

San José Unified School District
**GUNDERSON HIGH
SCHOOL**

Grades 9-12

School Accountability Report Card
For School Year 2003-2004
Published in 2004-2005

Principal's Comments

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 a 1:1 laptop program that provides an Apple iBook to every student, advanced multimedia courses and EAST. EAST (Environmental and Spatial Technology) is a performance-based learning environment utilizing project-based, service learning integrated with advanced technological applications in an interdisciplinary laboratory environment, where the intellectual and problem-solving growth of the student is the focus. Advanced Placement course offerings at Gunderson include English Literature, Biology, Calculus, U.S. History, Spanish Literature, American Government and Art. 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 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 meet-

ing those challenges. 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.

Gunderson High School is one of six comprehensive high schools in the San Jose Unified School District. Its 1250 students are 42% Latino, 25% White, 19% Asian, 9% African-American, and 5% Pacific Islander, Filipino and Native American. Limited English Proficient students comprise 26% 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 acceleration component which focuses on literacy and study skills. The goal is to assist all ninth graders with the transition to high school and insure their academic success.

A strong activities program that balances the rigor of the classroom reinforces the learning environment. Certificated teachers conduct a daily after school Homework Center that provides students additional opportunities for academic support. We also have tutors from local colleges and universities support the Homework Center by volunteering their time to assist any and all students who request the additional support.

Cary Catching, Principal
Cary_Catching@sjusd.org

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San José, CA 95136
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Schedule/Hours

Office hours
7:00 a.m. to 4:00 p.m.
Media Center Hours
7:30 a.m. to 4:00 p.m.
Homework Center Hours
2:45 p.m. to 4:45 p.m.
Students schedule
7:50 a.m. to 2:36 p.m.

2003-2004 Achievements

- Received the second year of an Environmental and Spatial Technology (EAST) Grant for \$230,000.
- Expanded Advanced Placement sections and courses to offer AP classes in Biology, English, U. S. History, American Government, Calculus, Spanish and Studio Art
- Increased the numbers of students taking AP courses and AP tests by 20%
- Awarded an additional \$180,000 of an II/USP grant
- Improved performance on the SAT-9 in the areas of Reading and Language Arts.
- Gunderson seniors outperformed the District, the State, and the nation on National Pacesetter Exam for English
- Garnered a \$50,000 SB65 grant to provide counseling and outreach services to Gunderson's student body

**San José Unified School
District
Building on Success**

Superintendent
Don Iglesias
Board of Education
Pam Foley
Richard Garcia
Jorge González
Veronica Grijalva Lewis
Leslie Reynolds
Susan Nguyen, Student

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Focus for Improvement for 2004-2005

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 that encourages academic success. To this end, much time and energy has been spent to improve the skills of our incoming students. Several support programs have been integrated into the curriculum to achieve this goal including Reading Lab and Academic Acceleration. The focus for 2004-2005 will include the addition of intervention programs in the area of math as well. By incorporating both literacy and math intervention classes, we intend to increase our scores on standardized tests such as the California High School Exit Exam (CAHSEE) and the California Content Standards Tests (CSTs).

Parental Involvement

Adult visitors to 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 II/USP Action Team, PTSA, Booster Club, GHS Foundation, School Site Council and the Site English Learner Advisory Committee.

PTSA – Mary Olson, President (225-5878) – 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 – Candra Bailly, President (281-0343) – The Booster Club is similar to the PTSA with the primary focus of this group being the support of Gunderson's athletic program.

GHS Foundation – Greg West, President (629-1938) – 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 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 insure that we are meeting our school plan.

Site English Language Advisory Committee – SELAC is similar to PTSA with the primary focus being the needs of our English Language Learners.

Funding

Gunderson High School is the beneficiary of a number of different funding sources, the most significant being Desegregation, SIP, the EAST grant and II/USP grant.

