

Principal, Gunderson High

About Our School

Mark Camilleri is in his second year as Principal at Gunderson High school. Mark has worked at Gunderson as the assistant principal the previous two years before becoming the principal. 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 11 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: mcamilleri@sjusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Jose Unified
Phone Number	(408) 535-6000
Superintendent	Nancy Albarran
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2018—19)	
School Name	Gunderson High
Street	620 Gaundabert Ln.
City, State, Zip	San Jose, Ca, 95136-2830
Phone Number	408-535-6340
Principal	Mark Camilleri, Principal
E-mail Address	mcamilleri@sjusd.org
County-District-School (CDS) Code	43696664330080

Last updated: 12/10/2018

School Description and Mission Statement (School Year 2018—19)

Vision: Preparing today's students to be the thinkers, leaders, and creators of tomorrow

Mission: Uniting as one community, we elevate opportunities for all.

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 16 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.

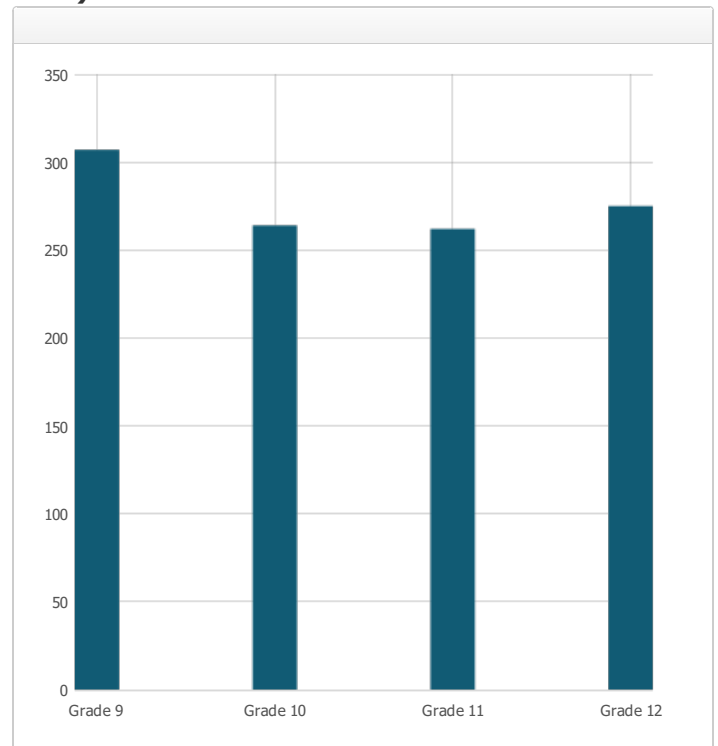
We are in our 6th year of implementing a block schedule based on an 8-period master schedule. Students will attend 4 classes a day. On brown day, Student will attend periods 1,3,5,7. On Gold days students will attend periods 2,4,6,8. Ninth and Tenth grade students will have a Grizzly Learning Center 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: 12/10/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	307
Grade 10	264
Grade 11	262
Grade 12	275
Total Enrollment	1108



Last updated: 12/10/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	6.0 %
American Indian or Alaska Native	0.6 %
Asian	10.3 %
Filipino	2.7 %
Hispanic or Latino	63.3 %
Native Hawaiian or Pacific Islander	0.4 %
White	14.2 %
Two or More Races	1.8 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.4 %
English Learners	15.1 %
Students with Disabilities	13.3 %
Foster Youth	0.7 %

