

# 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 21<sup>st</sup> 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](mailto:bcraycroft@sjusd.org)

## About This School

### Contact Information (School Year 2017-18)

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

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

*Last updated: 1/10/2018*

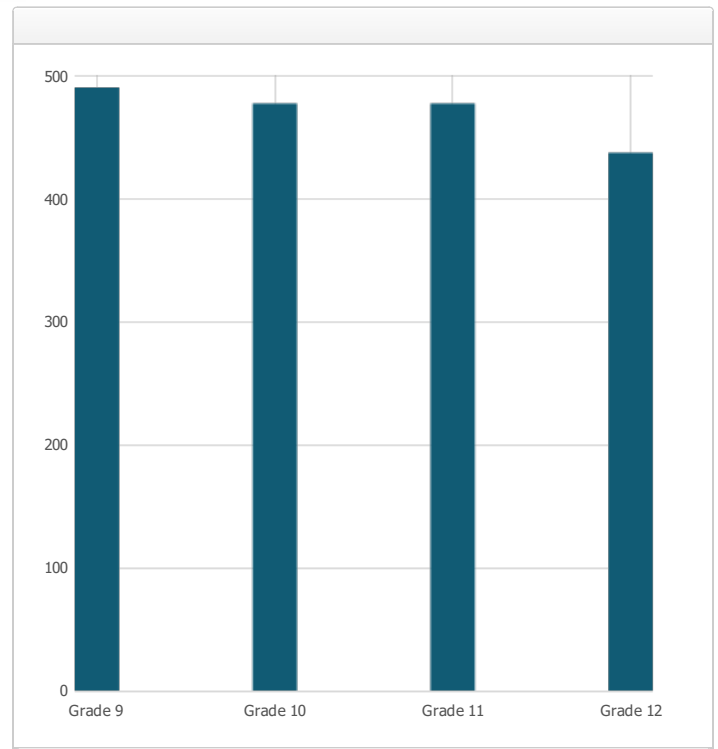
### School Description and Mission Statement (School Year 2017-18)

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
<b>Total Enrollment</b>	<b>1881</b>



