

# School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

# Gunderson High

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## Grades 9-12



*Principal*

Cary Catching  
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## San José Unified School District

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**This school is in Trustee Area 4.**



## 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 MacBook computer to every 9<sup>th</sup> through 11<sup>th</sup> grade student, advanced multimedia courses and a state-of-the-art video production studio. Advanced Placement course offerings at Gunderson include English Literature, English Language, 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 meeting 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. Finally, the Gunderson Foundation provides scholarships to student excelling in the multimedia arts, as well as math and science.

Gunderson High School is one of six comprehensive high schools in the San Jose Unified School District. Its 1250 students are 52% Latino, 25% White, 9% 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 that focuses on literacy and study skills. This is woven, along with computer skills, into the 9<sup>th</sup> grade social science courses. In addition, support classes are offered in math and English for those incoming students who may have low or incomplete skills in these areas. 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 all students who request the additional support.

## Principal's Experience

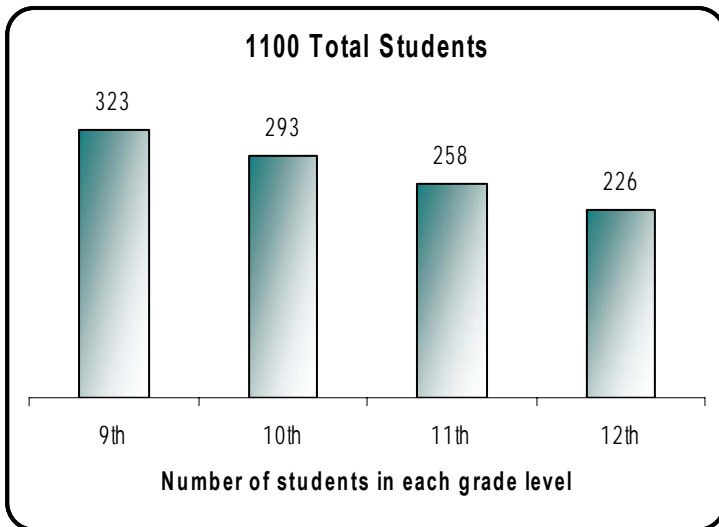
This is Cary Catching's sixth year as principal at Gunderson. She had previous administrative experience at both a middle school and a high school in the district. She also taught and served as a school counselor for eight years.

## Major Achievements

- Expanded Advanced Placement sections and courses to offer AP classes in Biology, English (Language and Literature), U. S. History, American Government, Calculus, Spanish and Studio Art
- Increased the numbers of students taking AP courses and AP tests by 20%
- Improved performance on the SAT-9 in the areas of Reading, Language Arts and Math
- Awarded a multi-million dollar Federal Magnet School Grant , along with 4 other schools in San Jose Unified School District
- Garnered a \$50,000 SB65 grant to provide counseling and outreach services to Gunderson's student body
- Continued to show double digit growth on the Annual Performance Index (API) school wide and for all subgroups

## Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



Student Enrollment by group	
African American	9.18 %
American Indian or Alaska Native	0.36 %
Asian	10.18 %
Filipino	2.09 %
Hispanic or Latino	56.91 %
Pacific Islander	1.45 %
White (Not Hispanic)	18.36 %
Multiple or No Response	1.45 %
Socioeconomically disadvantaged	52.00 %
English Learners	22.00 %
Students with disabilities	13.00 %



## Class Size

### Average Class Size and Class Size Distribution

Subject	2006-2007				2007-2008				2008-2009			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	21.6	23	20	7	18.7	30	21	5	21.6	21	21	10
Mathematics	21.5	18	18	6	21.7	21	25	3	24.2	15	27	4
Science	23.9	10	14	5	21.5	16	20	7	25.6	8	22	7
Social Science	25.1	14	18	11	25.2	11	12	15	27.5	6	20	8

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

## 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 PTSA, Booster Club, GHS Foundation, School Site Council, and the Site English Learner Advisory Committee.

PTSA – Mariy Pizzo, President (286-9584) – 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 – Suzane Osborne, President (972-2846) – 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 – Robin Schlice, 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 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.