A. Conditions of Learning

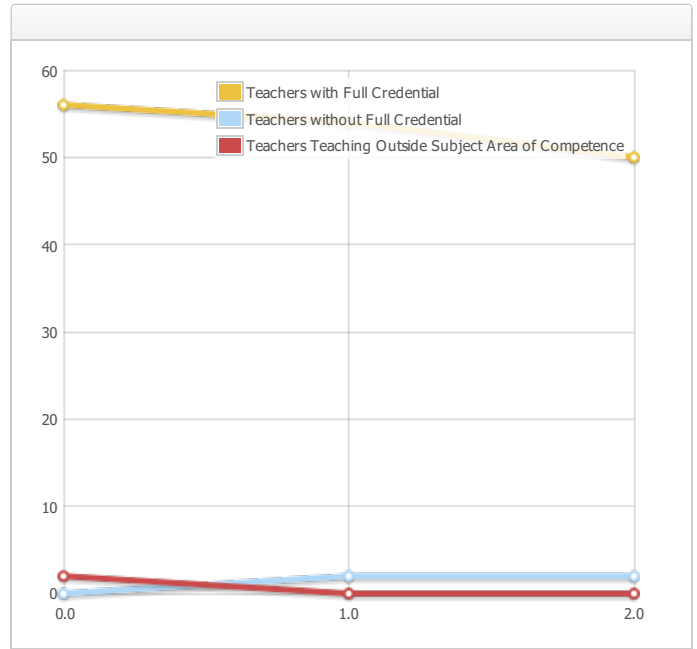
State Priority: Basic

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

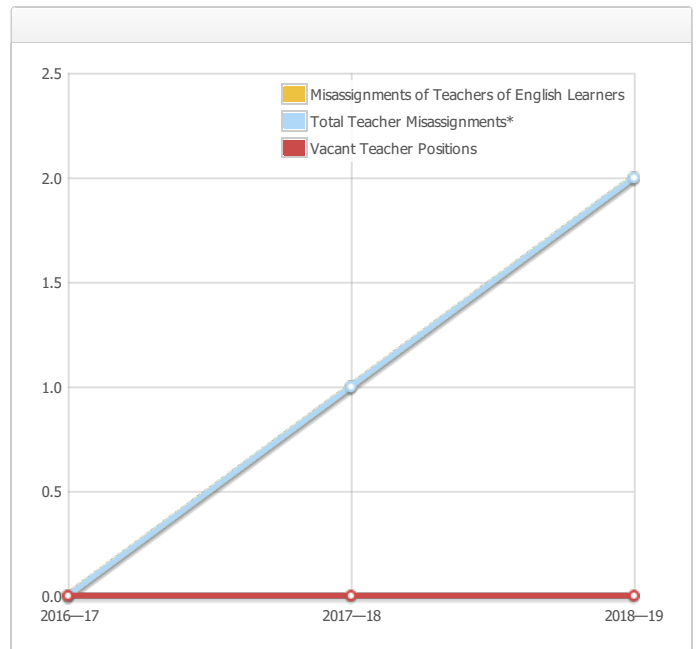
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	56	54	50	1368
Without Full Credential	0	2	2	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	1298



Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	1	2
Total Teacher Misassignments*	0	1	2
Vacant Teacher Positions	0	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: 1/30/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">LANGUAGE ARTS</p> <p>Grade 9 Springboard ELA College Board 2017</p> <p>Grade 10 Springboard ELA College Board 2017</p> <p>Grade 11 Springboard ELA College Board 2017</p> <p>Grade 11 Honors English Springboard ELA N College Board 2017</p> <p>Grade 11 AP Lang Patterns for College Writing Bedford/St Martin's 11th Ed.</p> <p>Grade 12 CSU ERWC Expository Reading and Writing Course CSU 2013</p> <p>ELD Grades 9 & 10 National Geographic,Cengage Learning EDGE</p> <p>READING INTERVENTION & ACADEMIC LANGUAGE AND SKILLS</p> <p>SpringBoard ELD Companion</p> <p>High School English Core Novels and Supplemental Reading List</p> <p>9th Grade - <i>Romeo & Juliet</i> , <i>To Kill a Mockingbird</i></p> <p>10th Grade - <i>Things Fall Apart</i>, <i>Night</i></p> <p>11th Grade- The Great Gatsby, A Great American Play Selected from the Following:</p> <p style="padding-left: 40px;"><i>Death of a Salesman</i> <i>The Crucible</i> <i>A Raisin in the Sun</i> <i>Glass Menagerie</i> <i>Streetcar Named Desire</i> <i>The Night Thoreau Spent in Jail</i></p> <p>Latino Literature Required Reading - <i>Norton Anthology of Latino Literature</i>, <i>Always Running</i></p> <p>12th Grade ERWC Required Reading, <i>Into the Wild</i>, <i>Brave New World and/or 1984</i></p> <p>ERWC Consumable Reader, Second Edition</p> <p>All 12th Grade ERWC Modules</p>	Yes	0.0 %
Mathematics	<p>Grade 9 Springboard <i>Algebra 1</i> College Board 2014</p> <p>Grades 9,10,11,12 Springboard <i>Algebra II</i></p> <p>Grades 9,10,11,12 Springboard <i>Geometry</i></p> <p>Pre-Calc Precalculus: Graphical, Numerical, Algebraic Pearson 7th Ed</p> <p>Pre -Calc Honors Precalculus: Graphical, Numerical, Algebraic Pearson 7th Ed</p> <p>Calc AB Calculus: Graphical, Numerical, Algebraic Prentice Hall 2010</p>	Yes	0.0 %

