

SARC



OUR
MESSAGE

OUR
TEACHERS

OUR
SCHOOL

Leigh High School

2014-15
School Accountability Report Card

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SARC



Principal's Message

Leigh High School aims to provide a rigorous and challenging breadth of curriculum for students of all abilities and to equip them with the skills and knowledge to move on to the next stage of their educational career with viable options and choices. Advanced Placement (AP) instruction is offered in: English Literature and English Language, Calculus AB and Calculus BC, Computer Science, Statistics, Chemistry, Physics, Biology, Environmental Science, U.S. History, World History, American Government, Studio Art, Spanish Language, and French Language. Leigh also offers honors classes: English 2 and 3, Drama, and Chemistry. Our AVID (Advancement Via Individual Determination) program has been in place for more than 10 years. We offer AVID classes for each grade level. We offer a four-year Project Lead The Way (PLTW) pathway. The Silicon Valley Career Technical Education Center offers interested students vocational training in a variety of areas.

Leigh is privileged to have a highly experienced staff. The average years of experience of the teaching staff is 14.5 years. Leigh High School is fortunate to employ and retain some of the most senior teachers and staff in all of the Campbell Union High School District. The interchange between this group of adult learners is enhanced by a collaboration schedule where teachers meet two afternoons on alternate weeks as a whole or in content-area groups to discuss how to improve student performance.



School Mission Statement

Leigh High School's mission is to provide a safe and caring learning environment to prepare students for success in their post-high school life by engaging them in meaningful experiences. This includes participating in activities; using appropriate tools; and emphasizing critical-thinking, problem-solving and analytical skills. To promote high standards and expectations, students, faculty, staff, parents and the community share the responsibility for advancing the school's mission.

School Vision Statement

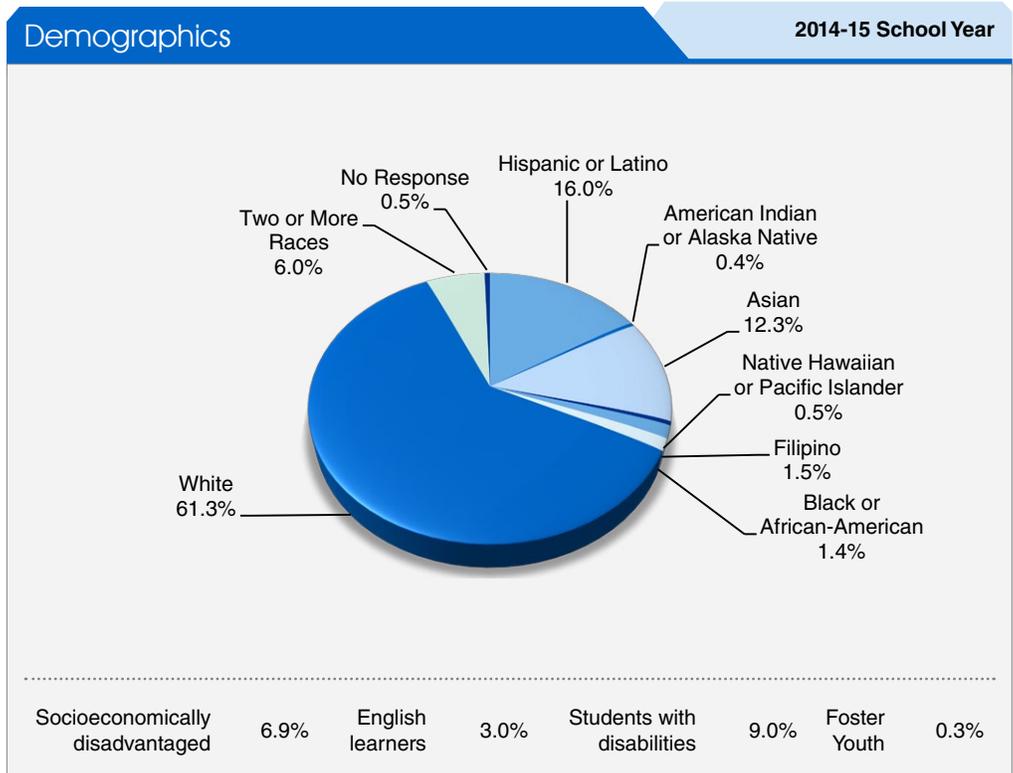
Leigh High School's vision is to foster a learning community where we all strive for continual growth.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

