

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Leland High

6677 Camden Avenue
San José, CA 95120

Phone: (408) 535-6290
Fax: (408) 927-6448

Grades 9-12



Principal

Liz Chamberlin
Liz_Chamberlin@sjusd.org



1989-1990
2002-2003

Plus special
emphasis in
technology



2003-2004

USDE New American High
School
2000-2001

San José Unified School District

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

Superintendent

Don Iglesias

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

Board of Education

Jorge González Trustee Area 1
Richard Garcia Trustee Area 2
Pamela Foley Trustee Area 3
Veronica Lewis Trustee Area 4
Leslie Reynolds Trustee Area 5

This school is in Trustee Area 5.



Vision Statement 2008/09

With a tradition of excellence, the Leland High School community, a leader in communication and technology, challenges and empowers students to shape the future in an ever-changing global landscape through developing creative and critical thought, providing multi-faceted learning opportunities, and fostering reciprocal partnerships.

With an ongoing effort by the faculty, administration, and the community, Leland hopes to excel beyond the established goals and initiate plans that will not only preserve the traditional success of our school, but also forge new paths to the forefront of success.

Mission Statement 2008/09

With an ongoing effort by the faculty, administration, and the community, Leland hopes to excel beyond the established goals and initiate plans that will not only preserve the traditional success of our school, but also forge new paths to the forefront of success.

Leland High School distinguishes itself in two interrelated ways. First, it has adopted research-based strategies as its basis for school improvement. Second, parents, students, and teachers are active members of school committees based on each of the adopted strategies.

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. In 2008, Western Association of Schools and Colleges, WASC, team recommended the highest term of accreditation to the Accrediting Commission for Schools. The strength of Leland comes from our 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 five Focus teams which are developed from our 2008 WASC goals.

- 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

Principal's Experience

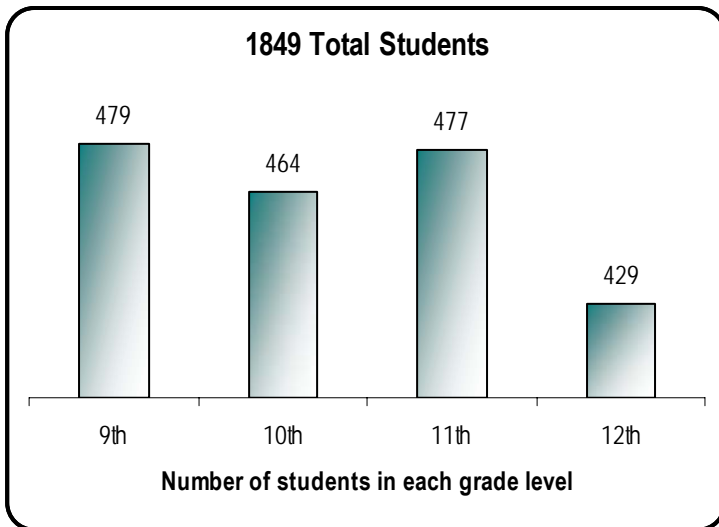
Liz Chamberlin was appointed Leland's principal beginning in 2008-2009. Liz Chamberlin has been an administrator in the district for over 8 years prior to coming to Leland and has 14 years of secondary teaching experience for San Jose Unified School District.

Major Achievements

- In 2007-2008 Leland underwent the WASC accreditation process. Leland High School received a six-year accreditation with a three-year review report, the highest recommendation possible.
- In 2009, Leland High School was recognized by...for having the #1 ranked Speech and Debate for the 2008/09 school year.
- In 2009, US News & World Report awarded the Silver Medal to Leland High School as in its Best High School category.
- This year the Leland Chamber Choir received its first Unanimous Superior Rating at the CMEA competition.
-
- Science Fair Symposium 2009 awards ceremony, Leland High School won multiple first prizes, including the OUTSTANDING SCHOOL award and the Outstanding teacher award, presented to Ms. Sarkar,
- In 2008-2009, the SAT 1 mean scores for Leland students were, 562V/614M/580W well above the state and national average
- In 2009, 427 Leland students took a total of 922 Advanced Placement exams with 88 percent receiving a score of three or better and 66% scoring a four or five.
- According to the California State API index, Leland is consistently a Very High Performing school scoring 869.
- Leland's graduating class of 2009, 98.7 percent graduated and 88 percent of Leland graduates qualify for UC/CSU entrance.
- National Blue Ribbon is the premiere award of the U.S. Department of Education to schools exemplifying the highest standards and high achievement in helping our students succeed. Blue Ribbon Schools are models for the state and the nation. Leland was named a No Child Left Behind (NCLB) National Blue Ribbon School in 2004.