	<p>Stats Practice of Statistics W.H. Freeman 5th Ed</p> <p>SDC Algebra Pacemaker Algebra Fearon 2nd Ed</p>		
Science	<p>Grade 9 <i>Biology</i> (Dragonfly) Pearson 2006</p> <p>Grade 9 Honors <i>Biology</i> (Alligator) Mcdougal Littell 8th Ed</p> <p>Grade 10 <i>Modern Chemistry</i>, Holt, Rinehart & Winston, 1st Ed</p> <p>Grade 10 Honors <i>Modern Chemistry</i> Holt, Rinehart & Winston 1st Ed</p> <p>Grade 11 <i>Physics Principles with Applications</i> Pearson 6th Ed</p> <p>Grade 11 AP <i>Physics Principles with Applications AP</i> 7th Ed</p> <p>SDC science <i>Pacemaker Biology</i> Globe Fearon 2004</p>	Yes	0.0 %
History-Social Science	<p>Grade 9 <i>World Geography</i> McDougal Littell 2010</p> <p>Grade 10 <i>Modern World History Patterns of Interaction</i> McDougal Littell 2006</p> <p>Grade 11 <i>The Americans: Reconstruction to the 21st Century</i> McDougal Littell 2006</p> <p>Grade 11 APUSH <i>The American Pageant</i> Houghton Mifflin 13th Ed</p> <p>Grade 12 Gov, <i>Government in America</i> Houghton Mifflin 1993</p> <p>Grade 12 Econ, <i>Economics: Principles and Practices</i> Glencoe 1999</p> <p>SDC World History, <i>Pacemaker World History</i> Globe Fearon 4th Ed</p> <p>SDC US History, <i>Pacemaker US History</i> Globe Fearon 4th Ed</p> <p>SDC Econ, <i>Pacemaker Economics</i> Globe Fearon 3rd Ed</p> <p>SDC Gov, <i>Pacemaker American Government</i> Globe Fearon 3rd Ed</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1-2 <i>Avancemos 1</i> McDougal Littell 2010</p> <p>NS Spanish 1-2 <i>Nuevas Vistas Curso de Intro</i> Holt, Rinehart & Winston 2006</p> <p>Spanish 3-4 <i>Avancemos 2</i> McDougal Littell 2007</p> <p>NS spanish 3-4 <i>Nuevas Vistas Curso Uno</i> Holt, Rinehart & Winston 2003</p>	Yes	0.0 %

Spanish 5-6 <i>Avancemos 3</i> McDougal Littell 2007 NS Spanish 5-6 <i>Nuevas Vistas Curso Dos</i> Holt, Rinehart & Winston 2006 AP Spanish Lang, <i>Temas Vistas</i> Higher Learning 2014 French 1-2 <i>Bien Dit</i> Level 1 Houghton Mifflin Harcourt 2018 French 3-4 <i>Bien Dit</i> Level 2 Houghton Mifflin Harcourt 2018 French 5-6 <i>Si Bien Dit</i> Level 3 Houghton Mifflin Harcourt 2018			
Health	Imbedded in Physical Education course		0.0 %
Visual and Performing Arts			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: 1/10/2019

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. The basketball gym installed wooden floors. 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 daily, while bathrooms are cleaned and stocked at least twice a day. During the last few years, the Theater has also been upgraded and maintained. During the spring of 2018, the football field was reconstructed with new turf. During the summer of 2018, the pool was emptied and resurfaced.