Demographics

Date reported are the number of students at each grade level as reported by the California Basic Education Data System (CBEDS)

Student Enrollment by Grade Level

Grade Level	Enrollment
Grade 9	289
Grade 10	288
Grade 11	263
Grade 12	242
Total Enrollment	1082

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	119	11.0
American Indian or Alaska Native	16	1.5
Asian	140	12.9
Filipino	33	3.0
Hispanic or Latino	557	51.5
Pacific Islander	15	1.4
White (Not Hispanic)	202	18.7
Multiple or No Response	0	0.0

School Safety and Climate for Learning

Safety and Safety Plan

Gunderson High School's Safety Plan is revised and reviewed annually with all stakeholders. 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.

There are five full-time administrators at Gunderson high school, 65 teachers and four campus supervisors who 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 Gunderson High School community. In addition, the school regularly participates in district-wide emergency drills and Code Red (armed intruder on campus) drills with the San Jose Police Department.

Facilities

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.

Gunderson began modernization under Measure C in the spring of 2003. Part of the Measure C improvements will be the installation of all new athletic fields, including a new football field with all-weather track.

Maintenance

San José Unified takes great efforts to make sure all of its schools are clean, safe, and functional. The District's maintenance staff works to ensure that all necessary repairs are made to keep schools in good condition and in working order. A work order process is used to make certain that repairs are done in a timely and efficient manner. Emergency repairs are given the highest priority and those requests are usually handled the day they are received. Restrooms at all schools are fully operational. Work order requests to repair restrooms are given a number one priority.

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules and to ensure a clean and safe school. **A copy of the cleaning standards is available upon request by calling the Maintenance Department at (408) 535-6200.**

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2004-05 school year, the district deposited \$1,322,354 into the deferred maintenance program. This is equivalent to 0.5% of the district's general fund budget. Expenditures in this fund are made according to the District's five year plan, which is developed in coordination with the Measure F bond program. It is anticipated that \$1,155,000 will be expended on deferred maintenance projects during the 2004-2005 school year.

Deferred Maintenance and Modernization Projects.

In 1997 voters in San José Unified passed Measure C – a \$165 million bond measure that began modernization projects in the district's 48 schools. To continue and expand these renovations, voters once again voted to approve a \$423 million bond measure in March of 2002 – Measure F. When Measure F is completed, San José Unified will have some of the finest facilities in the state of California. A Citizens' Bond Oversight Committee was appointed by the Board of Education to ensure that the bond funds are spent properly. School by school projects targeted to be funded by Measure F are available on the District's website, www.sjusd.k12.ca.us, and at each school site.

Homework

Homework is a part of student's daily learning and is assigned to reinforce and extend the work done in the classroom. Twenty to forty five minutes per subject are the expected amount each day. Gunderson High School offers a Homework Center after school Monday to Thursday, which provides assistance from classroom teachers and offers students academic support outside of the classroom.

Discipline

Gunderson High School provides all students and their families with Discipline guidelines that are aligned with District policy and the California State Education Code. Gunderson High has established a clear system of rewards and consequences that includes District-wide practices such as detention, Saturday School, the Attendance Improvement Program, On-Campus Supervision, and suspension. Along with course outlines, each teacher is required to establish a classroom discipline policy that is aligned with established, school, District and State policies.

Suspensions and Expulsions

	2002	2003	2004
Number of Suspensions	156	332	265
Rate of Suspensions	13%	28%	24%
Number of Expulsions	3	3	6
Rate of Expulsions	0%	0%	1%

Data reported are the total number of incidents where a student was suspended or expelled from school and the school's rates of suspension or expulsion. A single student may be involved in more than one incident. The rate of suspension or expulsion are calculated by dividing the number of incidents during the school year by the school's total enrollment in October 2003. Rates for the district are computed separately for Elementary, Middle and High Schools.

Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at

All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	25	31	28	38	40	40	32	35	36
Mathematics	10	8	5	32	34	34	31	35	34
Science	21	13	9	34	26	25	30	27	25
History-Social Science	21	29	22	36	35	33	28	28	29

<http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

CST—Racial/Ethnic Groups

Subject	African-American	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
English-Language Arts	28	53	30	16	44
Mathematics	1	19	0	1	9
Science	8	26	5	3	15
History-Social Science	25	41	35	13	29

CST—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	23	32	2	20	32	2	31	12
Mathematics	5	5	3	3	6	0	6	4
Science	10	8	1	5	11	1	10	5
History-Social Science	23	21	2	17	24	7	24	18



Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted

NRT—All Students

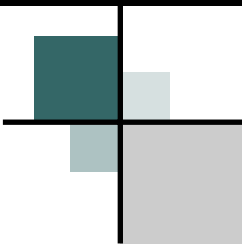
Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	43	42	---	47	47	---	43	43
Mathematics	---	41	39	---	53	53	---	50	51

in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students scoring at or above the 50th percentile.