## Climate for Learning

### Safety

Gunderson High School's Safety Plan is revised and reviewed annually with all stakeholders. The most current plan was updated in August 2008 and reviewed by the staff in September 2008. The plan includes emergency contact information, evacuation procedures, steps to take in the event of several different types of emergencies (i.e. intruder on campus, natural disasters and man-made emergencies), and community resources.

Four full-time administrators at Gunderson high school, 65 teachers, 35 classified staff, and four campus supervisors share in the supervision of the campus. The staff receives annual staff development training in the areas of student safety and the school actively participates in efforts and activities with the City of San Jose and a number of community based organizations to assure the safety of all members of the 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.

### 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. This amount may be more for accelerated, honors and advanced placement courses. Gunderson High School offers a Homework Center after school Monday to Friday, that assists 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. In addition, Gunderson developed a Student Handbook, specific to our school, which outlines behavior expectations and consequences, attendance policies and other pertinent school information (i.e. important phone numbers, a school calendar, etc.)

### Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Rate of Suspensions</b>	13.1%	18.9%	15.5%	12.6%	13.6%	11.8%
<b>Rate of Expulsions</b>	0.3%	0.6%	0.2%	0.2%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

## 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. 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.

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.

**This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.**

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
<b>Systems</b> Gas leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior</b> Interior surfaces			✓		This area had 6 deficiencies. Carpet is coming up in Library. Ceiling tiles missing and knobs missing on showers in women's locker room. Broken Light cover in D5, Missing thermostat cover in D7.
<b>Cleanliness</b> Overall cleanliness, Pest/Vermin Infestation	✓				
<b>Electrical</b>				✓	There were 13 deficiencies in this area. Banks of lights out in music room, drama room, Library, D3, D4, D6, D10, D9, D14. Hand dryer not working in men's room by gym and in men's restroom by athletic field.
<b>Restrooms/Fountains</b> Restrooms, Sinks/Fountains			✓		There were 5 deficiencies in this area. Fountains by theater do not work. Hand dryer not working in men's room by gym and in men's restroom by athletic field.. Handicap shower not working in Men's locker room. Knobs missing on fixtures in women's locker room.
<b>Safety</b> Fire safety, Hazardous Materials		✓			There was 1 deficiency in this area. Fire extinguisher past due for inspection.
<b>Structural</b> Structural Damage, Roofs					
<b>External</b> Playground/School grounds, Windows/Doors/ Gates/Fences					
<b>Overall at inspection on 9/9/09</b>	✓				

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	55	55	51	1503
Without Full Credential	1	2	5	77
Teaching Outside Subject Area of Competence	0	0	0	0

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.



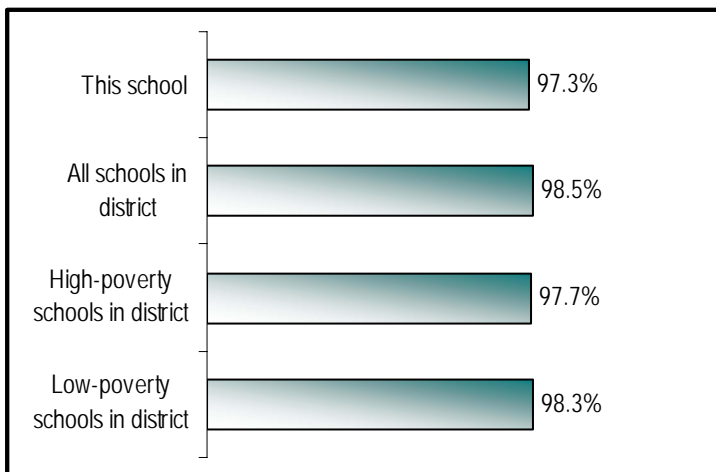
### Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	9	0	0

- Teacher misassignments (teachers assigned without proper legal authorization)
- Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

### Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

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/tq/>.