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	0.81 %
American Indian or Alaska Native	1.24 %
Asian	40.72 %
Filipino	1.08 %
Hispanic or Latino	12.93 %
Pacific Islander	0.38 %
White (Not Hispanic)	42.67 %
Multiple or No Response	0.16 %
Socioeconomically disadvantaged	8.00 %
English Learners	4.00 %
Students with disabilities	6.00 %



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	26.7	11	47	8	28.4	5	44	11	28.9	5	53	7
Mathematics	28.1	4	44	5	29.5	3	41	8	27.2	12	33	15
Science	29.1	4	48	3	28.8	4	44	4	29.2	2	55	2
Social Science	29.2	7	51	4	30.4	5	47	10	27.8	7	54	6

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

Leland parents take an active role in the school governance structure. The School Site Council, which oversees a number of budgets including staff development, school Deseg Plan, and GATE plan, consists of staff, parents, and students. Most five-school focus committees have parent representation.

Leland parents are given opportunities to speak directly with the Principal at the monthly Principal Chats. The latest Leland news is shared and discussed with our parents at these informal monthly chats.

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 music, drama, spirit, and speech and debate

For further information on our parent volunteer program, please contact Assistant Principal Victoria Kim (408) 535-6290, victoria_kim@sjusd.org

Climate for Learning

Safety

Date safety plan updated September 2008

Date safety plan last reviewed with staff on October 17, 2008.

Safety plan is posted on Leland's website.

Leland operates with a closed campus. All visitors must register in the administrative office and is given a visitor's badge. 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 with faculty and staff on August 14, 2009 and is updated regularly, when necessary.

Homework

Leland students can expect 30 to 40 minutes of homework per academic class per night, including long-term projects. Teachers use the Homework Live web system or teacher web sites to post homework for students and parents. After school, Homework Center and Peer Tutoring Centers are open four days per week and are staffed 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 to discuss behavior, discipline, and safety. Faculty and staff further the discussion during a school-wide "T" period at the beginning of each school year.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	2.8%	6.4%	6.1%	12.6%	13.6%	11.8%
Rate of Expulsions	0.1%	0.0%	0.1%	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

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 raised \$1,600,000 for additional reconstruction of the Media Center and upgrading technology infrastructure. Additional improvement for science classrooms, athletic fields, and the technology wing will begin in 2006 through Measure F Bond funds.

Summer of 2008, Leland completed the major modernization of 8 science classrooms, the kitchen and a new food court, the administration office, the sports complex of fields and the construction of a concession building. Addition of Field lights were included and used during the 2008/2009 Football, Field Hockey and Soccer seasons. The installation of Solar Panels in the parking lots, were completed and became operational at the start of the 2008/09 school year.

During the summer of 2009, the parking lots, access road and back basket court area were repaved.

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
Systems Gas leaks, Mechanical/HVAC, Sewer		✓			There were 28 deficiencies in this area. Most were for the need to clean heating/ac vents or replace missing vent covers. Strong odor from sewer in girls and boys locker room.
Interior Interior surfaces			✓		There were 23 deficiencies in this area. Wall paper ripping in C9. Broken tile at entrance of C9. Wall paper torn in C11. Baseboard missing in C4. Cobwebs need to be cleaned in J wing. The other deficiencies were for the need to replace broken or missing ceiling tile and broken or missing light switch covers.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 20 deficiencies in this area. Girls and boys restrooms and locker rooms need cleaning. Outside areas and bleachers need to be power washed. Pool area and tennis courts need power washing.
Electrical			✓		There were 25 deficiencies in this area. They were all for the need to replace burned out light bulbs and/or repair non-working banks of lights.
Restrooms/Fountains Restrooms, Sinks/Fountains		✓			There were 5 deficiencies in this area. Outside sinks and water fountains need cleaning. Restrooms not flushing properly in L200.
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs		✓			There was 1 deficiency in this area. Broken door stop in E8.
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There were 2 deficiencies in this area. Broken window latch in C5. Window above door in F 8-7 needs to be re-sealed.
Overall at inspection on July 28, 2009		✓			

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	71	66	70	1503
Without Full Credential	3	4	6	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.