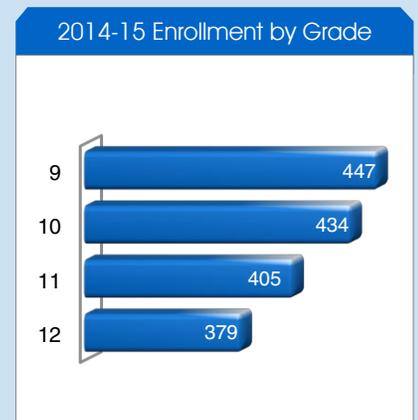
Enrollment by Student Group

The total enrollment at the school was 1,665 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



Schoolwide Learner Outcomes

Leigh students

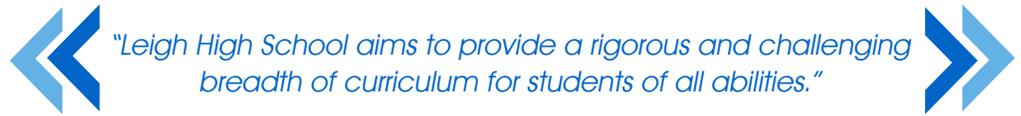
- **Think:** Synthesize, evaluate, analyze and apply information
- **Communicate:** Write and speak clearly, collaborate, and advocate for self and others
- **Engage:** Participate in the community, respecting self and others



Suspensions and Expulsions

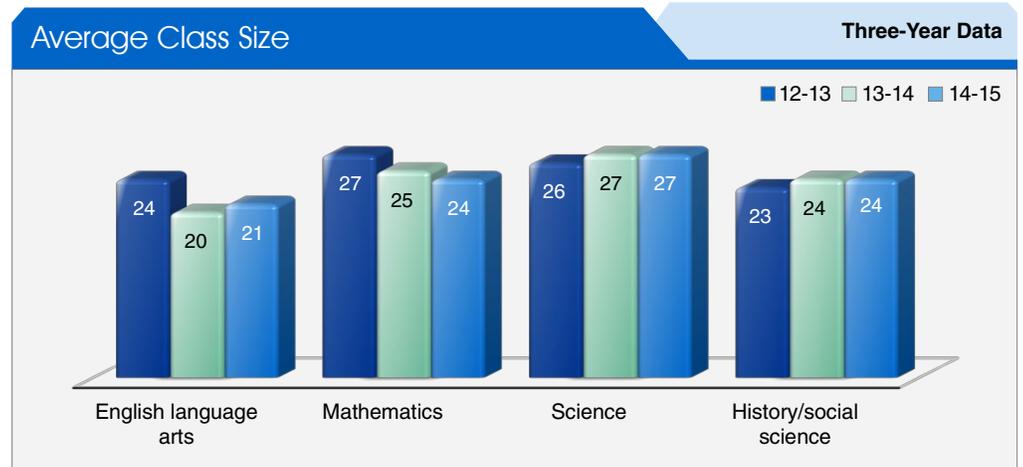
This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Leigh HS			
	12-13	13-14	14-15
Suspension rates	3.5%	3.2%	3.0%
Expulsion rates	0.0%	0.1%	0.2%
Campbell Union HSD			
	12-13	13-14	14-15
Suspension rates	4.9%	6.2%	5.2%
Expulsion rates	0.1%	0.6%	0.4%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size

Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	20	28	23	33	32	19	31	40	12
Mathematics	13	18	22	15	32	15	19	34	11
Science	12	15	23	7	29	14	8	33	13
History/social science	16	14	23	17	12	28	15	29	12

Professional Development

The district has provided two voluntary professional development paid days at the beginning of the school year. This is supplemented in many ways. Leigh has four sessions embedded into the minimum days during the year. All AP teachers are encouraged to attend the summer trainings in their subject. AVID and Project Lead The Way teachers attend specialist training in the summer. Additionally, there are AVID trainings throughout the year. Quality Teaching for English Learners (QTEL) training by WestEd has been provided to English language arts (ELA) teachers, and Silicon Valley Math Institute has provided math training to math teachers. Our staff frequently requests to attend conferences and trainings within their subject areas and we try to facilitate their requests.