NRT—Racial/Ethnic Groups

Subject	African-American	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
Reading	33	69	61	29	58
Mathematics	26	74	57	27	48



NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	34	49	6	33	46	6	46	30
Mathematics	41	37	21	35	40	4	43	43

Local Assessment

% Scoring Proficient or Higher			
Grade	2002	2003	2004
11	63	63	50

Data reported are the percent of students meeting or exceeding the district standards.



California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	16.7	10.2	22.4	23.3	20.3	26.0	26.3	25.3	27.2

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Inter-

API—Schoolwide

	API Base Data			API Growth Data			
	2001	2002	2003	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004	
Percent Tested	92	98	96	Percent Tested	98	96	98
API Base Score	616	594	628	API Growth Score	596	621	622
Growth Target	9	10	9	Actual Growth	-20	27	-6
Statewide Rank	5	4	4				
Similar Schools Rank	6	5	8				

vention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/>, or by speaking with the school principal.

API—Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score		567		API Growth Score			
Growth Target		8		Actual Growth			
Asian				Asian			
API Base Score	679	679	775	API Growth Score	682	755	
Growth Target	7	8	7	Actual Growth	3	76	
Hispanic or Latino				Hispanic or Latino			
API Base Score	532	511	564	API Growth Score	498	563	547
Growth Target	7	8	7	Actual Growth	-34	52	-17
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	706	681	718	API Growth Score	715	708	716
Growth Target	7	8	7	Actual Growth	9	27	-2

API—Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	540	538	576	API Growth Score	529	565	566
Growth Target	7	8	7	Actual Growth	-11	27	-10

State Awards and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Identified for Program Improvement	---	17.5

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Adequate Yearly Progress (AYP)

AYP Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	No	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	No	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	n/a	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	No	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	Yes

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

NOTE: N/A means that this group was too small to receive summary scores.

School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully complete the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1303	1224	1174	9291	9096	9396	1735576	1772417	1830664
Number of Dropouts	12	17	7	116	143	98	47899	48210	58493
Dropout Rate (1-year)	0.9	1.4	0.6	1.2	1.6	1.0	2.8	2.7	3.2
Graduation Rate	94.9	91.7	94.9	92.4	92.8	93.8	86.7	87.0	86.7

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

Average Teaching Load and Teaching Load Distribution

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.3	36	13	7	25.9	25	19	16	27.1	9	16	19
Mathematics	24.7	17	10	8	26.3	10	14	12	29.9	3	11	13
Science	29.3	2	19	9	28.0	8	11	20	33.5	3	5	21
Social Science	28.9	5	19	7	28.2	7	13	17	27.4	12	4	25

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Teacher and Staff information

This is Cary Catching's first year as principal at Gunderson. She had previous administrative experience at both a middle school and a high school in the district. She also taught for eight years.

Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
This School	85.3	---
All Schools in District	---	70.3
High-Poverty Schools in District	---	57.1
Low-Poverty Schools in District	---	75.7

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the

teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tg/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

		2002	2003	2004
Total Teachers		60	64	52
Teachers with Full Credential		33	31	32
Teachers Teaching Outside Subject Area	<i>(full credential but teaching outside subject area)</i>		1	1
Teachers in Alternative Routes to Certification	<i>(district and university internship)</i>	0	0	0
Pre-Internship		1	5	8
Teachers with Emergency Permits	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	20	27	12
Teachers with Waivers	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	7	2	2

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2004
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Teacher Education Level

	School	District
Doctorate	3.8	1.2
Master's Degree plus 30 or more semester hours	5.8	2.3
Master's Degree	19.2	25.8
Bachelor's Degree plus 30 or more semester hours	23.1	46.0
Bachelor's Degree	48.1	24.6
Less than Bachelor's Degree	0.0	0.1

Data reported are the percent of teachers by education level.