Last updated: 12/10/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

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 2018

Overall Rating	Exemplary
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Last updated: 1/2/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	41.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	21.0%	42.0%	43.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 1/17/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	250	242	96.80%	41.32%
Male	132	126	95.45%	47.62%
Female	118	116	98.31%	34.48%
Black or African American	24	22	91.67%	40.91%
American Indian or Alaska Native	--	--	--	
Asian	29	29	100.00%	82.76%
Filipino	--	--	--	
Hispanic or Latino	146	142	97.26%	32.39%
Native Hawaiian or Pacific Islander	--	--	--	
White	33	32	96.97%	43.75%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	165	158	95.76%	30.38%
English Learners	45	44	97.78%	6.82%
Students with Disabilities	31	29	93.55%	6.90%
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: 1/17/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	250	242	96.80%	21.49%
Male	132	126	95.45%	24.60%
Female	118	116	98.31%	18.10%
Black or African American	24	22	91.67%	31.82%
American Indian or Alaska Native	--	--	--	
Asian	29	29	100.00%	62.07%
Filipino	--	--	--	
Hispanic or Latino	146	142	97.26%	11.27%
Native Hawaiian or Pacific Islander	--	--	--	
White	33	32	96.97%	25.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	165	158	95.76%	13.29%
English Learners	45	44	97.78%	2.27%
Students with Disabilities	31	29	93.55%	
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: 1/17/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/17/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

SJUSD Secondary Schools are an array of CTE courses/pathway in the following areas:

- Building & Construction Trades: Cabinetry/Woodworking
- Engineering & Architecture; Health Science; Medical Technology: Engineering Technology,, Engineering Design, Biotechnology
- Arts, Media, And Entertainment; Production and Managerial Arts; Design, Visual And Media Arts
- Child Development

All Secondary students have the opportunity to enroll and participate in the CTE pathways offered by our partnership with Silicon Valley Career Technical Education Center (SVCTE)

Last updated: 12/14/2018

Career Technical Education (CTE) Participation (School Year 2017–18)

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: 12/14/2018

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.6%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	45.3%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	23.6%	20.5%	33.3%

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: 1/30/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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.

Parents can call 408-535-6340 with any questions.

State Priority: Pupil Engagement

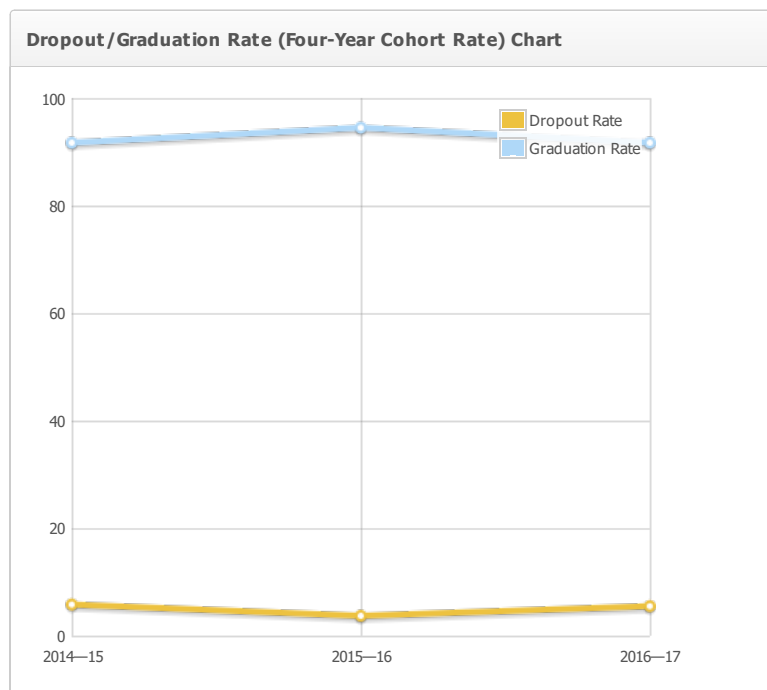
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	5.8%	3.7%	7.7%	6.4%	10.7%	9.7%
Graduation Rate	91.7%	94.5%	85.4%	87.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	5.5%	5.2%	9.1%
Graduation Rate	91.7%	89.5%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/10/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	89.3%	90.8%	88.7%
Black or African American	100.0%	92.6%	82.2%
American Indian or Alaska Native	100.0%	86.7%	82.8%
Asian	100.0%	97.6%	94.9%
Filipino	100.0%	94.3%	93.5%
Hispanic or Latino	86.1%	88.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	85.7%	88.6%
White	90.5%	92.8%	92.1%
Two or More Races	71.4%	93.9%	91.2%
Socioeconomically Disadvantaged	88.5%	90.3%	88.6%
English Learners	57.7%	62.9%	56.7%
Students with Disabilities	78.8%	66.6%	67.1%
Foster Youth	100.0%	65.0%	74.1%