The collaboration schedule allows for teachers to conduct cycles on inquiry on student results and inform their instruction.

Teams of administrators and teachers visit classes as part of an Instructional Rounds program at the school to investigate schoolwide approaches to problems of practice that have been identified at the school.

New teachers have access to an on-site mentor who is a veteran teacher on the staff.

Professional Development Days **Three-Year Data**

	2013-14	2014-15	2015-16
Leigh HS	2 days	2 days	2 days

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Leigh HS	Campbell Union HSD	California	
Met overall AYP	Yes	No	Yes	
Met participation rate:				
English language arts	Yes	No	Yes	
Mathematics	Yes	No	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	*	*	Yes	
Met graduation rate	Yes	Yes	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Leigh HS	Campbell Union HSD	
Program Improvement status	Not Title I	Not Title I	
First year of Program Improvement	◇	◇	
Year in Program Improvement	◇	◇	
Number of Title I schools currently in Program Improvement		0	
Percentage of Title I schools currently in Program Improvement		0.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

◇ Not applicable. The school and district are not in Program Improvement.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 9

Four of six standards	14.4%
Five of six standards	27.5%
Six of six standards	41.5%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Leigh HS			Campbell Union HSD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	70%	79%	78%	60%	65%	69%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	69%	
All students at the school	78%	
Male	80%	
Female	78%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	86%	
Filipino	❖	
Hispanic or Latino	66%	
Native Hawaiian or Pacific Islander	❖	
White	80%	
Two or more races	74%	
Socioeconomically disadvantaged	46%	
English learners	❖	
Students with disabilities	50%	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Leigh HS	Campbell Union HSD	California
English language arts/literacy	77%	68%	44%
Mathematics	62%	44%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	386	369	95.6%	6%	15%	38%	39%
Male		179	46.4%	9%	15%	35%	39%
Female		190	49.2%	3%	15%	41%	40%
Black or African-American		6	1.6%	❖	❖	❖	❖
American Indian or Alaska Native		1	0.3%	❖	❖	❖	❖
Asian		44	11.4%	2%	9%	30%	57%
Filipino		5	1.3%	❖	❖	❖	❖
Hispanic or Latino		48	12.4%	13%	31%	35%	21%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		237	61.4%	5%	14%	41%	38%
Two or more races		28	7.3%	4%	7%	36%	46%
Socioeconomically disadvantaged		19	4.9%	21%	21%	47%	11%
English learners		4	1.0%	❖	❖	❖	❖
Students with disabilities		22	5.7%	27%	45%	23%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 11	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	386	365	94.6%	14%	22%	35%	27%
Male		178	46.1%	12%	20%	38%	27%
Female		187	48.4%	16%	25%	32%	27%
Black or African-American		6	1.6%	❖	❖	❖	❖
American Indian or Alaska Native		1	0.3%	❖	❖	❖	❖
Asian		44	11.4%	5%	11%	36%	48%
Filipino		4	1.0%	❖	❖	❖	❖
Hispanic or Latino		47	12.2%	32%	28%	32%	9%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		235	60.9%	12%	23%	37%	26%
Two or more races		28	7.3%	11%	21%	25%	39%
Socioeconomically disadvantaged		18	4.7%	17%	44%	22%	17%
English learners		4	1.0%	❖	❖	❖	❖
Students with disabilities		21	5.4%	81%	10%	10%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. *

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels

Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Leigh HS	73%	79%	79%	80%	84%	80%
Campbell Union HSD	66%	52%	55%	68%	54%	54%
California	57%	56%	58%	60%	62%	59%

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level

2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	30%	21%	49%	31%	33%	36%
All students at the school	21%	22%	56%	20%	28%	52%
Male	28%	27%	45%	23%	30%	47%
Female	14%	17%	68%	17%	25%	58%
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	15%	21%	64%	5%	13%	82%
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	37%	33%	29%	47%	27%	25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	18%	21%	61%	17%	30%	53%
Two or more races	19%	16%	65%	19%	23%	58%
Socioeconomically disadvantaged	53%	26%	21%	42%	32%	26%
English learners	68%	23%	9%	59%	27%	14%
Students with disabilities	66%	22%	12%	62%	26%	13%
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖	❖	❖

* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	2013-14 and 2014-15 School Years
	Leigh HS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	98.58%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	56.28%

Career Technical Education Programs

Project Lead the Way

This four-year pathway follows a nationally approved curriculum and articulates with San Jose State University. Students study engineering and design processes. The pathway was introduced in 2012 with three sections of Introduction to Engineering Design. This increased in 2013, and two sections of the second level Principles of Engineering were added. In 2014, we introduced Digital Electronics as a third course. In 2015, Engineering Development and Design completed this four-year pathway. We are fortunate to have received financial support for this program from our industrial ecosystem partner Xilinx.

