

# LELAND HIGH SCHOOL

Grades 9-12

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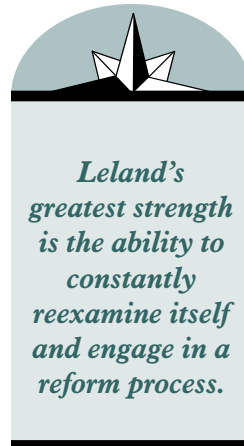
## School Accountability Report Card For School Year 2005-2006 Published in 2006-2007

### 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.

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



### Principal's Experience

Robert Setterlund was appointed principal for the 2004-2005 school year after the retirement of the previous principal. Mr. Setterlund currently holds the position. Mr. Setterlund had been an administrator at Leland for ten years prior and has thirty nine years of teaching experience.

### Inside this report

Accomplishments	2
Parent Involvement	2
Enrollment	3
Class Size	3
Safety, Discipline	4
Facilities	4
Staff Information	5
Curriculum and Textbooks	7
Specialized Programs	7
Finances	9
California Standards Test	10
Academic Performance Index	12
Adequate Yearly Progress	12
School Completion and Post-Secondary Completion	13
Career Technical Programs	15



## 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 (1742) is consistently well above the state and national mean. Last year Leland students took a total of 877 Advanced Placement exams with 79 percent receiving a score of three or better. According to the California State API index, Leland is consistently a Very High Performing school. Eighty-six percent of Leland graduates qualify for UC 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.

## Focus for Improvement

- Developing education that is relevant to real-life knowledge and skills
- Increasing Hispanic participation and success rate in AP programs
- Supporting 9<sup>th</sup> grade students whose reading comprehension and Mathematics are below the proficiency ratings on the state CST's to bring them up to the proficient level by their junior year.
- Developing and delivering an effective Career Day program for 2006-2007
- Engaging in staff developing programs in Standards-based instruction and assessment, Code Red security, and web design

## 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, parents, and students. All five 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 music, drama, and speech and debate

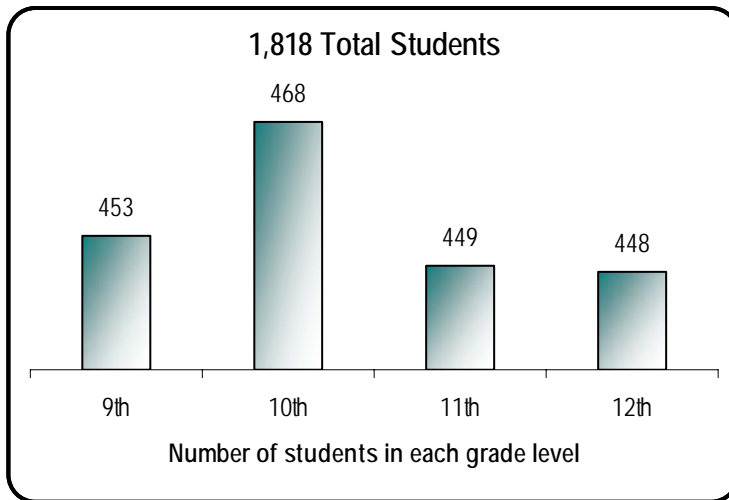
For further information on our parent volunteer program, please call Assistant Principal Paul Yllana at (408) 535-6290, or e mail him at [paul\\_yllana@sjusd.org](mailto:paul_yllana@sjusd.org)





## Demographics

The chart and tables 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.



Ethnic Groups	
African American	0.9%
American Indian or Alaska Native	2.4%
Asian	38.7%
Filipino	1.3%
Hispanic or Latino	13.3%
Pacific Islander	0.4%
White (Not Hispanic)	43.0%
Multiple or No Response	0.1%
Other groups	
Socioeconomically disadvantaged	4.9%
English Learners	4.0%
Students with disabilities	5.0%

## Average Class Size and Class Size Distribution

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).