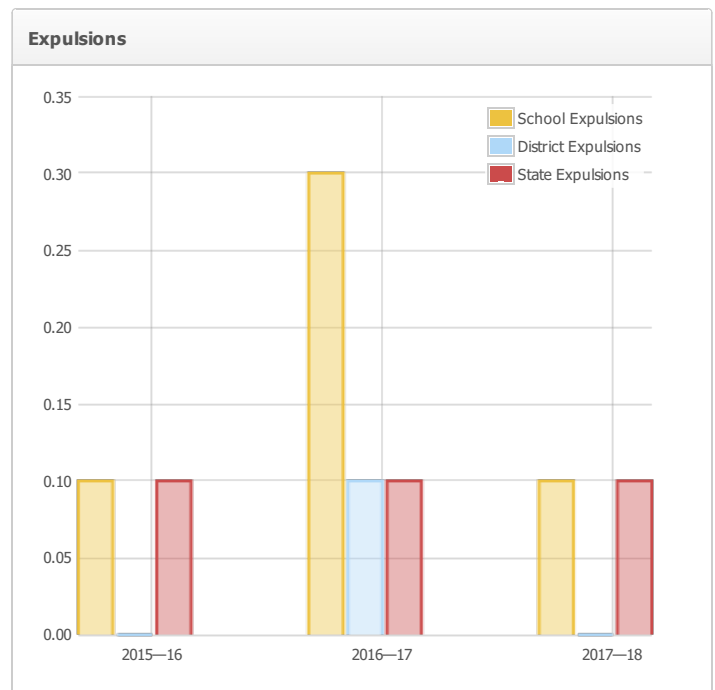
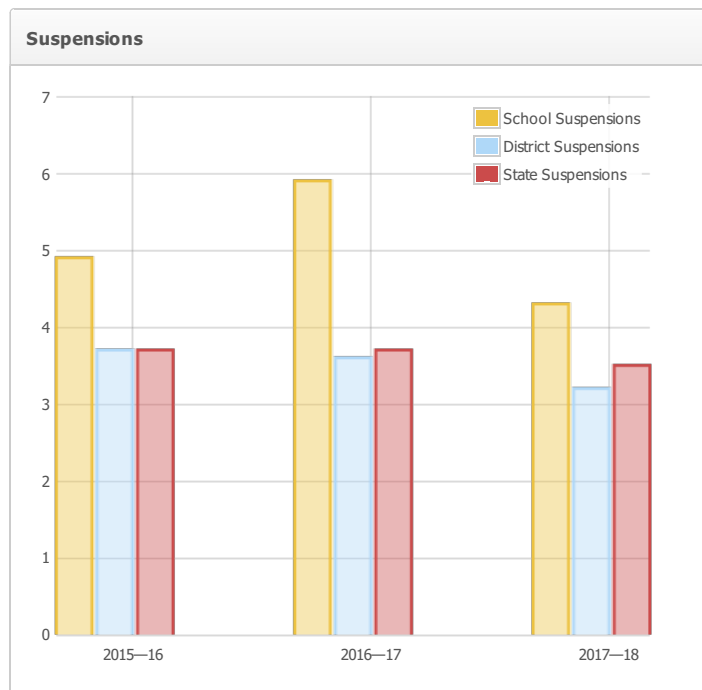
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.9%	5.9%	4.3%	3.7%	3.6%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.1%	0.3%	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/10/2018

School Safety Plan (School Year 2018—19)

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 members 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 are sent to staff throughout the year as expectations of each drill.

Last updated: 12/10/2018

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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).

** "Other" category is for multi-grade level classes.

Last updated: 1/17/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	41.0	8	7	16
Mathematics	42.0	10	2	15
Science	35.0	12	5	13
Social Science	36.0	8	12	12

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	17	14	12
Mathematics	32.0	18	5	13
Science	32.0	15	3	13
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	27	27	7
Mathematics	22.0	16	29	6
Science	21.0	17	25	7
Social Science	21.0	16	33	1

* 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: 12/10/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	364.0
Counselor (Social/Behavioral or Career Development)	0.3	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	0.1	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	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: 1/17/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13429.9	\$3713.1	\$9716.8	\$76086.3
District	N/A	N/A	\$8863.8	\$75422.0
Percent Difference – School Site and District	N/A	N/A	9.6%	0.7%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	36.4%	-5.8%

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

Last updated: 12/11/2018

Types of Services Funded (Fiscal Year 2017—18)

Gunderson receives state funds as well as federal funds. Gunderson receives federal funds based on students who receive free and reduced lunches as well as students that speak English as a second language. Below are services we have in place.

