

San José Unified School District
LELAND HIGH SCHOOL

Grades 9-12

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

Principal's Comments

Leland has an outstanding record of student achievement and was named a New American High School and a Very High Performing School based on the 2002 API. The strength of Leland comes from rigorous academic standards, outstanding and motivated students, supportive parents and community, and a well-qualified staff.

Leland's greatest strength is the ability to constantly reexamine itself and engage in a reform process. The school's improvement process is organized around the strategies of New American High School.

- Focus all decision-making, planning, and staff development on improving student learning and achievement
- Help all students meet high standards and master rigorous academic material by providing relevant, challenging and in-depth curricula

- Provide varied forms of assessment that enable students to demonstrate knowledge and skill in meeting course and school objectives and district, state, and national standards
- Provide personalized, safe and up-to-date learning environments with extra support from partnerships with parents, the community, business and higher education.
- Provide extended learning options by integrating technology and real life experiences both during and beyond the regular school day

Robert Setterlund, Principal
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San José, CA 95120
Phone (408) 535-6290
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Schedule/Hours

Office hours
7:30 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 3:45 p.m.
Monday-Thursday

School begins at 8 a.m. and
ends at 2:36 p.m.

2003-2004 Achievements

In 2000, Leland was recognized by the US Department of Education as a New American High School National Demonstration Site, one of 59 nationally. The California Department of Education awarded Leland a SSP grant to develop education in Filmmaking and Animation.

In 2003, the California Department of Education named Leland a California Distinguished School and an award winner for Career and Technical Education.

Leland's mean SAT score (1161) is consistently well above the state and national mean. Last year Leland students took a total of 685 Advanced Placement exams with 73 percent receiving a score of three or better. According to the California State API index, Leland is consistently a Very High Performing school. Eighty-eight percent of Leland graduates qualify for UC entrance.

Focus for Improvement for 2004-2005

- Developing education that is relevant to real-life knowledge and skills
- Increasing Hispanic participation and success rate in AP programs
- Supporting 9th grade students whose reading comprehension is below the 50th percentile to bring them to the 50th percentile by their junior year.
- Developing and delivering an effective Career Day program for 2004
- Engaging in staff developing programs in Standards-based instruction and assessment, Code Red security, and web page design
- Redesigning student support services for those students required to leave Leland directly after 6th period due to bus transportation

**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

CONTACT US

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Parental Involvement

Leland parents take an active role in the school governance structure. The School Site Council, which oversees a number of budgets including staff development, consists of staff and parents. All seven school improvement committees have parent representation. Parents are members of the Leland Foundation and the Transformation Board. Parents also take an active role in Leland's annual school improvement retreat.

Leland parents give their support through membership in the Parents Club, the Booster Club, Leland Bridge and a number of support organizations for specific programs such as band and speech and debate

For further information on our parent volunteer program, please contact Assistant Principal Paul Yllana.

Funding

Leland received a Digital High School Grant in September of 2001. This Grant brought in over \$600,000 to Leland over the next three years. The Leland Foundation has raised nearly \$1,600,000. Leland received a Specialized Secondary Program Grant in the amount of \$265,000 for Filmmaking and Animation. In 2002, Leland was awarded \$42,385 as a result of student achievement on the STAR 9 state mandated tests.

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	470
Grade 10	486
Grade 11	413
Grade 12	419
Total Enrollment	1788

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	27	1.5
American Indian or Alaska Native	50	2.8
Asian	713	39.9
Filipino	21	1.2
Hispanic or Latino	235	13.1
Pacific Islander	9	0.5
White (Not Hispanic)	733	41.0
Multiple or No Response	0	0.0

School Safety and Climate for Learning

Safety and Safety Plan

Leland' operates with a closed campus. All visitors must register in the administrative office. One off duty San Jose police officer and two campus security persons secure the campus each day. Leland's Assistant Principal also works closely with the San Jose Gang Task Force and the San Jose Probation Department to identify and assist students on probation and who have been identified as "potential" gang members.

