

Leland High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.



Mr. Brad Craycroft, Principal

Principal, Leland High

About Our School

Leland is a nationally recognized school with a distinguished record in academics and athletics. The many accolades earned by the school include a Newsweek ranking of #54 among America's top high schools, a US News ranking of #26 among high school STEM programs in the nation, and a Business Insider ranking of #20 in the nation for the highest average SAT/ACT scores. Leland's academic program boasts more AP, Honors, and Accelerated courses than any high school within the district. Rigorous academic expectations, motivated students, and a highly qualified staff have helped Leland maintain high API scores and a 90% school-wide pass rate in AP courses. A diverse student body that speaks over 30 different languages adds to the school's demographic richness. Leland provides unique opportunities to students in the field of communications. The school's Speech & Debate program is ranked number one in the nation. The Journalism program has won top national awards. Real world engineering experience is provided through Computer Science, Robotics and PLTW courses while partnerships with Strive San Jose and NextFlex connect Leland students with local companies. The school provides students access to several college-level courses in math and world languages through its partnership with the local community college system. Leland's athletic program holds a record 52 CCS championships and is the six-time recipient of the Blossom Valley Athletic League's "Best of the Best" award. Leland's mission is to prepare all students with 21st century skills necessary to compete in a global economy.

Contact

Leland High
6677 Camden Ave.
San Jose, CA 95120-2142

Phone: 408-535-6290
E-mail: bcraycroft@sjusd.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2017-18)	
School Name	Leland High
Street	6677 Camden Ave.
City, State, Zip	San Jose, Ca, 95120-2142
Phone Number	408-535-6290
Principal	Mr. Brad Craycroft, Principal
E-mail Address	bcraycroft@sjusd.org
Web Site	http://www.sjusd.org/leland/
County-District-School (CDS) Code	43696664333522

Last updated: 1/10/2018

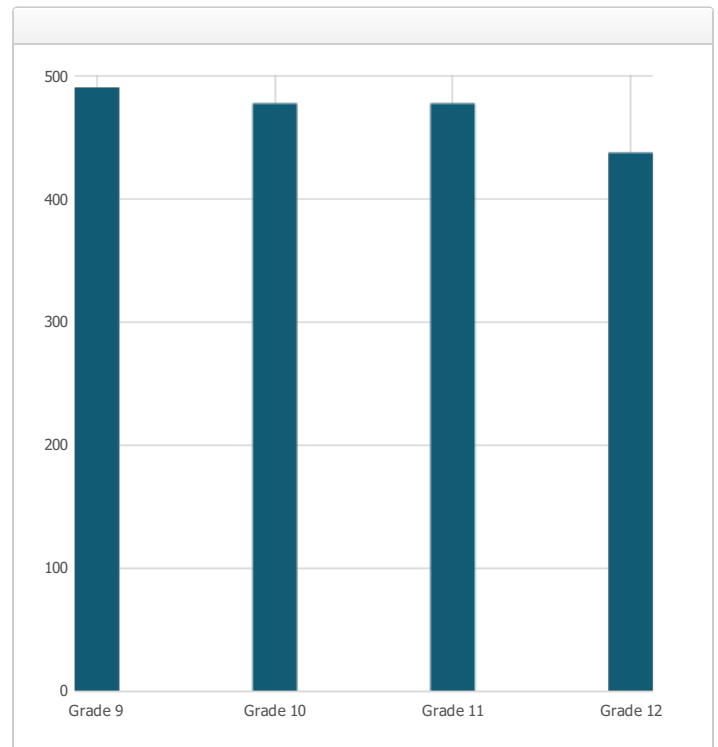
School Description and Mission Statement (School Year 2017-18)