## 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. To this end, permanent teachers are evaluated every two years, while temporary and probationary teachers are evaluated every year. In addition, each administrator conducts a minimum of 90 minutes per week of informal class observations.

## Professional 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. This year the staff has paid special emphasis to data. This includes the development of departmental, common benchmark assessments. Results are tabulated for each assessment. The department then looks at individual results by student, by teacher and by class. Areas of strength and areas for continued improvement are determined.

In addition to providing professional development activities on the district-defined days, other trainings took place after school and during the summer. Trainings focused on the use of technology in the classroom, the use of the new video production studio, current and best practices with a focus on language arts and math, and classroom management.

In an effort to provide more time for departmental professional development, the administration provided one day a semester for each department to continue their discussion on data, the refinement of pacing calendars, the development of benchmark assessments and rubrics, and technology integration in the classroom.

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.

Finally, Gunderson will be undergoing a full WASC accreditation visit in the 2009-2010 school year. Professional development time has also been spent completing the school's self-study.

## 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.

When teachers anticipate longer absences (i.e. maternity leave), a concerted effort is made to secure a substitute with content knowledge, and one who can be at Gunderson for the duration of the absence.

## Support Staff

Gunderson has 1.0 FTE Academic Counselor and an 0.5 FTE Speech/Language/Hearing Specialist.

## Curriculum

### Reading and Writing

All language arts classes use a state approved curriculum focusing on writing strategies, reading comprehension, and vocabulary development. Teachers use Vantage (an on-line writing program) in order to assess student writing and provide instant feedback. Gunderson also offers reading and writing support classes for those students who may be low skilled in these areas.

We hired a SDAIE coach to specifically work with the teachers of English language learners. The coach observes teachers, suggests strategies, and models lessons.

### 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. A math coach supports math teachers with curriculum, content delivery and the evaluation of student data.

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 2009.

All incoming 9<sup>th</sup> grade students are assessed for their readiness for Algebra. An algebra math support class has been included the 2008-2009 school year master schedule and is designed for those students at-risk of failing Algebra.

### 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.

### 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 9<sup>th</sup> and 10<sup>th</sup> grades includes a service-learning component that will expand to include 11<sup>th</sup> and 12<sup>th</sup> grade by fall 2008.

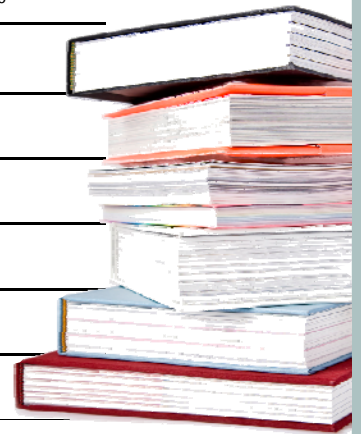
### Textbooks

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 have 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. In addition, a complete inventory is done at the end of the year to assess all texts and materials. At this time, replacement texts have been ordered to insure adequate numbers of materials in the fall.

#### PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

Reading/Language Arts	0%
Mathematics	0%
Foreign Language	0%
Science	0%
History-Social Science	0%
Health	0%
Science Laboratory Equipment (grade 9-12)	0%



A list of textbooks and adoption dates is available at:  
[http://www.sjUSD.org/schools/documentation/downloads/Textbook\\_listing.pdf](http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf)

## 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.

### Special Ed

Student achievement is monitored on a regular basis. Benchmark assessments are administered every 6 weeks in language arts and math. Students who do not appear to be progressing may be referred to the Student Assistance Program. Possible recommendations may include evaluation for special education services. Currently, Gunderson has 4 Resource Specialists, 2 Special Day Classes, and 1 Transitional Class to accommodate the needs of our special education students.

### At-risk students

As a result of the SAIT process, all incoming students are assessed for intervention classes in language arts and math. 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). Finally, an academic counselor provides support and guidance to all students, but especially those who are at risk if not graduating or who have not passed the California High School Exit Exam, (CAHSEE).

### 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. As previously mentioned, we also hired a SDAIE coach to work specifically with the teachers of our English Language Learners.