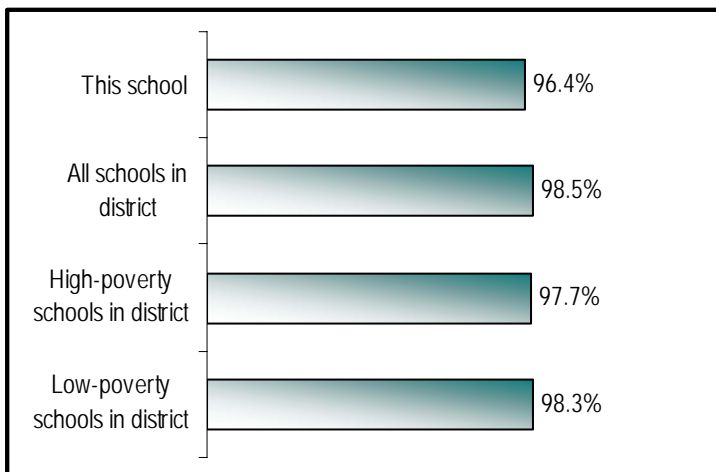
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	3	0	0
Vacant Teacher Positions	0	0	1

- 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

Maintaining a well-qualified, supportive, and enthusiastic staff is a Leland priority. Teachers are hired as permanent employees if they have met all the qualifications set forth to become designated as highly qualified. Permanent teachers are evaluated every two years. All others are evaluated every year. The assistant Principal oversees the development of new teachers by matching them with mentors from their department and personal teaching coaches. Evaluations are reviewed and completed with teachers within the timeline outlined by the district's Human Resources department. All final evaluation documents are housed with the district's Human Resources department. Teachers are supported through peer advising, peer coaching, BTSA, PAR, and by the administration. Teacher evaluations and procedures are defined in the bargaining unit contract agreed upon by the district office and the SJTA.

Professional Development

The administrative team oversees Leland's Staff Development program, based on the needs of the staff, and district and state requirements. Other professional development opportunities and trainings for our staff include district technology training, conferences, and workshops. District Professional Development funding, along with Leland's budget designate funds to be allocated for professional development programs and workshops. Leland also supports additional 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. In 2008/09 school year, the district staff development days were reduced from three days to two days, in response to the budget crisis.

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 1.0 FTE Academic Counselor and an 0.5 FTE Speech/Language/Hearing Specialist and 0.8 FTE speech/language/hearing specialist. Leland is also fortunate to have Almaden Valley Counselors, available daily, to meet with students and is also provided with two half-time SJPD officers Monday through Friday to insure the safety of the campus.

Curriculum

Reading and Writing

English at Leland is a strong literature based program focusing on reading and writing. The strength of this program is apparent with the results of Leland's 2009 CST ELA score of 83% of our students scoring proficient or advance and a CAHSEE ELA passing rate of 95%. Sophomores may choose courses between standard and accelerated, juniors choose between standard, honors, and Advanced Placement, and seniors choose between standard and Advanced Placement. The whole school focuses on reading and writing across the curriculum. In 2009, 94% of students passed the English Literature AP test and 90% of students passed the English Language AP test.

Math

Leland provides an exceptionally strong math program evidenced by an average CAHSEE Math pass rate of 97% and a mean SAT score of 614. 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 Pre-calculus, Calculus AB, BC, AP Statistics, and Math 73. Math 73 and Differential Equations. In 2009, 92% of Leland students passed the AP exam for Calculus AB exam, 99% passed the AP exam for Calculus BC, and 92% passed the Statistics AP exam.

Science

All Leland science classes are UC approved and all are lab sciences. Leland offers Conceptual Physics, Biology, Biology Honors, Zoology, Physiology, Chemistry and Chemistry Honors, Physics and Physics Honors. In Advanced Placement, Leland offers Biology, Environmental Science, Physics, and Chemistry AP. Freshman may elect to take Conceptual physics, Biology, or Chemistry. In grades 10th through 12th, enrollment in science classes is open and restricted only by bonafide requirements. In May 2009, 96% of our students passed the AP biology exam, 85% passed the AP chemistry exam, 88% passed the AP environmental exam and 82% passed the AP physics exam.

Social Studies


In social studies, 9th grade students are enrolled in World Cultures 1, 2, which is a course of study of the world's cultures and the geography that focuses them. This is followed in the 10th grade with World History or World History Accelerated. Juniors choose between US History, US History accelerated and US History AP. The AP course operates on a college format of large group lecture and small group discussion, there is also a major original research project required. Seniors take Economics and Government or Economics AP and Government Honors. In 2009, 82% of our 11th grade student passed the AP US History exam.