Leland High School is a comprehensive high school with an established tradition of academic, athletic, and extracurricular excellence. Established in 1967 and having just celebrated its 50th anniversary, Leland has grown from a school originally build for less than six hundred students to a campus that serves approximately nineteen hundred. Leland and its students have been awarded many honors for academic achievement. In 2014, US News ranked Leland's STEM program #26 in the nation and 54th overall in recognition of our high school graduation rate, high level of college readiness and college attendance among our students. More recently, last year 1 student was named "Finalist", 33 were named "Semi Finalist", and 60 were "Commended" by the National Merit Scholarship Program. Leland's Robotics Team Quixilver 604 earned the 2017 FRC Silicon Valley Regional "Winner" and "Entrepreneurship Award" and finished in fourth place overall last Spring in Houston in the national competition. Our newspaper, *The Charger Account*, continues to be honored. In 2016 and 2017 they were awarded the Columbia Scholastic Press Association Gold Medalist and the American Scholastic Press Association Most Outstanding High School Newspaper. Speech and Debate has been ranked in the top 5 in the nation since 1992 by the National Forensic League in Speech and Debate. Leland Orchestra received a unanimous Superior in the 2017 CMEA Music Festival. In addition to the achievement in academics, Leland maintains a competitive athletics program. Four different teams have won CCS championships in the last three years. Our Associated Student Body consistently supports and experiences high level of participation in various clubs and activities providing an outlet for student interests beyond the classroom and athletics. Leland High School is committed to preparing today's students to be thinkers, leaders, and creators of tomorrow. We foundationally value 21st century skills as necessary building blocks to future success and have identified them as our student learner outcomes; faculty works explicitly to weave critical thinking, creativity, collaboration, communication, and global citizenship into daily lesson activities. Leland is also committed to helping students achieve balance between academics, extra curricular activities, and overall health and well-being.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	490
Grade 10	477
Grade 11	477
Grade 12	437
Total Enrollment	1881



Last updated: 1/10/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.2 %
Asian	44.8 %
Filipino	0.8 %
Hispanic or Latino	8.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	41.4 %
Two or More Races	2.2 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.4 %
English Learners	2.4 %
Students with Disabilities	6.2 %
Foster Youth	0.1 %

Last updated: 1/10/2018

A. Conditions of Learning

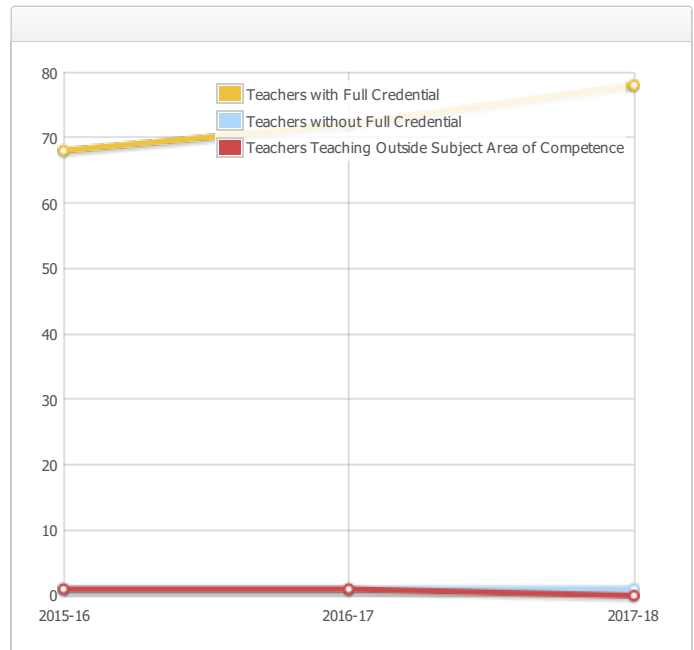
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