### 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 Friday. 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.

### Peer tutoring

Peer tutors are also available for homework assistance in the Homework Center. Many of these students earn community service hours for their time.

## School Finances (Fiscal Year 2007-08)

### Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$10,206	\$4,686	\$5,520	\$67,360
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	7.40%	15.85%	1.14%	-3.41%
State			\$5,512	\$65,905
Percent Different - School Site and State			0.15%	2.21%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us)).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,165	\$42,065
Mid-Range Teacher Salary	\$74,634	\$67,109
Highest Teacher Salary	\$90,708	\$86,293
Average Principal Salary (Elementary)	\$110,863	\$107,115
Average Principal Salary (Middle)	\$114,513	\$112,279
Average Principal Salary (High)	\$123,169	\$122,532
Superintendent Salary	\$251,999	\$216,356
Percent of Budget for Teacher Salaries	37.80 %	39.40 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen.

Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

**Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.**

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

**The California Standards Tests (CST)** show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

**The CAPA and CMA** are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [ <http://star.cde.ca.gov> ]<http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [ <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf> ]<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	35	35	40	48	51	54	43	46	50
Mathematics	21	18	25	46	48	50	40	43	46
Science	32	32	35	42	50	52	38	46	50
History-Social Science	28	36	37	39	43	49	33	36	41

### California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	41	18	23	45
Asian	54	54	70	55
Filipino	50	32	*	43
Hispanic or Latino	28	15	24	27
Pacific Islander	62	44	*	46
White (not Hispanic)	61	38	62	52
Male	36	25	34	40
Female	44	24	36	34
Economically Disadvantaged	28	17	27	30
English Learners	6	10	12	9
Students with Disabilities	14	8	15	3
Students Receiving Migrant Education Services	15	15	21	19

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CAHSEE Results for All Students—Three-Year Comparison

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>English-Language Arts</b>	44.2	45.7	45.3	57.9	61.5	59.7	48.6	52.9	52.0
<b>Mathematics</b>	48.3	50.6	51.9	61.1	59.9	61.3	49.9	51.3	53.3

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

### CAHSEE Results by Student Group—Most Recent Year.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students</b>	54.7	28.3	16.9	48.1	34.9	17.1
<b>Male</b>	63.5	25.4	11.1	48.1	35.1	16.8
<b>Female</b>	46.1	31.2	22.7	48.0	34.6	17.3
<b>African American</b>	59.1	22.7	18.2	47.8	43.5	8.7
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	41.9	25.8	32.3	16.1	41.9	41.9
<b>Filipino</b>	*	*	*	*	*	*
<b>Hispanic or Latino</b>	62.2	29.1	8.8	60.3	32.5	7.3
<b>Pacific Islander</b>	*	*	*	*	*	*
<b>White (not Hispanic)</b>	30.0	33.3	36.7	30.0	26.7	43.3
<b>English Learners</b>	68.6	25.5	5.9	57.1	30.5	12.4
<b>Socioeconomically Disadvantaged</b>	65.4	30.1	4.6	57.1	31.4	11.5
<b>Students Receiving Migrant Education Services</b>	78.6	21.4	0.0	71.4	14.3	14.3
<b>Students with Disabilities</b>	93.1	3.4	3.4	97.1	0.0	2.9

Percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period

## Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

### API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	4	4
Similar Schools	3	6	6

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	21	15	0	688
Hispanic or Latino	34	13	-15	626
White (Not Hispanic)	36	36	9	781
Socioeconomically disadvantaged	37	7	-6	644
English Learners	21	6	-2	608
Students with Disabilities		-72		

### Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

## Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.1	27.0	11.9

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pfi/>.