Subject	2003-04				2004-05				2005-06			
	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	27.5	15	13	39	25.2	14	39	12	25.9	12	37	14
Mathematics	32.9	2	16	28	30.0	3	19	17	28.0	4	31	11
Science	25.7	24	17	23	22.5	34	27	6	29.3	3	40	9
Social Science	26.1	15	16	31	25.2	14	34	11	27.2	8	36	11

## Instructional Minutes

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	64,912	64,800
10	64,912	64,800
11	64,912	64,800
12	64,912	64,800

During the 2005-2006 school year Leland had a total of five school days that had shortened bell schedules. The first was for PSAT testing while the remaining four were used for the mandatory state testing. Two days were designated for the California High School Exit Exam (CAHSEE) and two days for the California State Tests (CST's).



# School Safety and Climate for Learning

## Safety

Date safety plan updated: June 30<sup>th</sup>, 2006      Date safety plan last reviewed with staff: September 12<sup>th</sup>, 2006

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 with faculty and staff on September 12<sup>th</sup>, 2006 and updated based on recommendations on June 30<sup>th</sup>, 2006.

## 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, 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.

	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>No of Suspensions</b>	111	138	151	2932	3495	4038
<b>Rate of Suspensions</b>	6%	8%	8.3%	9.07%	10.97%	12.76%
<b>No. of Expulsions</b>	1	1	11	49	49	99
<b>Rate of Expulsions</b>	0%	0%	0%	0.15%	0.15%	0.31%
<b>This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.</b>						

## 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.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date of Inspection—10/12/06

	Facility in Good Repair			Facility in Good Repair	
	Yes	No		Yes	No
Gas leaks	✓		Electrical (interior and exterior) <i>Repairs needed in E Wing to repair outlet covers</i>		✓
Mechanical Systems	✓		Pest/Vermin Infestation	✓	
Windows/Doors/Gates (Interior and Exterior)	✓		Drinking Fountains (inside and outside)	✓	
Interior Surfaces (walls, floors and ceilings) <i>Water damage in 2 light fixtures in entrance to girls' gym</i>		✓	Restrooms	✓	
Hazardous Materials (interior and exterior) <i>Paint peeling in gym</i>		✓	Sewer	✓	
Structural Damage	✓		Playground/School Grounds	✓	
Fire Safety	✓		Other	✓	



## Teacher and Staff Information

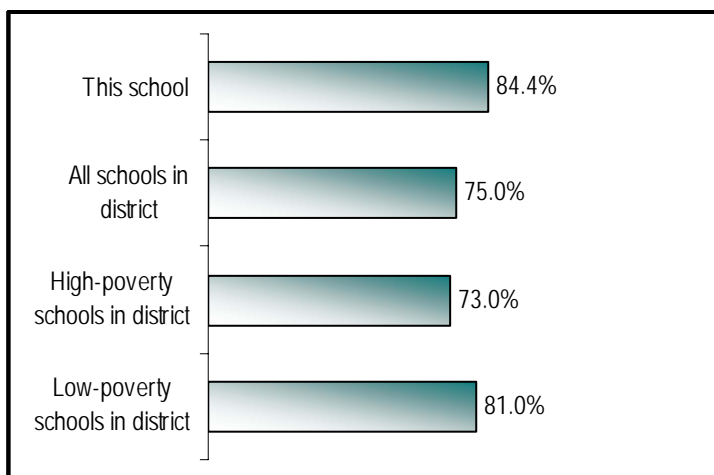
### Teacher Credentials

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	65	70	63	1494
Without Full Credential	7	8	9	89
Teaching Outside Subject Area of Competence	0	0	0	41
Detailed information about teacher qualifications can be found at the CDE Web site at <a href="http://dq.cde.ca.gov/dataquest/">http://dq.cde.ca.gov/dataquest/</a> .				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0
<ul style="list-style-type: none"> <li>Teacher misassignments (teachers assigned without proper legal authorization)</li> <li><b>Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.</b></li> <li>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).</li> </ul>			

### 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 shows the percentage of teachers who are NCLB compliant. 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 only 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. A Staff Development Committee oversees the development of new teachers by matching them with mentors from their department and personal teaching coaches. Evaluations are reviewed with teachers and all documents are housed with the district's Human Resources department. Teacher evaluations and procedures are defined in the bargaining unit contract agreed upon by the district office and the SJTA.

## 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, BTSA, PAR, and by the administration.

## Teacher Assignment

Teachers are placed in fields of expertise based on credentials and experience. As new staff members are hired they are placed in their field and are mentored by experienced faculty.