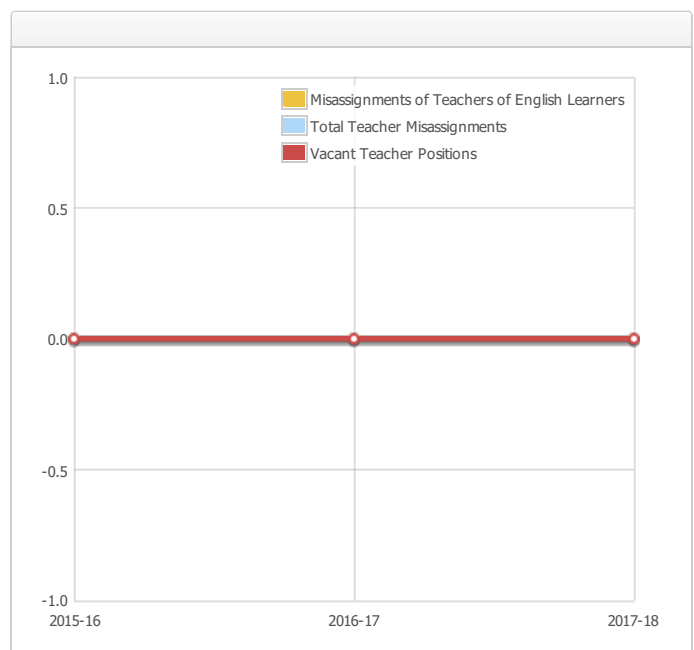
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	68	72	78	1427
Without Full Credential	1	1	1	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	11



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjusd.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

In the summer of 2001, Leland received \$8,000,000 through Measure C Bond Funds for modernization, which included new heating and air conditioning in each classroom, roof repairs/replacement, and renovation to the electrical infra-structure. Leland Foundation raised \$1,600,000 for additional reconstruction of the Information and Technology Center, and upgrading technology infrastructure. Additional improvement for science classrooms, athletic fields, and the technology wing began in 2006 through Measure F Bond funds.

In the summer of 2008, Leland completed major modernization of 8 science classrooms, the kitchen, a new food court, the administration office, the sports complex, and the construction of a concession building. Stadium lights were installed 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. In the spring of 2010, the science room modernization was completed with the addition of Smart Boards in every classroom. Solar Panels were installed in the student and faculty parking lots.

During the summer of 2013, a major landscaping project was undertaken to beautify the front area of the school. The project included removing weeds, laying new groundcover, planting new plants, and establishing a drip-system for irrigation.

The school received a fresh coat of exterior paint in the summer of 2015. The interior walls of the gym were painted with school colors and graphics at the same time.

During the Fall of 2016, the Information and Technology Center was upgraded to expand academic counseling.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Exemplary
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Last updated: 1/5/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	15	30	27	28.0	11	22	34	27.0	16	30	27
Mathematics	27.0	13	27	23	27.0	11	27	26	27.0	13	35	20
Science	29.0	6	22	30	27.0	12	25	22	28.0	8	29	22
Social Science	25.0	17	32	23	25.0	22	21	30	24.0	27	26	26

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	470.0
Counselor (Social/Behavioral or Career Development)	1.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	4.2	N/A
Other	0.1	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10193.9	\$2659.3	\$7534.5	\$73310.7
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	-6.2%	0.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	13.6%	-7.8%

Note: Cells with N/A values do not require data.