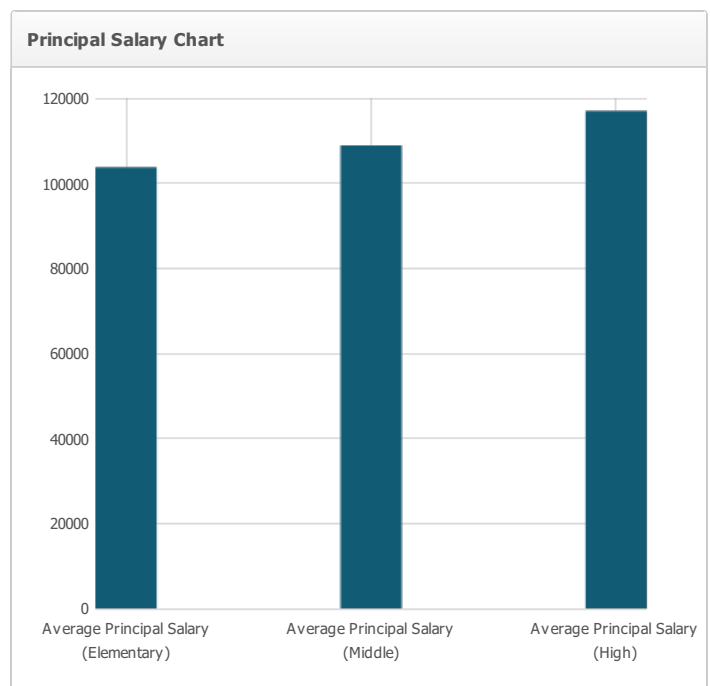
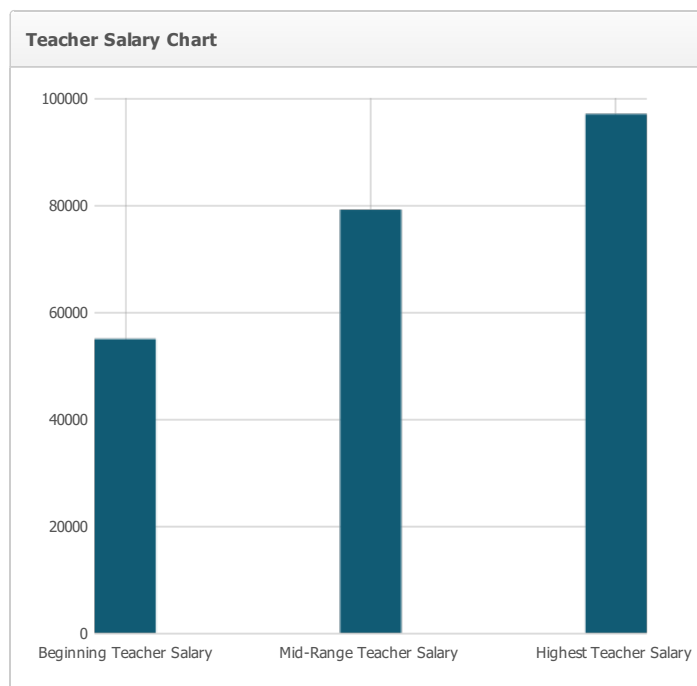
- Support classes for English and mathematics for students who need help with skills in the areas (reading intervention /math lab).
- Supplemental education services
- Additional funds are used to purchase materials, increase access to technology, professional development, and release time for teachers to participate in planning.
- Gunderson High School has established Supports and Interventions program for Students that provides access to counseling, motivational curriculum, SAT PREP, computer/internet access, college and career readiness, resume building, guest speakers and more.

Last updated: 12/19/2018

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,958	\$47,903
Mid-Range Teacher Salary	\$79,132	\$74,481
Highest Teacher Salary	\$97,032	\$98,269
Average Principal Salary (Elementary)	\$103,741	\$123,495
Average Principal Salary (Middle)	\$108,855	\$129,482
Average Principal Salary (High)	\$117,012	\$142,414
Superintendent Salary	\$263,799	\$271,429
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 12/10/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	6	N/A
All Courses	27	32.2%

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

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

Last updated: 12/10/2018

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: 12/10/2018