SVCTE

Junior and senior students who wish to follow a career or technical pathway are able to attend the Central County Occupational Center in the afternoon to participate in a variety of occupational courses that both lead to certification and confer high school credit. Transportation is provided, and a CUHSD counselor oversees the students in this program.

Middle College

The Middle College is a high school alternative for juniors and seniors. It offers students with college potential the opportunity to complete their high school requirements on the campus of West Valley College. The program empowers students by giving them choices and treating them as adults. It is designed to provide a supportive yet challenging adult educational setting: Students take college-level courses while completing high school graduation requirements. This educational environment provides students with an opportunity to stimulate their academic development and spark their quest for learning.

EdOptions Academy

This year we embarked on an online credit recovery program using Plato Web materials. Students are enrolled in classes in this system for credit recovery and/or concurrent validation. The after-school class is held in a computer lab and monitored by a credentialed teacher. Students are required to attend for registration and test and exams. The EdOptions academy uses a model whereby the students have an online subject area credentialed teacher who supports, assesses and grades their work. Along with this is access to Plato Curriculum for all teachers on-site to supplement their classroom practices and allow reteaching of units. We hope to further develop this model to allow students to recover lost credits in a timely manner and plan to offer a second class with an assigned teacher for partial unit recovery, using the regular class teacher as the teacher of record.



Types of Services Funded

The types of services funded include the range of student services necessary to a comprehensive high school, such as teachers, guidance and administrative personnel, aides and other classified personnel, textbooks, instructional equipment, academic support and intervention programs, as well as sports, activities and other enrichment programs. Additional guidance support for at-risk teens is provided through grants and site fund. These services include EMQ and Almaden Valley Counseling Service for social-emotional intervention and counseling, Advent Group Ministries for drug and alcohol referrals and support, California Youth Outreach (CYO) provides services to support gang intervention and counseling.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Leigh HS	
2014-15 Participation	
Number of pupils participating in CTE	588
Percentage of pupils who completed a CTE program and earned a high school diploma	41%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%



"Community service clubs give students the opportunity to contribute to the community through service."



Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2014-15 School Year	
Percentage of total enrollment enrolled in AP courses	0.90%
Number of AP courses offered at the school	34
Number of AP Courses by Subject	
Computer science	0
English	7
Fine and performing arts	0
Foreign language	3
Mathematics	7
Science	7
Social science	10

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements

Graduating Class of 2014

Group	Leigh HS	Campbell Union HSD	California
All students	97.60%	86.27%	84.60%
Black or African-American	100.00%	83.02%	76.00%
American Indian or Alaska Native	❖	50.00%	78.07%
Asian	96.15%	87.80%	92.62%
Filipino	100.00%	102.38%	96.49%
Hispanic or Latino	98.59%	78.67%	81.28%
Native Hawaiian or Pacific Islander	100.00%	100.00%	83.58%
White	97.14%	90.14%	89.93%
Two or more races	100.00%	91.56%	82.80%
Socioeconomically disadvantaged	120.69%	83.12%	81.36%
English learners	53.85%	46.21%	50.76%
Students with disabilities	84.38%	66.50%	61.28%
Foster youth	❖	❖	❖

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates

Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Leigh HS	95.87%	95.87%	95.31%	2.50%	3.60%	3.60%
Campbell Union HSD	87.83%	91.42%	89.06%	6.70%	4.60%	7.00%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.



"Student government is a vital part of the extracurricular life of Leigh."