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

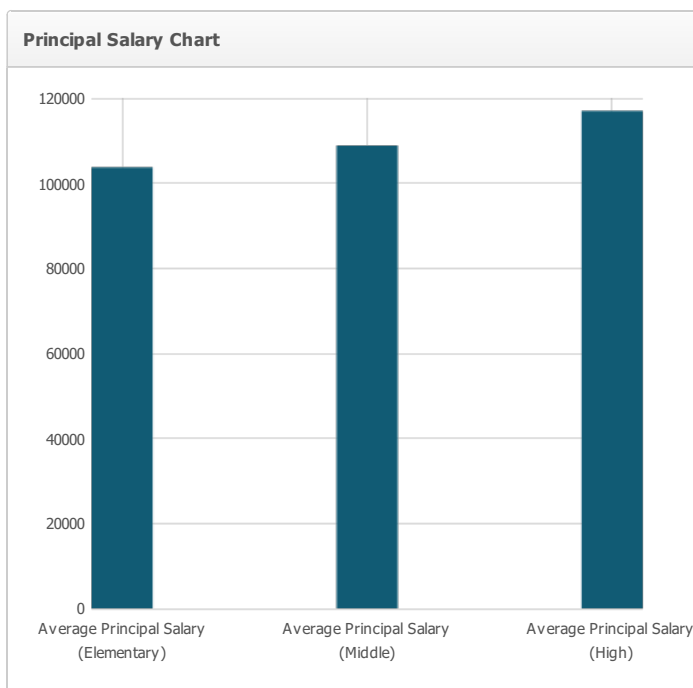
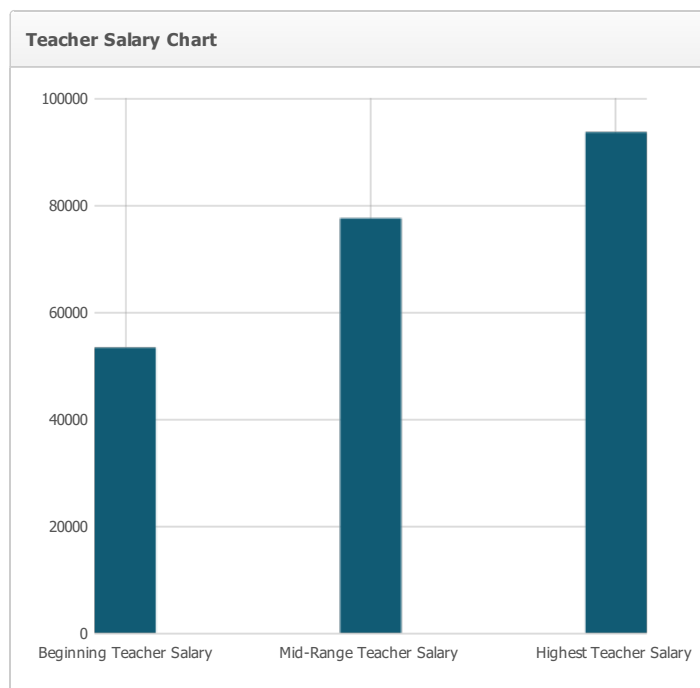
To help students pursue a full range of post-secondary options, Leland has a Counseling and Resource Center staffed by a full time College and Career Tech and four fully credentialed Academic Counselors. In addition, Leland has an academic counselor through San Jose Unified's partnership with UC Berkeley Center for Educational Partnerships with a focus on supporting traditionally underserved students. Both counselors and the College and Career Technician assist students and parents with questions, issues, and activities involving career preparation and exploration. Leland also provides social emotional support for students by providing interns from Almaden Valley Counseling on campus five days a week. Incoming ninth grade students who are deemed academically unprepared based on previous test scores and school performance are enrolled in support classes for math and English, and we have an after school Homework Center and Peer Tutoring Program for students to receive extra help. Additionally, our bell schedule has a built in tutorial period for students to access their teachers for support, complete homework, or make up tests. Support is also available for students who are served through a 504 or IEP. Students supported by Section 504 are offered a meeting at least once a year where accommodations are reviewed by the student's teachers and the Assistant Principal of Guidance. Students who are supported with IEPs through special education are assigned a case manager who oversees their academic progress. Leland's hosts special education programs for RSP, ED, and Autism.

Last updated: 1/10/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/8/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	4	N/A
All Courses	20	43.2%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2018

Professional Development

Professional Development for the 2015-16, 2016-17, and 2017-18 school years has been focused on Leland's instructional Framework, specifically phases of Explicit Direct Instruction. Teachers were trained as a whole staff, while math and English teachers also attended specific workshops. With the support of site and district coaches, Leland has collected data through progress monitoring and shared results with Curriculum Council and departments to analyze focus areas. Additionally, Leland teachers have participated in Peer Observation rounds to observe phases of instruction in order to build capacity. In 2017-18, professional development of the framework is being supplemented with training on differentiation within the framework.

Last updated: 1/10/2018