Vacant Teacher Positions

	2004
Vacant Teacher Positions	0

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Teachers teaching outside subject area

For the 2003-2004 school year, approximately 15% of Gunderson High School teachers were fully credentialed and teaching outside their subject area.

Evaluating/Improving Teachers

To effectively evaluate teachers, it is necessary to identify the essential knowledge, i.e., what the students should know and be able to do, and then measure or assess how well students are doing at achieving a specific standard. In order to do this we look for evidence: the student's positive attitudes and productive mental habits, their ability to articulate what they are learning, their ability to acquire, process and use a breadth and depth of knowledge, and then to gain appropriate levels of understanding for targeted information and ideas, and develop appropriate levels of skill or mastery for targeted skills and processes.

Formal evaluations follow contractual and district guidelines, which include evaluation pre-conferences, formal and informal full period observations, post conferences and the completion of all necessary paperwork.

Staff Development

Professional development at GHS 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. In addition, teachers share practices with one another, including success, challenges, and make efforts to engage students and their families in the "learning culture" of the school.

In addition to the district-wide 3 Inservice and 3 Staff Development days, teachers are encouraged to continue their growth by attending professional development activities. The staff chose to focus on literacy as part of the II/USP and WASC process. As such, these topics were the focus of our district entitled days.

In addition to providing professional development activities on the district defined days, other trainings took place after school and during the summer.

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. Student data is regularly examined and teaching practices are refined as a result.

Teacher Assignment

Teachers are assigned to teach courses at Gunderson High School based on the subject in which they are credentialed and/or the subjects in which they have earned degrees or supplementary authorizations.

Substitute Teachers.

In the event that a substitute teacher is needed in place of the regular classroom teacher, the classroom teacher is required to provide a lesson plan that is aligned with the Standards as outlined for that course. All substitute teachers assigned to Gunderson High School meet the criteria for the position as established by San Jose Unified School District.

Leadership Team.

There are several formalized groups on campus which serve in some leadership capacity (i.e. II/USP Action Plan Team, Curriculum Council and School Site Council). These teams include representation from all stakeholders, including administration, certificated and classified staffs, parents and students.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Other Support Staff

Gunderson has a full-time resource specialist. Their counselor (32 hours/week), librarian (32 hours/week), psychologist (10 hrs/week), nurse (16 hours/week) and speech and language specialist (16 hours/week) are part time.

Specialized Programs

GATE

Active outreach, inclusion and two-way communication are emerging as a means for providing support for GATE students at Gunderson High School. This targeted group of students and their families, along with other stakeholders, are participating as partners through a number of different venues to influence, rethink, adjust and improve the educational experience of GATE student to support their continued success.

At-risk students

As a result of the II/USP process all incoming students are assessed for intervention classes in literacy. In addition, grade level administrators monitor student progress at each grading period. Students who are not being successful, may be recommended for our Student Assistance Program or Student Study Teams. In addition, support programs are recommended to both student and parent (i.e. attendance at the Homework Center, Summer School, Adult Education and Gunderson Plus).

English language learners

Gunderson High School is using disaggregated data in schoolwide 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.

Students with disabilities

Gunderson has a comprehensive program in place for students with disabilities. These services range from a least restrictive environment (resources classes in core subject areas) 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.

After-school programs

Gunderson offers a Homework Center after school, Monday thru Thursday. The center provides a quiet location in which students can complete their homework assignments. In addition, teachers and tutors are available for additional assistance.

Tutoring

Tutoring is available to students in the Homework Center. These services are provided by staff, local college and university student volunteers and other Gunderson students who receive community service hours for their time.

Curriculum and Instruction

Reading and Writing

The position of Teacher Literacy Coach has been established to support literacy instruction on a daily basis and to assist in the organization and monitoring of the literacy instruction implementation. The Literacy Coach supports specific teachers in the implementation of the Academic Readiness curriculum and supervises the administration of the Degrees of Reading Power assessment that is used to collect and analyze the data which fine tunes the reading instruction.