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

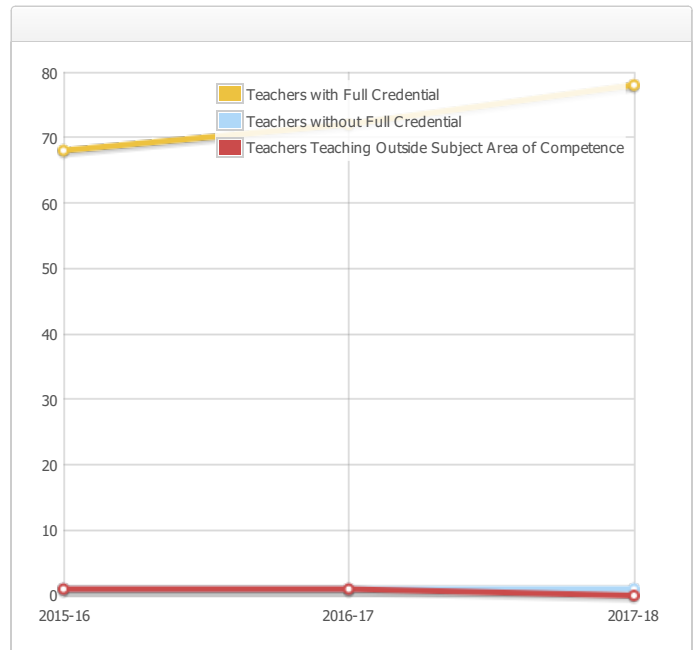
### State Priority: Basic

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

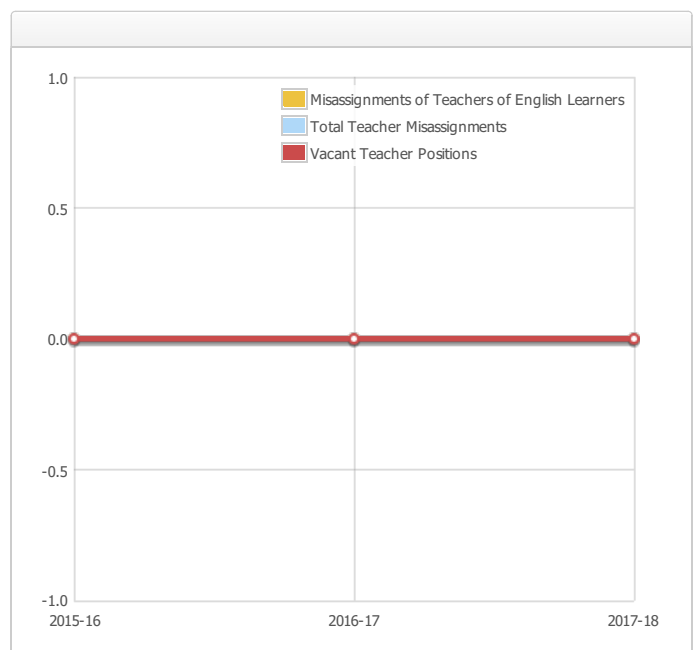
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	68	72	78	1427
Without Full Credential	1	1	1	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	11



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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Materials List: <a href="https://sjusd.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3">https://sjusd.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3</a>	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*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	80%	83%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	75%	79%	42%	42%	36%	37%

Note: Percentages are not calculated 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.

*Last updated: 1/8/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	468	459	98.08%	83.22%
Male	250	245	98.00%	79.59%
Female	218	214	98.17%	87.38%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	236	232	98.31%	93.97%
Filipino	--	--	--	
Hispanic or Latino	27	27	100.00%	51.85%
Native Hawaiian or Pacific Islander	--	--	--	
White	189	184	97.35%	75.54%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	39	38	97.44%	68.42%
English Learners	17	16	94.12%	31.25%
Students with Disabilities	21	21	100.00%	23.81%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	468	458	97.86%	78.51%
Male	250	245	98.00%	78.19%
Female	218	213	97.71%	78.87%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	236	232	98.31%	91.34%
Filipino	--	--	--	
Hispanic or Latino	27	27	100.00%	44.44%
Native Hawaiian or Pacific Islander	--	--	--	
White	189	183	96.83%	68.68%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	39	38	97.44%	63.16%
English Learners	17	17	100.00%	58.82%
Students with Disabilities	21	20	95.24%	--
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/8/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79.0%	83.0%	57.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/8/2018*

**Career Technical Education Programs (School Year 2016-17)**

Engineering and Architecture: Engineering Technology, Engineering Design, and Biotechnology
Health Science and Medical Technology
Arts, Media, and Entertainment: Design, Visual, and Media Arts

*Last updated: 12/18/2017*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	605
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	98.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 12/18/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.2%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	74.9%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	10.0%	31.5%	52.6%

Note: Percentages are not calculated 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.

Last updated: 1/8/2018

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

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Leland endeavors to communicate with the community and seeks input through multiple forums. Parents are invited to join School Site Council, School English Learner Advisory Council, and athletic and parent booster clubs. All these organizations hold monthly meetings attended by parents, staff members, and members of the administration. Parents are also invited to attend the monthly Principal's Chats. Upcoming events and important notifications are announced through the official school web site, phone and email messages, and push notifications through our downloadable app. An electronic newsletter is published on a bi-monthly basis and is an additional means of communication between the school and the community. Throughout the year, Leland offers informational sessions and workshops for students and parents on topics ranging from college requirements and applications, AP information, financial aid, and managing social-emotional stress.