Leland has an operational emergency plan and regular fire, earthquake, and intruder on campus drills are practiced each semester. This plan was reviewed, and updated by the faculty and staff on May 18, 2004

Facilities

Leland High School was constructed in 1967. Beginning in the summer of 2001, Leland received \$8,000,000 through Measure C Bond Funds for modernization, including new heating, air conditioning, roof and electrical infrastructure. The Leland Foundation is raising \$1,600,000 for additional reconstruction of the Media Center and upgrading technology infrastructure. Additional improvement for science classrooms, athletic field, and the technology center will begin in 2004 through Measure F Bond funds.

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

Leland students can expect 30 to 40 minutes of homework per academic class per night, including long-term projects. Teachers use the Homework Hotline phone system or web sites to post homework for students and parents. After school, Tutoring Centers are open four days per week and are staff by teachers and peer tutors.

Discipline

Leland provides each student with the district's "Student Behavior Handbook" and the "Leland Parent-Student Handbook," which covers all issues dealing with behavior, discipline, attendance and safety. Additionally, at the beginning of each year, the administration meets with all students in grade level assemblies and reviews specific discipline concerns during a school-wide "T" period at the beginning of each school year.

Suspensions and Expulsions

	2002	2003	2004
Number of Suspensions	81	133	111
Rate of Suspensions	5%	8%	6%
Number of Expulsions	2	2	1
Rate of Expulsions	0%	0%	0%

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 <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.*

All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	64	68	65	38	40	40	32	35	36
Mathematics	47	48	45	32	34	34	31	35	34
Science	53	49	43	34	26	25	30	27	25
History-Social Science	57	58	62	36	35	33	28	28	29

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 <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).

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CST—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
English-Language Arts	35	61	79	73	35	61
Mathematics	12	40	65	40	20	35
Science	20	37	61	43	17	36
History-Social Science		62	79		34	54

CST—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English-Language Arts	61	69	5	35	67	8	69
Mathematics	45	45	26	25	46	1	48
Science	44	43	2	24	44	3	46
History-Social Science	61	64	10	31	64	9	65



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

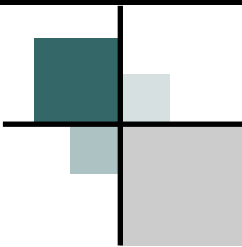
Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	74	80	---	47	47	---	43	43
Mathematics	---	80	81	---	53	53	---	50	51

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	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
Reading	83	80	89	93	58	77
Mathematics	59	74	96	60	55	77



NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
Reading	77	82	19	54	81	19	84
Mathematics	80	83	55	62	82	18	86

Local Assessment

% Scoring Proficient or Higher			
Grade	2002	2003	2004
11	95	76	79

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	41.5	41.7	41.4	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	98	98	98	Percent Tested	98	98	99
API Base Score	820	791	808	API Growth Score	800	804	824
Growth Target	A	1	A	Actual Growth	-20	13	16
Statewide Rank	10	10	10				
Similar Schools Rank	8	6	6				

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.

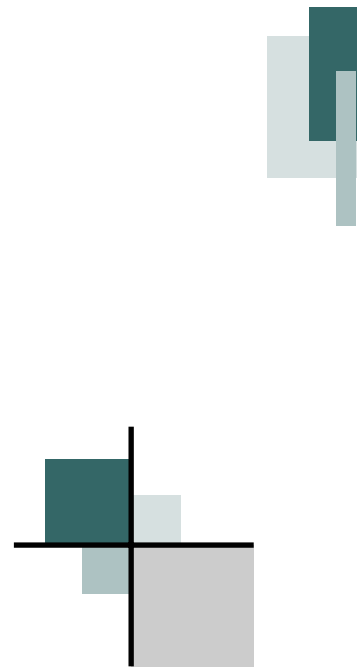
Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

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
Asian				Asian			
API Base Score	880	860	893	API Growth Score	877	870	900
Growth Target	A	A	A	Actual Growth	-3	10	7
Hispanic or Latino				Hispanic or Latino			
API Base Score	692	645	640	API Growth Score	633	669	690
Growth Target	1	1	1	Actual Growth	-59	24	50
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	813	782	787	API Growth Score	790	784	794
Growth Target	A	1	1	Actual Growth	-23	2	7



API—Socioeconomically Disadvantaged

No data in this area.