## 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.

## Leadership Team

Leland's leadership team consists of the school administrators and the five New American High School (NAHS) committee chairs. The team is focused on being the liaisons to help achieve Leland's Focus for on Continuous Improvement goals and strategies.

## Specialized Staff

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

Leland has part-time counselors who come to Leland to help students with social or emotional issues. They can also advise parents and administration as to the need for more intensive counseling if needed.





# Curriculum

## 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 Advanced Placement, and seniors choose between standard and Advanced Placement. The whole school focuses on reading and writing across the curriculum. In 2006, 89% of students passed the English Literature AP test and 79% of students passed the English Language AP test.

## Math

Leland provides an exceptionally strong math program evidenced by a mean SAT score of 612. 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 compliment of Calculus AB, BC, Statistics and Math 73. Math 73 is followed by Differential Equations. In 2006, 96% of Leland students passed their Math AP exam.

## Science

All Leland science classes are UC approved and all are lab sciences. Leland offers Conceptual Physics, 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 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 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 or Economics AP and Government Honors.

## 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.

Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials in Core Curriculum Areas				
Reading/Language Arts	0%		Science	0%
Mathematics	0%		History-Social Science	0%
Foreign Language	0%		Health	0%
Science Laboratory Equipment	0%			
A list of textbooks and adoption dates is available at: <a href="http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf">http://www.sjUSD.org/pdf/staff/Instructional_Material/Textbook_listing.pdf</a>				





## Specialized Programs

### GATE

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

### Special Ed

Our Student Assistance Program Team meets weekly 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.

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 86 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 and social studies.

### Students with disabilities

Leland has incorporated full handicapped facilities for students in need and is also 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. 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. Leland's Homework center is open Monday thru Thursday from 2:45 to 3:45 PM.

### 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.



## Fiscal Year 2004-2005 School Finances

### Expenditures Per Pupil and School Site Teacher Salaries.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,102	\$2,611	\$4,492	\$58,081
District	\$7,869	\$3,365	\$4,504	\$59,785
Percent Difference - School Site and District	-9.75%	-22.41%	-0.27%	-2.85%
State	This data will be available on 2006-2007 Reports (published in 2007-2008,		\$4,743	\$57,560
Percent Different - School Site and State			-5.29%	0.91%

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

### Services funded

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.

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,919	\$37,540
Mid-Range Teacher Salary	\$64,307	\$59,426
Highest Teacher Salary	\$78,155	\$73,925
Average Principal Salary (Elementary)	\$92,301	\$96,377
Average Principal Salary (Middle)	\$97,640	\$100,144
Average Principal Salary (High)	\$102,519	\$109,130
Superintendent Salary	\$222,000	\$185,251
Percent of Budget for Teacher Salaries	38.3	40.9
Percent of Budget for Administrative Salaries	5.7	5.3



# Student Performance

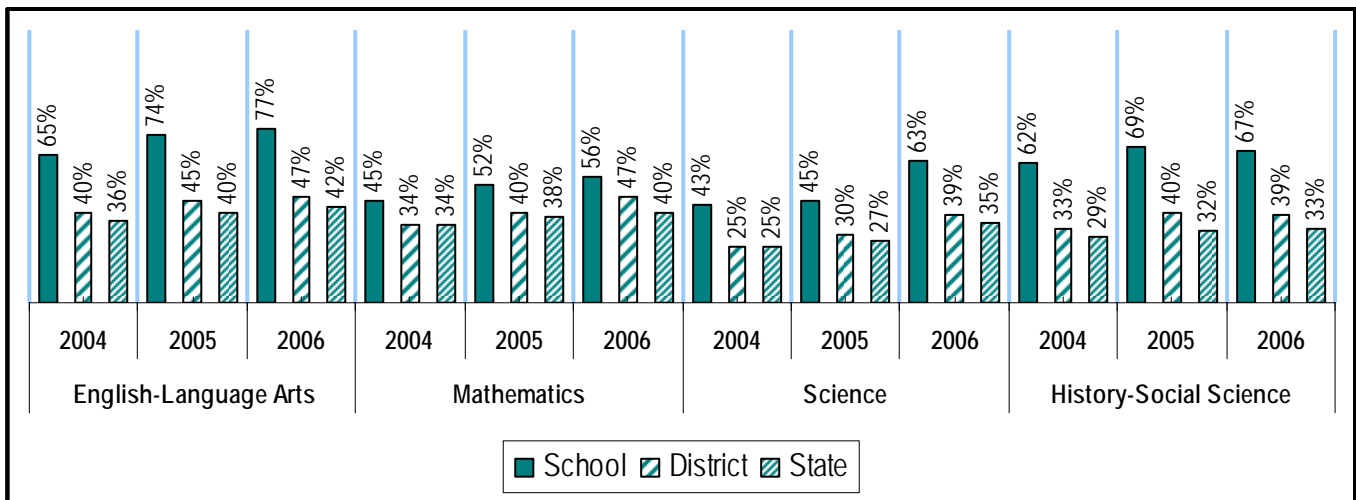
## California Standards Test (CST)

