

Leigh High School 2007-08
School Accountability Report Card

*Reported for School Year 2007-08
Published During 2008-09*



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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2008-09)

Since 1962, Leigh High School, one of five comprehensive high schools in Campbell Union High School District (CUHSD), has prided itself on producing academic excellence. Nestled in the Los Gatos foothills, Leigh serves a community of middle to upper-middle class, educated parents and their students. Leigh is a safe, motivating place for students to obtain an education, one that prepares them to compete at some of the most demanding institutions of higher learning nationwide. Leigh's 1700+ students annually score above the state and national averages on the STAR, CAHSEE, SAT and Advanced Placement tests. Leigh also serves a large Special Education population through its Resource and Special Day Class programs.

Maintaining an average class size of 30 students per class, Leigh provides a comprehensive curriculum that includes instructional programs designed for college-bound, special education, and vocational students. Advanced Placement instruction is offered in Chemistry, English, US History, European History, American Government, Studio Art, Spanish and French Language, Physics, Biology, Calculus and Music Theory. The Central County Occupational Center (CCOC), offers interested students a variety of vocational training opportunities in areas such as multi-media, cosmetology, managerial accounting, electrical maintenance, and auto body repair. In 2006, 386 seniors were eligible for graduation from Leigh High School, 45.2% of whom met the UC systems A-G requirements. Of those graduates, 43% planned to attend a four-year university, 45% planned to begin their higher education at a community college, 2% entered the military, the job market, or a vocational school, and 10% had not made a decision at the time of graduation about their future plans.

Leigh's dedicated staff is comprised of seventy teachers, eight administrators (including three guidance advisors, two deans, and an activities director), six clerical staff, seven instructional aides, four cafeteria workers, and four custodians. Leigh is privileged to have a highly experienced staff. The average years of experience of the teaching staff is 13.5 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 mornings each month as a whole or in content area groups to discuss how to improve student performance. This year Campbell Union High School District is focused its efforts on building teachers capacity of using research-based strategies

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and students ability to maximize those strategies at all schools.

At a local level, Leigh High School's faculty has studied classroom instruction that works, discussed the scope and sequence of their curriculum, developed basic benchmark assessments, started analyzing student work, and discussed standardized test-taking strategies. Leigh has formed a Collaboration Team to identify faculty and student needs as well as create a single focus for professional development across campus. The team meets regularly to align the Collaboration schedule with school-wide goals and incorporate feedback from their colleagues to develop a professional development calendar.

Leigh is currently in the final stages of its building renovations, which were initiated by a ninety-five million dollar local school bond measure passed in 1999. All playing fields and a majority of the schools classrooms have been renovated. The administration offices, library, cafeteria, student quad, art classrooms and former music classrooms are next in line for renovation. Since Leigh High School was built in 1962, building renovations will continue until the school is completely retrofitted for education in the twenty-first century.

Student activities beyond the classroom mirror the same excellence as student's academic performance at Leigh. There are more than thirty 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 on campus 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 contribute to the overall success of students at Leigh by providing them with useful and interesting activities. Student government is a vital part of the extra-curricular life of Leigh. The students involved in this are elected by their peers and serve to foster community amongst students and staff. A subgroup of this organization is Leigh's Student Congress where, like the U. S. Congress, diverse representatives are chosen from each 6th period class. These congress meetings promote discussion, planning, and publicity for campus activities. Leigh's athletic program has many sports for girls and boys during every season, with a strong commitment to academics as well. All athletes must maintain a 2.0 grade point average to participate on a team. Leigh Longhorns take great pride in balancing their rigorous academic program with competitive sports.

As a community, Leigh is strongly supported by its active parent organizations including the Home and School Club, Sports Boosters, and Instrumental Music Parent Association. Numerous opportunities are available for parents to participate in the school program including back-to-school nights, guidance counseling presentations in AP courses, general course selection, financial aid, and college nights for seniors. Parents are offered a wide variety of communications about the school and their students which include the LHS website, SchoolLoop and Parent Corner e-mails, Leigh's Communication Newsletters, Aeries Gradebook to monitor assignments and grade progress, and SchoolLoop which assists parents and students in monitoring their homework assignments.

Vision Statement: Leigh is an exceptional community that fosters our students' academic and social needs with a supportive and professional learning environment.

Where what matters most to Faculty and Staff includes:

- Motivating students to learn, become independent thinkers, and prepare for a successful future that meets their goals and aspirations;
- Sharing a passion for learning by maintaining professionalism and strived to exceed established standards;
- Support from peers and administrators;
- Smaller class sizes which effectively nurture student learning; and
- The belief that school is a place where connections can be made for all students.

Where what matters not to Parents is:

- By constructing an environment where the curriculum is creative and engaging;
- Where student opinions are valued, and respected; and
- Encouraged LHS will produce confident, self-motivated, independent and successful students.

Where what matters most to Students includes:

- Being prepared for the future while still enjoying the high school experience;
- Leigh is a place where students want to perform their best academically and socially.

MISSION STATEMENT

Leigh High School, in fulfilling the mission of CUHSD, seeks to provide a challenging learning environment enabling students to exceed standards and expectations and to assume adult roles as positive, contributing citizens in a dynamic global society.

To accomplish this Leigh High School will provide students with experience and exposure to a rigorous, meaningful standards-based curriculum and support meaningful development through our Expected Schoolwide Learning Results (ESLRs).