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	---	Yes	Yes	---	No	Yes
Subgroups						
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	No	Yes
Asian	---	Yes	Yes	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	Yes	n/a	---	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)	1759	1727	1759	9291	9096	9396	1735576	1772417	1830664
Number of Dropouts	2	12	2	116	143	98	47899	48210	58493
Dropout Rate (1-year)	0.1	0.7	0.1	1.2	1.6	1.0	2.8	2.7	3.2
Graduation Rate	98.9	99.5	97.4	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	25.1	19	38	1	24.4	31	27	18	27.5	15	13	39
Mathematics	26.2	17	20	12	29.8	10	16	24	32.9	2	16	28
Science	28.3	4	45		25.5	22	25	11	25.7	24	17	23
Social Science	27.4	6	51		26.8	15	32	15	26.1	15	16	31

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

During the 2003-2004 school year, Susan Votaw was the principal at Leland. Upon her retirement, Robert Setterlund was appointed principal. Mr. Setterlund had been an administrator at Leland and has thirty eight years of teaching experience.

Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
This School	76.0	---
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		76	80	72
Teachers with Full Credential		68	62	65
Teachers Teaching Outside Subject Area	<i>(full credential but teaching outside subject area)</i>		0	0
Teachers in Alternative Routes to Certification	<i>(district and university internship)</i>	0	0	0
Pre-Internship		0	3	2
Teachers with Emergency Permits	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	7	10	4
Teachers with Waivers	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	1	6	1

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	1.4	1.2
Master's Degree plus 30 or more semester hours	5.6	2.3
Master's Degree	36.1	25.8
Bachelor's Degree plus 30 or more semester hours	36.1	46.0
Bachelor's Degree	20.8	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.

Evaluating/Improving Teachers

Maintaining a well-qualified, supportive and enthusiastic staff is a Leland priority. Permanent teachers are evaluated every two years. All others are evaluated every year. A Staff Development Committee oversees the development of new teachers by matching them with mentors from their department and personal teaching coaches.

Staff Development

A Staff Development Committee oversees Leland's Staff Development program, including training on three Staff Development days, technology training, and sending staff members to conferences and workshops. Staff Development funds support training for teachers moving to new instruction areas and into Advanced Placement and Honors teaching.

Faculty and Staff receive professional development during District Staff Development days. They may also attend workshops and conferences that the teacher arranges.

Teachers are supported through peer advising, peer coaching, and by the administration.

Teacher Assignment

In 2002 and 2003, new staff members were hired and existing staff members were trained to instruct in new programs. New student offerings include CISCO Networking, Filmmaking, Animation, Introduction to Business, Electronic Music and Computer Video.

Substitute Teachers

Although finding sufficient qualified substitute teachers is difficult, Leland is fortunate to have a number of qualified retired teachers who serve as an available cadre of substitutes for the school. The existing staff and administration serve as emergency substitutes as needed during preparation periods.



Support Staff

Leland has a part-time psychologist (8 hours/week), nurse (8 hours/week) and speech and language specialist (8 hours/week).

Specialized Programs

GATE

In addition to an expansive Advanced Placement and Honors offering, Leland's 400 GATE students take part in challenging activities such a speech and debate, mock trial, robotics and many after school college courses on campus.

At-risk students

Leland currently has 126 socio-economically disadvantaged students that are monitored and assisted by our community liaison. These students are also eligible for our free lunch program.