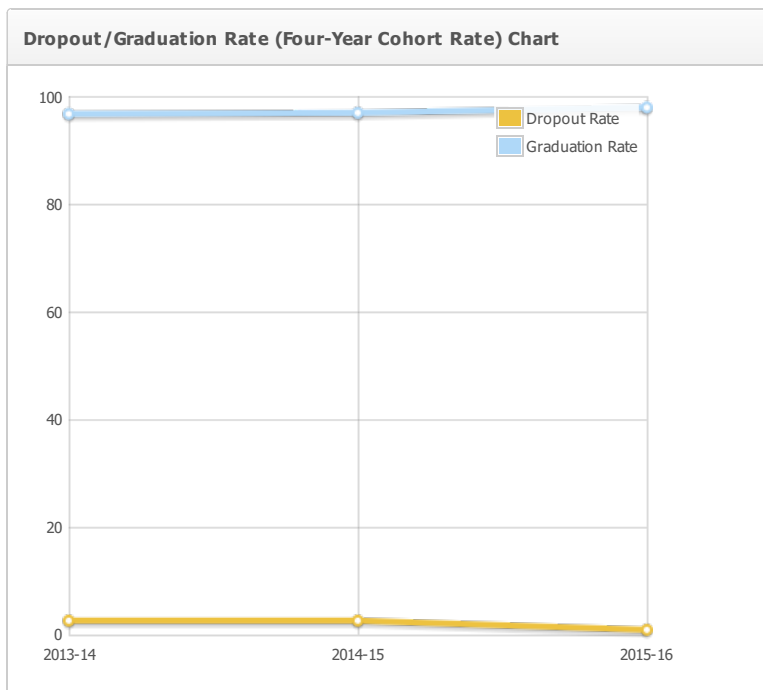
# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.6%	2.6%	0.9%	7.1%	7.7%	6.4%	11.5%	10.7%	9.7%
Graduation Rate	96.7%	96.9%	97.9%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/10/2018

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	98.6%	88.4%	87.1%
Black or African American	100.0%	85.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	97.9%	94.4%
Filipino	80.0%	90.6%	93.8%
Hispanic or Latino	94.4%	83.4%	84.6%
Native Hawaiian or Pacific Islander	100.0%	92.3%	86.6%
White	98.8%	93.8%	91.0%
Two or More Races	92.3%	91.3%	90.6%
Socioeconomically Disadvantaged	100.0%	90.5%	85.5%
English Learners	75.0%	52.6%	55.4%
Students with Disabilities	95.8%	57.1%	63.9%
Foster Youth	0.0%	37.5%	68.2%

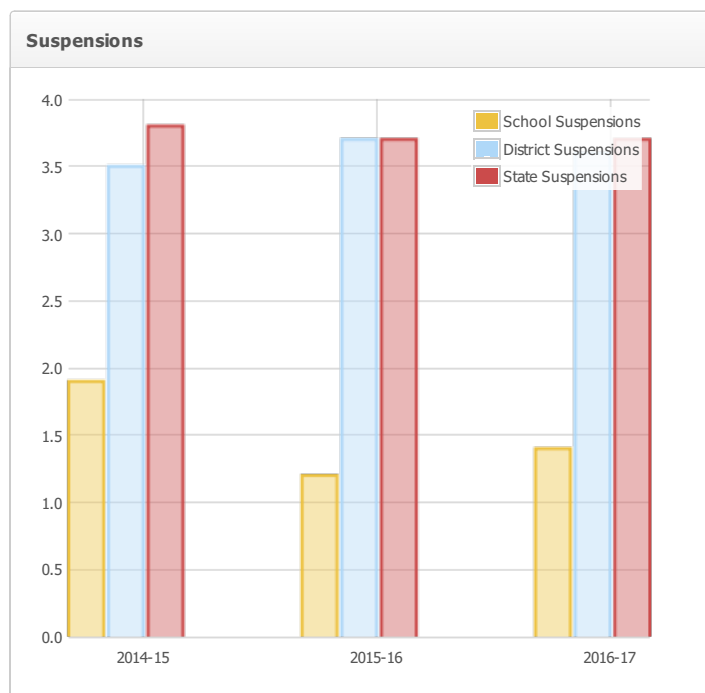
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.9%	1.2%	1.4%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/10/2018

## School Safety Plan (School Year 2017-18)

Leland High School follows the comprehensive safety plan outlined by San Jose Unified. The plan consists of emergency response plans which include maps, responsibilities for different roles, locations of command posts, first aid, assembly and student release locations. There are a minimum of six drills each year--Run Hide Defend, Earthquake, Power Failure, Bomb Threat, and two Fire evacuation drills. Faculty is trained periodically at staff meetings, and the plan is reviewed and updated annually.