Textbooks and Instructional Materials

The most recent resolution on the sufficiency of instructional materials was held at the board meeting on October 1, 2015.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	<i>Holt Literature & Language Arts, 3rd Course, 4th Course, 5th Course and 6th Course</i> ; Holt	2003
English language arts	<i>Perrine's Literature: Structure, Sound and Sense</i> ; Thomson	2006
Mathematics	<i>Algebra 1</i> , McDougal	2001
Mathematics	<i>Geometry</i> , McDougal Littell	2007
Mathematics	<i>Algebra 2: Applications, Equations, Graphs</i> ; McDougal	2004
Mathematics	<i>Trigonometry</i> , Pearson	2005
Mathematics	<i>Calculus: Concepts and Applications</i> , Key Curriculum Press	2003
Mathematics	AP Calculus: <i>Graphical, Numerical, Algebraic</i> ; Pearson	2016
Mathematics	<i>Rogawski's Calculus for AP: Early Transcendentals</i> , Freeman	2012
Mathematics	<i>The Practice of Statistics</i> , Freeman	2015
Mathematics	<i>Java Concepts: Early Objects</i> , Wiley	2014
Science	<i>Earth Science</i> , Holt McDougal	2010
Science	<i>Biology</i> ; Pearson, Prentice Hall	2006
Science	<i>Campbell Biology</i> , Pearson/Benjamin Cummings	2011
Science	<i>Holes Essentials of Human Anatomy and Physiology</i> , Glencoe	2015
Science	<i>Chemistry</i> , Prentice Hall	2005
Science	<i>Chemistry the Central Science</i> , Prentice Hall	2003
Science	<i>Conceptual Physics</i> , Prentice Hall	2002
Science	<i>College Physics</i> , Thomson, Brooks/Cole	2006
History/social science	<i>World History: The Modern Era</i> , Prentice Hall	2014
History/social science	World Civilizations: The Global Experience AP, Pearson	2011
History/social science	<i>United States History: Modern America</i> , Pearson	2013
History/social science	<i>America's History</i> , Bedford/St. Martin's	2014
History/social science	<i>Magruder's American Government</i> , Pearson/Prentice Hall	2013
History/social science	<i>Government by the People</i> , Prentice Hall	2008
History/social science	<i>Economics: Principles in Action</i> , Pearson/Prentice Hall	2013
Foreign Language	<i>Bien dit!</i> Levels 1, 2 and 3; Houghton Mifflin	2013
Foreign Language	<i>Allons au-delà!</i> , Pearson	2012

Continued on page 12

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Quality of Textbooks

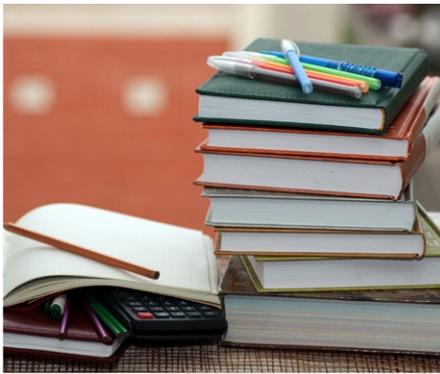
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015



School Safety

All Campbell Union High School District, schools have comprehensive safety plans that are updated and approved by the district's board of trustees and reviewed with school staff on an annual basis. These plans are compliant with federal standards and cover emergency, disaster and incident procedures for the range of contingencies for which today's schools must prepare in order to ensure the safety of students and staff. School classrooms and workspaces have flipcharts with easy-to-read instructions for each of these contingencies. In addition, security officers are present on campus daily, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times under a revised incident command system structure. With the help of police and emergency services departments, we run yearly drills with students and staff to practice preparedness, interagency communication and rapid response. School safety plan updates are approved by the board in March of each year and are reviewed with the staff annually.

School Safety Committees consist of staff, students and community stakeholders, and they have the responsibility for approving the plan. School administrators and faculty members are responsible for implementing the safety plan and ensuring a safe school environment. Teachers are trained in emergency procedures in case of fire, earthquake, lockdown/barricade and shelter-in-place situations. Drills and training are conducted throughout the school year. Crisis intervention and risk-assessment training is provided to key administration to support staff and students in time of crisis and emotional support for aftercare.

The school safety plan was last reviewed, updated and discussed with the school faculty in March 2016.