Math

The math department and Gunderson High School continue to work on the development and implementation of standards-based curriculum and instruction. Math skills bank materials are used to extend student learning opportunities beyond the classroom. Gunderson currently offers Math Analysis and Calculus A/B in the areas of high-level math with hopes of adding Calculus B/C and Statistics by fall 2006.

Science

The science department at Gunderson continues to make advances in the area of standards-based curriculum and, as a department, focuses their efforts on common assessments and engages in item analysis to determine assessment alignment and revision between teachers and courses. The science department at Gunderson is proud to oversee the implementation of the Environmental and Spatial Technology (EAST) Grant.

Social Studies

The Social Science Department at Gunderson High School has focused their efforts on specific standards-based assignments with common assessments. Teachers are collaboratively identifying gaps in their practices and identifying shared beliefs about best practices. The curriculum at the 9th and 10th grades includes a service-learning component that will expand to include 11th and 12th grade by fall 2004.

Textbooks

Textbooks are updated and purchased according to State adoption criteria and guidelines. We make every effort to insure that there are sufficient textbooks and materials for every student. In addition, some subjects even class sets of books for those students who neglect to bring them to class.

Our textbook inventory is regularly checked to insure that damaged and lost books are replaced in a timely manner.

A complete list of textbooks and their date of adoption is available at

http://www.sjUSD.org/Staff/Instructional_Material/Textbook_Listing.pdf

Instructional Minutes

Grade		
Level	Offered	State Requirement
9	64,860	64,800
10	64,860	64,800
11	64,860	64,800
12	64,860	64,800

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. The number of minutes shown here does not take into consideration pupil free days, minimum days or shortened days that are used for parent/teacher conferences or testing.

Four and a half hour days are scheduled three days each semester to accommodate final exams.

Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	1	10
Computer Science			
English	1	3	100
Foreign Language	1	1	10
Mathematics	1	1	46
Science	2	2	52
Social Science	2	4	128

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
3045	1798	59.0

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
205	135	65.9

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

SAT I Reasoning Test

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	238	232	242	1984	2056	2226	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	37.8	46.6	36.4	46.0	46.1	41.4	37.3	36.7	35.2
Average Verbal Score	440	448	464	512	522	521	490	494	496
Average Math Score	476	480	493	536	548	544	516	518	519

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

College Preparation

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. To this end, the staff and GHS provide students with many opportunities for exposure to college information through weekly workshops, guest speakers, college visits and an annual information fair. It is our commitment to maintain a college-going culture and connect all of our efforts to how they support our student's college eligibility and attendance.

Workforce Preparation

Gunderson High School offers student exposure to the workforce through programs such as Work Experience or participation in courses at the Central County Occupational center. In addition, a Carl Perkins grant assists the school in offering specific guidance to 11th grade students in order to assist them with their post-secondary plans.

Dropout Prevention

The administrative team at Gunderson High School, with the assistance of the Outreach coordinator, work to monitor the grades, attendance and progress of all students toward graduation to assure that our student meet, not only the graduation requirements, but maintain eligibility for the UC and CSU systems. On staff are a full time Outreach Coordinator who is charged with coordinating the internal and external services that support our student community.

Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,477	\$36,856
Mid-Range Teacher Salary	\$61,930	\$58,263
Highest Teacher Salary	\$75,268	\$72,665
Average Principal Salary (Elementary)	\$88,972	\$94,774
Average Principal Salary (Middle)	\$93,586	\$98,934
Average Principal Salary (High)	\$98,794	\$106,858
Superintendent Salary	\$215,206	\$177,295
Percent of Budget for Teacher Salaries	37.7	41.6
Percent of Budget for Administrative Salaries	5.8	5.1

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

Expenditures (Fiscal Year 2002-2003)

District Total Dollars	District Dollars per Student (ADA)	State Average for Districts in the Same Category (ADA)	State Average All Districts (ADA)
\$251,113,629	\$7,855	\$6,882	\$6,822

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/>

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

San José Unified SARC's are prepared by the Office of Public Engagement. Questions — call Sheryl Stroh at 535-6108 or via e mail to Sheryl_Stroh@sjusd.org