Textbooks

Over the past three years, Leland has invested over \$380,000 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. In 2008/08 year, our math teachers will participate in a district-wide math textbook pilot program, with a math adoption for the 2009/10 school year.

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

Specialized Programs

GATE

In addition to an expansive Advanced Placement and Honors offering, Leland's 521 GATE students take part in challenging activities such as speech and debate, mock trial, robotics and after school college courses on campus. An Introduction to Engineering classes will be offered to interested students in 2009/10 school year. In 2009 the GATE students scored 94% proficient and advance on their ELA CST and scored 82% proficient on their Math CST.

Special Ed

Leland has 31 number of SDC students which include 8 ED students. A total of 49 students are receiving resource services [RSP] and fully mainstreamed at Leland. RSP Students receive one RSP guided studies course for daily support.

Our Student Assistance Program Team meets twice a month to discuss and form action plans for students who are struggling. We have a Student Success Team Coordinator who schedules and facilitates meetings with parents, student, and teachers to develop action plans for a struggling student who may be referred to us or whose grades prompt our concern. This coordinator position will be eliminated at the end of the 2008/09 school year and the duties will move to the IMA assistant principal.

Most students with special needs have Individual Education Plans or modified school plans known as 504 plans. Parents, student, teachers, and a facilitator meet at least once per year to update the plans and check on how students are progressing with their goals. Sometimes students are placed in smaller classes to insure that they receive extra help in the academic areas in which they may struggle. The tutoring, homework help, counseling and college and career advisement services are also in place for these students to access.

At-risk students

Leland currently has 96 socio-economically disadvantaged students that are monitored and assisted by our community liaison. These students are also eligible for our free lunch program, reduced AP exam costs, and AP Prep programs.

English language learners

Leland High School is an international school and takes pride in its ethnic and cultural diversity. Leland's student body boasts 34 different languages. For our English language learners, Leland High School offers ELD courses, ELD English levels 1/2 - 7/8, ELD Social Studies 1/2 - 7/8 and a writing lab. SDAIE students are fully mainstreamed at Leland.

We are also proud of our English Language Development and English Language Learner students' success on the Leland Speech Team. Our ELD students participated in the first annual ELD speech tournament hosted in the spring of 2009 at Leland. More than a third of the students enrolled in the #1 ranked Speech and Debate class, list English as their second or third language.

Students with disabilities

Leland has incorporated full handicapped facilities for students in need and is fully wheel chair accessible. Students who qualify have a designated one-on-one aid who assists them throughout the day.

After-school programs

All students can take advantage of our Homework Center, which is supervised by a credentialed teacher, and is staffed with adult and peer tutors. Leland's Homework center is open four afternoons; Monday through Thursday from 2:45 to 3:45. Students are encouraged to meet with teachers as needed outside of regular class times to receive extra help. Many teachers meet with students before school, after school and at lunch to offer help. We have a Peer tutoring program, which is open to any student who applies so that 1:1 help can be given. The Homework Center is funded by a Grant from the city, which will end at the close of the 2008/09 school year. Leland is planning on continuing the Homework Center for 2009/2010 and funding it from the school's budget.

Tutoring

While there is no formal adult tutoring program, many of Leland's instructors make themselves available to students before and after school, as well as during lunch to assist students. Our Peer tutoring program continues to provide tutoring support for our 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.

School Finances (Fiscal Year 2007-2008)

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	\$8,276	\$2,924	\$5,352	\$68,939
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	-12.91%	-27.71%	-1.94%	-1.15%
State			\$5,512	\$65,905
Percent Different - School Site and State			-2.90%	4.60%
<p>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/.</p>				

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).

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	77	79	79	48	51	54	43	46	50
Mathematics	60	58	58	46	48	50	40	43	46
Science	57	54	66	42	50	52	38	46	50
History-Social Science	67	66	71	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	60	33	*	42
American Indian or Alaska Native	57	29	*	*
Asian	92	84	88	92
Filipino	67	40	*	45
Hispanic or Latino	55	28	31	46
White (not Hispanic)	75	44	59	62
Male	77	56	68	76
Female	81	60	63	66
Economically Disadvantaged	54	35	31	43
English Learners	23	38	0	19
Students with Disabilities	18	11	5	8
Students Receiving Migrant Education Services	*	*	*	*