Textbooks and Instructional Materials - *continued from page 11*

Textbooks and Instructional Materials List

2015-16 School Year

Subject	Textbook	Adopted
Foreign Language	<i>Interaction</i> , Cengage	2014
Foreign Language	<i>Ni Hao: Chinese Language Course</i> , Introductory Level; ChinaSoft	2011
Foreign Language	<i>Integrated Chinese</i> , Level 1; Cheng & Tsui	2009
Foreign Language	<i>¡Avancemos!</i> 1, 2, 3 and 4; Houghton Mifflin	2013
Foreign Language	<i>Abriendo paso: Temas y lecturas</i> , Prentice Hall	2014
Foreign Language	<i>Revista, Vista</i>	2014
Foreign Language	<i>Nuevas vistas: Curso de Introduccion</i> ; Holt, Rinehart and Winston	2006
Foreign Language	<i>Imagina, Vista</i>	2015
Foreign Language	<i>Nuevas vistas: Curso Uno</i> ; Holt, Rinehart and Winston	2006
Visual and Performing Arts	<i>The Stage and the School</i> , McGraw-Hill	1999

Parental Involvement

Leigh parents serve as elected members of the School Site Council (SSC) and the English Language Advisory Council (ELAC). Both council meetings are open to all parents and the public. SSC and ELAC meet at least five times a year. Parents are elected to SSC by ballot at Back-to-School Night. Parents are elected as ELAC officers at an ELAC meeting.

One of the greatest strengths of Leigh is the outstanding support and involvement of parents. In addition to serving on the SSC, many parents are also involved in organizations that directly benefit Leigh students. The Home and School Club (HSC) strongly supports the academic and personal growth of Leigh students. HSC is open to all parents and community members and supports the school in many different ways, including providing refreshments for school events, supporting faculty with funding for classroom supplies, and staffing the College and Career Center. This organization also provides scholarships for graduating seniors each year. HSC is awarding staff grants to a value of \$5,000 in the 2015-16 school year. HSC also provides financial support for programs such as Grant A Wish and Camp Everytown. The Performing Arts Parents Association (PAPA) is made up of parents from all instrumental and auxiliary ensembles. They also support the drama program at the school. Parent coordinators assist with all facets of production. The All-Sports Booster program of Leigh supports the athletic teams at Leigh.

Numerous opportunities are available for parents to provide information about the school program including Back-to-School Night, Senior College Night, College and AP Information night, Eighth-Grade Information Night and Financial Aid Information Night. The school hosts Big Night Out each month for all booster groups to attend for presentations and updates by site and district administration, guest speakers and representatives from each booster organization prior to their monthly meeting. Parents have access to many forms of communication to keep track of their students and school events. These include the LHS website; Leigh's Communication Newsletters; weekly "Friday Footnotes" from the principal; weekly "What's Happening" updates; Aeries Gradebook to monitor assignments and grades; and School Loop, where teachers post daily homework assignments and have email communication with all students and registered parents.

Student Involvement

Community service clubs such as Key Club, Interact California Scholarship Federation and the National Honor Society give students the opportunity to contribute to the community through service. In addition, many seniors complete community service projects in preparation for their application to college. Student activities beyond the classroom mirror the students' academic performance at Leigh. There are more than 30 clubs on campus open to all students, with meeting times during lunch or after school, which makes it convenient for students to attend. Each club or organization must have a constitution and must be approved by the Associated Student Body (ASB). The ASB approves clubs that provide a service for students and that contribute to the overall success of students at Leigh by providing them with useful and interesting activities that help them achieve the Schoolwide Learner Outcomes.

Student government is a vital part of the extracurricular life of Leigh. The students involved are elected by their peers and foster community among students and staff. A subgroup of this organization is Leigh's Club Council, which is made up of club officers. They meet every month to discuss campus climate and student involvement. These council meetings promote discussion, planning and publicity for campus activities.

Leigh's athletic program has roughly 35 sports teams for girls and boys during every season and has a strong commitment to academics as well. All athletes must maintain a 2.2 grade point average to participate on a team. Leigh Longhorns take great pride in balancing their rigorous academic program with competitive sports.

For more information, please contact Meghan Burton, Home and School Club president, at (408) 626-3405.