The California Standards Test (CST) shows 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:

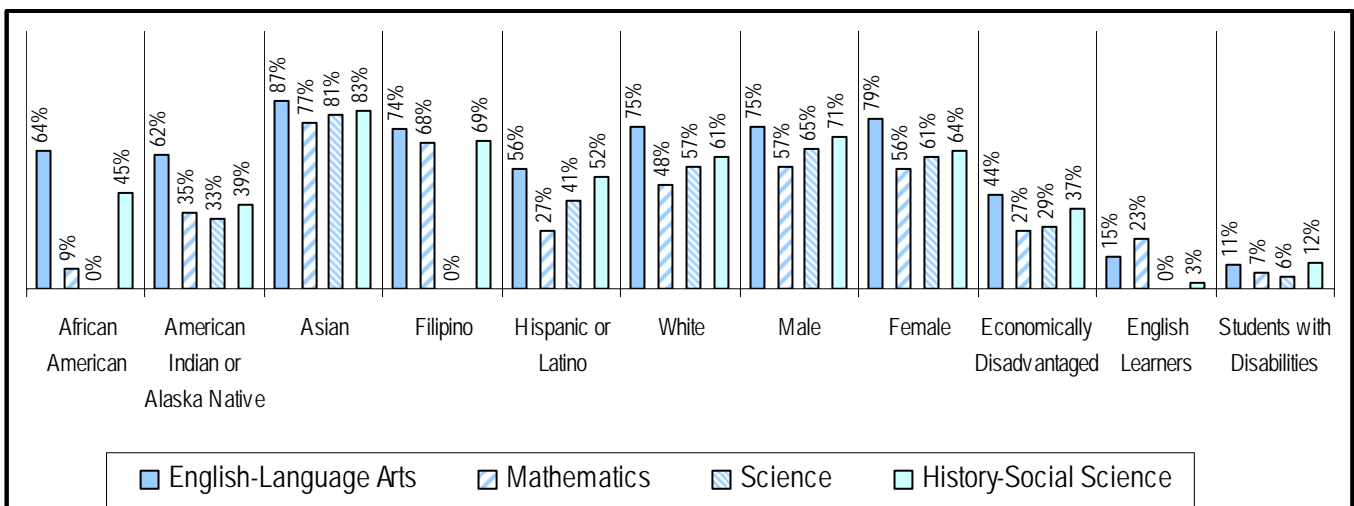
- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Percent of students achieving at the proficient or advanced level on California Standards Test (CST)



Percent of students, by group, achieving at the proficient or advanced level on CST 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 Website at <http://www.cde.ca.gov/ta/ac/ap/>

### API Ranks

Schools are ranked in two ways based on their API scores. They are ranked as to how they compare to all elementary schools in the state and how they rank compared to 100 statistically matched schools. A rank of 1 means the school has an API score in the lowest 10 percent in the comparison group and a score of 10 means that the school has an API score in the highest 10 percent of the comparison group.

