

Summary

San José Unified School District

Of the
2008-2009
School Accountability
Report Card

Leland

Published in 2009-2010

Grades 9-12

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

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

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

<http://www.sjUSD.org>

Enrollment and Class Size

Total Students	1,849
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 %



Grade	Enrollment	Subject	Avg. Class Size
9	479		
10	464	English	28.9
11	477	Mathematics	27.2
12	429	Science	29.2
		Social Science	27.8

Testing and Accountability

California Standards Test

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

Percent of students scoring proficient and above	
English-Language Arts	79%
Mathematics	58%
Science	66%
Social Science	71%

Academic Performance Index

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

2009 Growth API	869
Change from prior year	20
Met growth target	Yes
Statewide rank	10
Similar schools rank	5

Adequate Yearly Progress

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

Met Overall AYP	Yes
Met English-Language Arts proficiency target	Yes
Met Mathematics proficiency target	Yes
Met API target of 620	Yes
Met Graduation Rate target	Yes

Teacher Qualifications



Total teachers at this school	76
Teachers with full credential	70
Teachers without full credential	6
Teachers teaching outside subject areas of competence	0
Teacher misassignments	0
Vacant teacher positions	1
Core classes taught by NCLB compliant teachers	96.4%

Expenditures per Pupil and Teacher Salaries

Expenditures per pupil at this school	\$8,276	12.91% lower than District Average
Unrestricted (basic) expenditures per pupil	\$5,352	
Restricted (supplemental) expenditures per pupil	\$2,924	
Average teacher's salary at this school	\$68,939	1.15% lower than District Average

District Averages

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

Results of a facility inspection conducted on 7/28/09 rated this school's condition as **GOOD.**

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 began 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

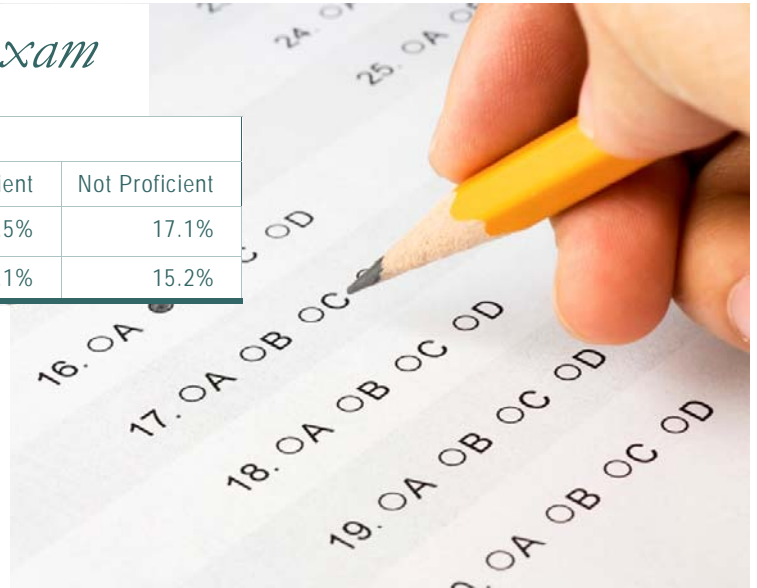
complex of fields and the construction of a concession building. Addition of Field lights were included and used during the 2008/2009 Football, Field Hockey and Soccer seasons. The installation of Solar Panels in the parking lots, were completed and became operational at the start of the 2008/09 school year. During the summer of 2009, the parking lots, access road and back basket court area were repaved.

California High School Exit Exam

2008-2009 Grade 10 results			
	Advanced	Proficient	Not Proficient
All students English/Language Arts	60.4%	22.5%	17.1%
All student Mathematics	55.6%	29.1%	15.2%

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly

Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.



Completion of High School Graduation Requirements

Graduating Class of 2009 at this school

All Students	90.7%
African American	n/a
American Indian or Alaska Native	n/a
Asian	95.1%
Filipino	n/q
Hispanic or Latino	84.9%
Pacific Islander	n/a
White (not Hispanic)	87.7%
Socioeconomically Disadvantaged	88.2%
English Learners	n/a
Students with Disabilities	62.5%

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

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

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

Program Improvement

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

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

Textbooks

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.



A list of textbooks and adoption dates is available at:

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



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School Accountability Report Cards

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