Last updated: 1/10/2018

## 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)

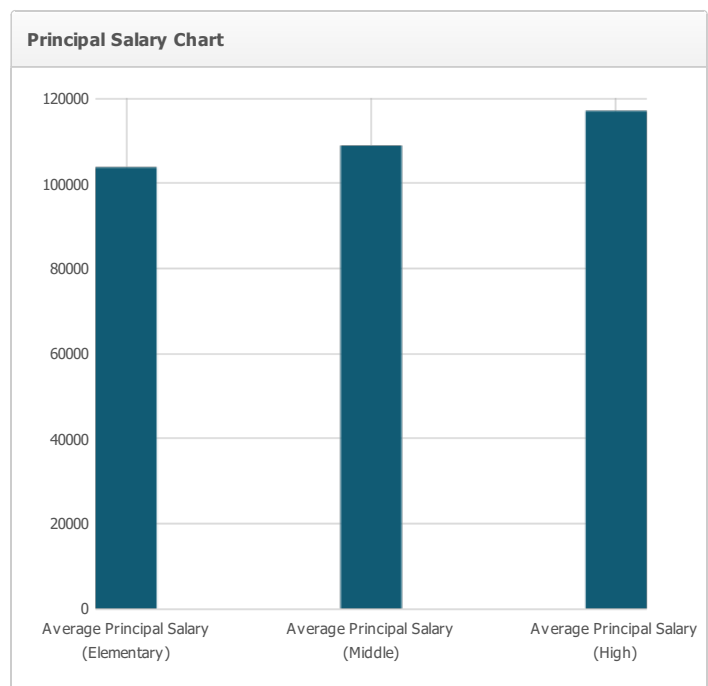
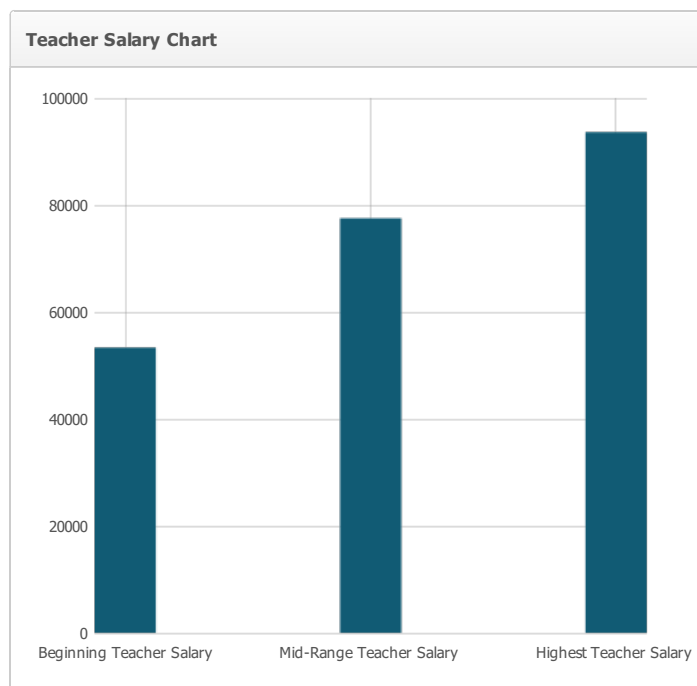
To help students pursue a full range of post-secondary options, Leland has a Counseling and Resource Center staffed by a full time College and Career Tech and four fully credentialed Academic Counselors. In addition, Leland has an academic counselor through San Jose Unified's partnership with UC Berkeley 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*