API Rank	2003-04	2004-05	2005-06
Statewide	10	10	10
Similar Schools	6	7	8

### 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			API Score
	2003-04	2004-05	2005-06	2006
All students at this school	16	33	-3	859
Asian	7	24	-5	925
Hispanic or Latino	50	30	16	755
White (not Hispanic)	7	44	-2	839

### 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 Web site 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	Yes
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

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
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 Web site at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

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

## State Award and Intervention Programs

Leland High School has been designated as a Specialized Secondary Program (SSP) Demonstration Site in which the state awards funds for the development of curriculum on a year-to-year basis. The Leland High School Specialized Secondary Programs, which include photography, animation, and media arts, aim to expose students to a world of new experiences. These classes allow the students an opportunity to express themselves through modern media that provide for maximum creativity. Students will leave these classes prepared with the vocabulary, the skills, and the knowledge to discuss issues within these modern artistic fields. Students consistently work on projects that challenge their intellectual abilities as well as creative skills.

## California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards
9	0%

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students at this school meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standards.

Grade	% Scoring Proficient or Higher		
	Writing		
	2004	2005	2006
9	79	67.67	82.47



## School Completion and Postsecondary Preparation

### 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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.1	0.6	0.2	1.0	1.6	1.8	3.2	3.3	3.1
Graduation Rate	97.4	98.8	97.9	93.8	93.5	91.3	86.7	85.3	84.9

### 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), 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.

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006	
	School	District
All Students	96%	82%
African American	n/a	66%
American Indian or Alaska Native	n/a	n/a
Asian	99%	99%
Filipino	n/a	93%
Hispanic or Latino	88%	70%
Pacific Islander	n/a	n/a
White (not Hispanic)	96%	91%
Socioeconomically Disadvantaged	n/a	68%
English Learners	n/a	48%
Students with Disabilities	n/a	58%



## College Admission Test Preparation Course 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' high school programs. The Career Center hosts a biannual Career Day. We also have several College and Financial Aid nights to help both parents and students with college applications.

## 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	Percent
Students Enrolled in Courses Required for UC/CSU Admission	76.2
Graduates Who Completed All Courses Required for UC/CSU Admission	89.0

## 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		
English	2	
Fine and Performing Arts	2	
Foreign Language	4	
Mathematics	3	
Science	3	
Social Science	2	
All courses	16	9.0

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE 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.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	77.6	88.7	86.6
Average Verbal Score	551	553	561
Average Math Score	603	596	612
Average Writing Score	---	---	569





## Workforce Preparation Programs

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.

## Career Technical Education Programs

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupation Program center, Central County Occupational Center/Metropolitan Adult Education (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.

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:

- Computer Productivity/Multimedia/Advanced Multimedia
- Computer Productivity/Drafting/Drafting Advanced
- Woods/Woods Advanced/Construction Class offered at CCOC

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

Broadway High School	Computer Applications
Gunderson High School	Computer Graphics/Webpage Design
	Multimedia Design Level 1 and 2
	Construction Technology
	Drafting Levels 1 and 2
Leland High School	Animation
	Computer Applications
	Commercial Photography
	Media Arts
	Multimedia Design Level 1
	Video Production
Lincoln High School	Commercial Photography
Pioneer High School	Construction Technology
	Multimedia Design Levels 1 and 2
	Multimedia Design Yearbook
San Jose High Academy	Commercial Photography
	Computer Applications
	Computer Programming
Willow Glen High School	Media Arts
	Commercial Photography
	Multimedia Design/Yearbook

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 Career and College Center which affords students the opportunity to explore college and careers by using district approved career guidance software. The software provides tools that assists 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 explorations.

Housed in each Career and College Center is The way to success...Central County Occupational Center High School Advisors Handbook. This handbook lists all of the courses offered to SJUSD students at the local ROP. 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 and transferred by successful completion of CCOC courses are available here also.





**CCOC currently offers the following courses to SJUSD students:**

**Automotive Technology**

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

**Building Technology**

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

**Business Technology**

- Administrative Assistant
- Legal Careers
- Managerial Accounting
- Office Assistant
- Small Business Management

**Cosmetology**

**Engineering/Industrial Technology**

- Computer-Aided Drafting
- Computer Technology Careers
- Robotics/Engineering Technology
- 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

**Visual Arts**

- Animation
- Baking and Catering
- Culinary Arts
- 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

### Superintendent

Don Iglesias

### Assistant Superintendents

Dr. William J. Erlendson

Rosa Molina

### Board of Education

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## Notes regarding the source and currency of data

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

