

Summary

San José Unified School District

Of the
2008-2009
School Accountability
Report Card

Gunderson

Published in 2009-2010

Grades 9-12
Cary Catching, Principal
 622 Gaundabert Lane
 San José, CA 95136
 (408) 535-6340

This summary of the School Accountability Report Card (SARC) is intended to provide a quick snapshot of this school.

The data presented are reported for the 2008-2009 school year, except the School Finances that are reported for the 2007-2008 school year.

Please refer to this school's full SARC for a detailed profile of this school and how it compares to the District and to the State.

<http://www.sjUSD.org>

Enrollment and Class Size

| Total Students | 1,100 |
|----------------------------------|---------|
| 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 % |



| Grade | Enrollment | Subject | Avg. Class Size |
|-------|------------|----------------|-----------------|
| 9 | 323 | English | 21.6 |
| 10 | 293 | Mathematics | 24.2 |
| 11 | 258 | Science | 25.6 |
| 12 | 226 | Social Science | 27.5 |

Testing and Accountability

California Standards Test

The California Standards Tests (CST) are a series of tests given to all students to determine how well they are performing in relation to the State content standards.

| Percent of students scoring proficient and above | |
|--|-----|
| English-Language Arts | 40% |
| Mathematics | 25% |
| Science | 35% |
| Social Science | 37% |

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 20 to 1,000 with a statewide target of 800.

| | |
|------------------------|-----|
| 2009 Growth API | 688 |
| Change from prior year | 0 |
| Met growth target | No |
| Statewide rank | 4 |
| Similar schools rank | 6 |

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) program requires that all schools and districts meet Adequate Yearly Progress (AYP) targets.

| | |
|--|-----|
| Met Overall AYP | No |
| Met English-Language Arts proficiency target | No |
| Met Mathematics proficiency target | No |
| Met API target of 620 | Yes |
| Met Graduation Rate target | No |



Teacher Qualifications

| | |
|---|-----------|
| Total teachers at this school | 56 |
| Teachers with full credential | 51 |
| Teachers without full credential | 5 |
| Teachers teaching outside subject areas of competence | 0 |
| Teacher misassignments | 0 |
| Vacant teacher positions | 0 |
| Core classes taught by NCLB compliant teachers | 97.3% |

Expenditures per Pupil and Teacher Salaries

District Averages

- ◆ Expenditures per pupil are \$9,503.
- ◆ Average teacher's salary is \$69,741.

| | | |
|--|-----------------|------------------------------------|
| Expenditures per pupil at this school | \$10,206 | 7.40% higher than District Average |
| Unrestricted (basic) expenditures per pupil | \$5,520 | |
| Restricted (supplemental) expenditures per pupil | \$4,686 | |
| Average teacher's salary at this school | \$67,360 | 3.41% lower than District Average |

Facilities

Results of a facility inspection conducted on 9/9/09 rated this school's condition as **GOOD.**

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.

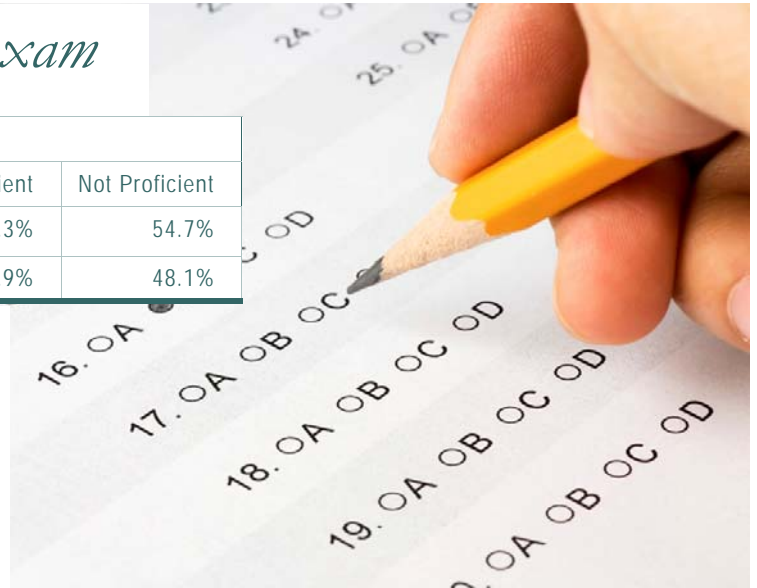
Gunderson's school grounds and facilities are considered safe, adequate, and clean. Five custodians and one groundskeeper are responsible for maintenance of all facilities and fields. Classrooms are cleaned regularly, while bathrooms are cleaned and stocked at least twice a day.

California High School Exit Exam

| 2008-2009 Grade 10 results | | | |
|------------------------------------|----------|------------|----------------|
| | Advanced | Proficient | Not Proficient |
| All students English/Language Arts | 16.9% | 28.3% | 54.7% |
| All student Mathematics | 17.1% | 34.9% | 48.1% |

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/>.



Completion of High School Graduation Requirements

Graduating Class of 2009 at this school

| | |
|----------------------------------|-------|
| All Students | 71.4% |
| African American | 80.8% |
| American Indian or Alaska Native | n/a |
| Asian | 90.0% |
| Filipino | n/a |
| Hispanic or Latino | 60.4% |
| Pacific Islander | n/a |
| White (not Hispanic) | 80.0% |
| Socioeconomically Disadvantaged | 72.7% |
| English Learners | 43.9% |
| Students with Disabilities | 40.0% |

Districtwide completion rate for the graduating class of 2009 was 70%.

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 2008-09 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.

n/a means that the student group is not numerically significant (less than 10).

Program Improvement

| 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 | | 11 |
| Percent of Schools Currently in Program Improvement | | 21.2% |
| Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ . | | |

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.

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.



A list of textbooks and adoption dates is available at:

http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf



San José Unified School District

855 Lenzén Avenue
 San José, CA 95126
 (408) 535-6000

*School Accountability Report Cards
 Prepared by*

*San José Unified School District's Office of Public Engagement
 (408) 535-6650*

Please refer to this school's full-length SARC report at <http://www.sjUSD.org> for detailed information.