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
English-Language Arts	83.4	83.9	82.9	57.9	61.5	59.7	48.6	52.9	52.0
Mathematics	86.7	87.3	84.8	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
All Students	17.1	22.5	60.4	15.2	29.1	55.6
Male	19.4	23.0	57.7	13.9	27.8	58.3
Female	14.8	22.0	63.2	16.6	30.5	52.9
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	4.5	13.0	82.5	3.4	11.9	84.7
Filipino	*	*	*	*	*	*
Hispanic or Latino	43.2	27.0	29.7	37.8	40.5	21.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	16.9	30.5	52.5	15.8	40.7	43.5
English Learners	62.9	25.7	11.4	60.0	17.1	22.9
Socioeconomically Disadvantaged	50.0	26.0	24.0	46.0	32.0	22.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	87.0	13.0	0.0	91.7	8.3	0.0

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	10	10	10
Similar Schools	7	7	5

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	11	-7	20	869
Asian	5	0	38	952
Hispanic or Latino	9	-30	21	745
White (Not Hispanic)	9	-11	11	835
Socioeconomically disadvantaged				724
English Learners				
Students with Disabilities				

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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	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 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.

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	19.8	42.6	29.1

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/pf/>.

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	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Dropout Rate (1-year)	0.1	0.6	0.2	2.7	2.9	2.4	3.5	4.4	3.9
Graduation Rate	99.8	96.2	99.2	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	90.7%	70.0%
African American	n/a	70.2%
American Indian or Alaska Native	n/a	68.0%
Asian	95.1%	92.4%
Filipino	n/q	78.7%
Hispanic or Latino	84.9%	55.7%
Pacific Islander	n/a	58.8%
White (not Hispanic)	87.7%	82.5%
Socioeconomically Disadvantaged	88.2%	65.8%
English Learners	n/a	32.4%
Students with Disabilities	62.5%	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
Students Enrolled in Courses Required for UC/CSU Admission	77.6
Graduates Who Completed All Courses Required for UC/CSU Admission	68.3

Postsecondary Preparation

College Admission Test Preparation Program

Leland has a College and Career counselor who meets with sophomore students to plan their high school schedules, and to promote a college-going mindset. 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' social science programs. The College & Career center hosts several workshops and informational conferences with local colleges. We also have several College and Financial Aid nights to help both parents and students with college applications.

Leland has a College and Career Center that is staffed by a full-time College and Career Center Technician. We offer a career/college guidance program that is directly integrated into the student's course work. Students complete this unit in their social science class in grades 9, 10 and 12 and in their English Class in grade 11. All students complete appropriate grade level activities and hear a presentation from the College and Career Center Technician. The Assistant Principal of Guidance presents information to all juniors and seniors and they receive a copy of their current transcript. Students complete a computer lab activity and use the following online resources: Bridges Choices Planner and Explorer, PrepHQ and Get In 2 College. Freshmen complete the online Learning Styles Activity through the Bridges Web Site. Sophomores complete an online personality assessment, Do What You Are through the Bridges Web Site.

College presentations and college workshops are offered throughout the year for our students. College Match Day, Community College Night and a Financial Aid Night are offered throughout the year for our students and parents. All sophomores meet with a counselor to plan their high school classes and postsecondary options. The College and Career Center has many college and testing resources that can be check out by students and parents.

Workforce Preparation Programs

A full-time credentialed teacher coordinates Work Experience, Job Shadowing and Business internships. We also host a summer Business internship program. 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.

Drop Out Prevention Programs

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), Leland's on-site Independent studies, Middle College, Special Education, Broadway High School, and Liberty High School Independent Studies are all possible programs to keep at risk students progressing toward graduation.

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	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	2	N/A
All courses	14	9.6



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
Number of students participating in CTE	683	3,291
Percent of pupils completing a CTE program and earning a high school diploma		77%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education.		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
- Drafting and Advanced Drafting
- Woods/Woods Advanced/Construction Class offered at CCOC

Broadway High School
Gunderson High School

Child Development
Video Production
Multimedia Design Level 1 and 2
Construction Technology
Drafting Level 1 and 2

Leland High School

Animation
Computer Applications
Media Arts
Multimedia Design Level 1 and 2

Lincoln High School

Commercial Photography
Multimedia Design Level 1 and 2

Pioneer High School

Construction Technology
Multimedia Design Level 1 and 2
Multimedia Design/Yearbook

San Jose High Academy

Commercial Photography
Computer Applications

Willow Glen High School

Commercial Photography
Multimedia Design Level 1 and 2
Multimedia Design/Yearbook

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 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.