*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. In no case shall any group score be reported that*

## School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-2006	2006-2007	2007-2008	2005-2006	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008
<b>Dropout Rate (1-year)</b>	0.8	3.0	2.5	2.7	2.9	2.4	3.5	4.4	3.9
<b>Graduation Rate</b>	97.4	84.8	86.4	90.8	85.6	86.1	83.4	80.6	80.2

## Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	School	District
All Students	71.4%	70.0%
African American	80.8%	70.2%
American Indian or Alaska Native	n/a	68.0%
Asian	90.0%	92.4%
Filipino	n/a	78.7%
Hispanic or Latino	60.4%	55.7%
Pacific Islander	n/a	58.8%
White (not Hispanic)	80.0%	82.5%
Socioeconomically Disadvantaged	72.7%	65.8%
English Learners	43.9%	32.4%
Students with Disabilities	40.0%	42.3%



Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-2009 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

*Note: "N/A" means that the student group is not numerically significant (less than 10).*

## Courses for University of California and/or California State University Admission

This table displays for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found on the Dataquest web site at <http://dq.cde.ca.gov/dataquest/>.

	Percent
<b>Students Enrolled in Courses Required for UC/CSU Admission</b>	67.5
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	30.8

## Postsecondary Preparation

### College Admission Test Preparation Program

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 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 Programs

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 11<sup>th</sup> grade students in order to assist them with their post-secondary plans.

### Drop Out Prevention Programs

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.

### Career Technical Education Programs

Gunderson provides state-of-the-art technology to students and staff. In addition to laptops for all students and teachers, all classrooms have presentation stations (LCD projectors and sound sticks). Math classrooms are also equipped with ActiveBoards to accommodate more interactive teaching and learning. Along with a fully functioning video production studio, GHS offers a wide range of technology related, introductory thru advanced level, courses including: digital photography, computer graphics, multimedia, computer-aided drafting and technical theater. With the assistance of the new magnet grant, we expect to provide more career technical education and certification courses.

### Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science	1	N/A
Social Science	2	N/A
All courses	5	2.1



## Career Technical Education Programs

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center, Central County Occupational Center/Metropolitan Education District (CCOC/MetroEd). CCOC is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for CCOC placement. Students are bused to and from their home school daily, attending CCOC for three hours in conjunction with their regular high school studies. CCOC course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school. However, each of the comprehensive high schools in SJUSD has ROP courses offered on its campus. These courses vary by school and for up-to-date information, the school needs to be contacted.

Measure	School	District
<b>Number of students participating in CTE</b>	569	3,291
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>		77%
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education.</b>		84%

Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. As an example, one high school in SJUSD, a technology magnet, has the following strands:

Currently, the following ROP courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

- Multimedia/Advanced Multimedia
  - Broadway High School
  - Gunderson High School
- Drafting and Advanced Drafting
  - Child Development
  - Video Production
  - Multimedia Design Level 1 and 2
  - Construction Technology
  - Drafting Level 1 and 2
- Woods/Woods Advanced/Construction Class offered at CCOC
  - Leland High School
  - Lincoln High School
  - Pioneer High School
  - San Jose High Academy
  - Willow Glen High School

In addition to these career pathways, SJUSD also has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at San Jose High Academy and Leland High School. This is a nation-wide, highly-respected curriculum introducing high school students to engineering.

SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

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

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

CCOC currently offers the following courses to SJUSD students:

#### Automotive Technology

- Auto Body Repair and Refinishing
- Brakes and Alignment
- Engine Repair and Transmissions
- Truck Mechanics
- Tune-Up and Electrical Systems

#### Building Technology

- Air Conditioning/Refrigeration/Heating
- Carpentry
- Electrical Maintenance

#### Business Technology

- Managerial Accounting
- Office Assistant
- Small Business Management

#### Engineering/Industrial Technology

- Computer-Aided Drafting
- Computer Technology Careers
- Metals Technology/Welding
- Precision Machining

#### Health & Community Service

- Dental Assisting
- Forensic Investigation
- Health Occupations
- Law Enforcement
- Medical Assistant
- Medical Office Careers
- Probation & Legal Careers
- Veterinary Assistant

#### Hospitality

- Baking and Catering
- Culinary Arts

#### Visual Arts

- Animation
- Graphic Design
- Interior Design
- Multimedia
- Video Production

**For additional information, contact the district office or speak with the school principal.**

## San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

**(408) 535-6650** ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

## Data and Access

### DataQuest

*DataQuest* is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.