English language learners

In addition, Leland offers a full compliment of service for English Language Learners (ELL). ELL and SDAIE (Specially Designated Academic Instruction in English) classes are offered in language arts, social studies, science and math.

Students with disabilities

Leland currently has two disabled students who are both wheel-chair bound. Both students have a one-on-one aid who assists them throughout the day. Both students share handicap

After-school programs

Leland's Homework center is open Monday thru Thursday from 2:45 to 3:45 PM. The center is staffed by Leland High School Faculty and is open to all students, in all subjects.

Tutoring

While there is no formal tutoring program, many of Leland's instructors make themselves available to students before and after school, as well as during lunch to assist students.

Peer tutoring

Students wishing aid may sign up for assistance through our peer-tutoring program. Students interested in the program should see Mrs. Bergantz in K-10.





Curriculum and Instruction

Reading and Writing

English at Leland is a strong literature based program focusing on reading and writing. Sophomores may choose between standard and accelerated, juniors choose between standard and honors, and senior choose between standard and Advanced Placement. Half of the department is Pacesetter trained by the College Board. In addition, whole school staff development focuses on reading and writing across the curriculum. In 2003, 67 students passed the English Lit AP test and 21 students passed the English Language AP test.

Math

Leland provides an exceptionally strong math program evidenced by a mean SAT score of 608. Algebra is an entry-level course followed by Geometry and second year Algebra as a requirement for graduation. Students wishing to continue math may move to Math Analysis or to MA Honors. Leland offers a full complement of Calculus AB, BC and Math 73. Math 73 is followed by Differential Equations.

Science

All Leland science classes are UC approved and all age lab sciences. Leland offers Integrated Science, Biology, Zoology, Physiology, Chemistry and Chemistry Honors, Physics and Physics Honors. In Advanced Placement, Leland offers Biology, Physics and Chemistry AP.

Social Studies

In social studies, 9th grade students take a combination course of geography and anthropology. This is followed in the 10th grade with World History or World History Accelerated. Juniors choose between US History and US History AP. The AP course operates on a college format of large group lecture and small group discussion, plus there is a major original research project required. Seniors take Economics and Government and complete a senior project.

Textbooks

Over the past three years, Leland has invested over \$300,000 for the purchase of new textbooks. Leland continues to adopt and purchase new textbooks and instructional materials that reflect best practices in teaching today.

All students have textbooks and instructional materials in all core subjects.

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	65,078	64,800
10	65,078	64,800
11	65,078	64,800
12	65,078	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.

Leland has no shortened days.





Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	2	2	19
Computer Science			
English	1	2	63
Foreign Language	1	2	19
Mathematics	3	7	246
Science	2	5	168
Social Science	1	8	240

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
6229	3446	55.3

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
416	349	83.9

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	414	429	419	1984	2056	2226	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	77.8	81.8	77.6	46.0	46.1	41.4	37.3	36.7	35.2
Average Verbal Score	551	553	551	512	522	521	490	494	496
Average Math Score	601	608	603	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

College Preparation

College/Career Guidance is coordinated through the Career Center, which is staffed by a full-time Instructional Associate. A complete cross-curricular Career and College Guidance Program is integrated into all students' high school programs. The Career Center hosts a biannual Career Day.

Workforce Preparation

A full-time credentialed teacher coordinates Work Experience, Job Shadowing and Business internships. Leland has an articulation agreement with West Valley College in MultiMedia. Leland is now exploring certification programs in business and Microsoft Office. Leland students may choose to attend the Central Coast Occupational Center at the same time they are attending Leland.

Dropout Prevention

Leland's Assistant Principal of Guidance oversees the dropout prevention program. The program strives to match at-risk students to program suited to their needs. Leland Plus (an alternative program), Project Advance, Special Education, Broadway High School and Liberty High School Independent Studies are all possible programs to keep at risk students progressing toward graduation.



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