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			6/30/2015
Date of the most recent completion of the inspection form			6/30/2015

School Facilities

Leigh High School opened in 1962 and is one of five comprehensive high schools in Campbell Union High School District (CUHSD). It is situated in a residential community of mostly single family homes in the Los Gatos foothills and South San Jose. Leigh serves a relatively stable community with many alumni still around the school and several returning to teach here. Leigh is home to the county Deaf and Hard of Hearing program and has pioneered a successful model of inclusion for students with IEPs, some of whom are also in receipt of therapeutic services. There are 79 classrooms and 10 portables. There is a library, college and career center, large gymnasium, small gymnasium, performing arts center (PAC) and cafeteria. There are four rooms that have desktop computers in addition to those in the library. The school uses more than 20 Chromebook carts in the classrooms.

Sports facilities include a stadium, baseball and softball fields, tennis courts, soccer pitch and swimming pool.

The school is in good condition. It is maintained by an on-site janitorial staff of six custodians who have district support for specialized repairs and maintenance. The custodial staff are present from 6 a.m. to 11 p.m. each day. The team of five evening staff members is responsible for daily cleaning. Annual deep cleaning is completed each summer. The quad, cafeteria, gym, PAC and several classroom have been refurbished in the last five years. There are further plans to update the administration offices and provide air-conditioning to classrooms in the near future.

All Campbell Union High School District campuses are safe, clean and well-lighted facilities. Built in the mid-1960s to late 1960s, these buildings have been evaluated by architects and engineers to be more solidly built and sturdier than new construction. Wisely designed, they have stood the test of time, and learning spaces have remained adaptable to new demands on the educational system. Even specialty learning areas, such as science and fine arts, have been found to equal the best new designs of today and require only refurbishment to remain vital. This refurbishment is the focus of modernization projects and of successful 1999 and 2004 bond measures, which include some new buildings and new athletic fields and tracks at each school site. These projects include new floors, electrical wiring, lighting, heating, furniture, audiovisual and performance and demonstration facilities, specialized learning areas, and more—all projects are part of the process to turn our campuses into schools for 21st century. Sports facilities, restrooms and cafeteria facilities have been regularly updated.

District network infrastructure consists of 1 Gbps connections from the campuses to the Internet. Campus buildings each connect directly to the campus network core over fiber optic cabling. Classrooms are wired with Cat 5e/6 cables to the network closet on campus. Classrooms and multiuse areas are fully covered with Wi-Fi.

All areas of all CUHSD campuses are regularly evaluated for trip-fall, environmental and other safety hazards; a state-of-the-art campuswide and districtwide fire, emergency and communication systems are in place; and campuses are cleaned and maintained by the custodial staff, whose work is regularly evaluated by both school and district supervisors.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds



« Leigh is privileged to have a highly experienced staff. »



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	2.0
Average number of students per academic counselor	700
Support Staff	
Social/behavioral or career development counselors	3.0 ★
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	2.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0
Other	
School resource officer (SRO)	1.0
Principal's secretary	1.0
Guidance secretary	1.0
Attendance clerk	1.0
Health clerk	1.0
Receptionist/switchboard clerk	1.0
Administrative assistant	1.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Campbell Union HSD	Leigh HS		
	15-16	13-14	14-15	15-16
Teachers				
With full credential	357	70	76	78
Without full credential	2	1	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of 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). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Leigh HS		
	13-14	14-15	15-16
Teachers			
Teacher misassignments of English learners	0	0	1
Total teacher misassignments	0	0	1
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Leigh HS	97.84%	2.16%
All schools in district	96.16%	3.84%
High-poverty schools in district	82.14%	17.86%
Low-poverty schools in district	96.44%	3.56%

★ 1 intervention counselor, 1 CASSY counselor, 1 crisis counselor.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Campbell Union HSD	Similar Sized District
Beginning teacher salary	\$43,138	\$44,363
Midrange teacher salary	\$72,509	\$71,768
Highest teacher salary	\$91,559	\$92,368
Average high school principal salary	\$125,780	\$133,673
Superintendent salary	\$222,180	\$210,998
Teacher salaries: percentage of budget	33%	36%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Leigh HS	\$5,192	\$73,279
Campbell Union HSD	\$2,176	\$74,117
California	\$5,348	\$72,971
School and district: percentage difference	+138.6%	-1.1%
School and California: percentage difference	-2.9%	+0.4%

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,227
Expenditures per pupil from restricted sources	\$1,035
Expenditures per pupil from unrestricted sources	\$5,192
Annual average teacher salary	\$73,279

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.