- Effective Communicators who: Use written, verbal and performance based skills and use technology.
- Respectful and Responsible Individuals who: Show respect for individual differences, cultures and each other and are responsible members of the communities to which they belong.
- Community Contributors who: Are positive and active community participants in community service.
- Critical Thinkers who: Are capable problem solvers and informed decision makers that analyze, synthesis, apply and evaluate information and can make connections between subject areas.
- Self-Directed Learners who: Are aware of their actions and their consequences; plan for the future by prioritizing and setting goals; and possess the skills to continue learning beyond high school.
- Collaborative Workers who: Work effectively, actively contribute in a group, and function in a variety of roles.

Opportunities for Parental Involvement (School Year 2007-08)

One of the greatest strengths of Leigh is the outstanding support and involvement of parents. In addition to serving on the School Site Council, many parents are also involved in organizations that directly benefit Leigh students. The Home and School Club 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 Career Center. This organization also provides scholarships to graduating seniors each year. Next year, the Home and School Club is coordinating law enforcement and medical agencies in the community to bring the Every 15 Minutes program to Leigh. This outstanding program had a tremendous impact. The Instrumental Music Parents Association is made up of parents from all instrumental ensembles and auxiliary students. This organization does a great deal of fund-raising and is crucial to the success of the outstanding music department. Center Stage is the parent organization that supports the production of school plays. Parent coordinators assist with all facets of production. The All-Sports Booster Club supports the athletic teams at Leigh. These parents and community members provide concessions at football and basketball games and help support Leigh's athletic program.

Leigh strongly encourages parent and community involvement and frequently informs families about school issues as well as community services and resources. Information concerning attendance, school calendars, and testing dates are regularly mailed home to parents. Information regarding school events, updates from other parent organizations, as well as college and community information is posted regularly on Leigh's website and sent home via SchoolLoop and our Parent's Corner e-mails. Three times a year, critical information on how to access school resources and support programs as well as what parents should anticipate fall, winter and spring is mailed home in Leigh's Communication Newsletter. The school website also provides access to a wealth of information concerning school activities and programs. This year, teachers have been able to post grades and assignments to the Internet, allowing parents and students greater access to information.

Community service clubs such as Key Club and the California Scholarship Federation give students the opportunity to contribute to the community through service. In addition, all seniors are required to complete a community service project in either their American Government or Economics course. The work experience program provides students with the necessary skills and employment opportunities to transition them to the workplace.

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Leigh has well-established relationships with a variety of post-secondary and community institutions. Students looking for career-technical training may enroll in courses through the Central County Occupational Center (CCOC) or one of several on-campus Regional Occupational Program (ROP) courses including accounting, digital photography, drafting or child development. An advisory committee comprised of industry representatives who meet annually to review curriculum in order to ensure that students are receiving up-to-date training supports each ROP course. Guest speakers from various business, industry, labor, and community organizations also help to promote career experiences and awareness.

Contact Person	Contact Phone Number
Gina Nicoletta	(408) 626-3405

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	450
Grade 10	431
Grade 11	434
Grade 12	423
Total Enrollment	1738

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Groups	Percent of Total Enrollment
African American	1.5 %
American Indian or Alaska Native	0.23 %
Asian	8.11 %
Filipino	1.38%
Hispanic or Latino	10.18 %
Pacific Islander	0.17 %
White (not Hispanic)	63 %
Multiple or No Response	15.42 %
Socioeconomically Disadvantaged	1%
English Learners	
Students with Disabilities	10%

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.7	25	23	18	25.1	26	34	5	25.6	25	35	5
Mathematics	31.4	2	15	31	28.4	6	39	4	28.3	7	30	12
Science	31.1	2	17	20	30.2	2	28	10	29.2	8	28	13
Social Science	29.0	5	18	24	29.7	3	35	6	29.9		41	4

III. School Climate

School Safety Plan (School Year 2007-08)

All Campbell Union High School District schools have comprehensive safety plans that are updated, 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 assure the safety of students and staff. All 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, badges are worn by employees, and our plans have been integrated with police, fire and health services procedures to assure a coordinated response at all times. 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 in October.

Leigh demonstrates caring for all students by providing support services, both academic and personal, with professional as well as peer support. The professional support includes SOS (Support Our Students), which provides teen counseling and psychological services. The peer support ranges from Link Crew and Conflict Managers to Homework Center and tutorial. Link Crew serves as a peer "bridge builder" between upper and lower classmen.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	4.7	5.0	7.9	11.8	12.0	13.0
Expulsions	0.5	0.8	0.3	1.2	1.2	0.8

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

All Campbell Union High School District campuses are safe, clean and well-lighted facilities. Built in the middle 1950's to late 1960's, 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, audio-visual and performance and demonstration facilities, specialized learning areas and more are in the process of turning our campuses into schools for the 21st century. Sports facilities, restrooms, and cafeteria facilities have been regularly updated. A wide area network of multiple T1 cables connects all district campuses, where fiber optic cable connects each classroom wing to the Internet, with CAT 5/6 cable to each classroom.

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All areas of all campuses are regularly evaluated for trip-fall, environmental and other safety hazards, a state-of-the-art campus-wide and district wide fire, emergency and communication system is in place, and campuses are cleaned and maintained by both day and night custodial crews whose work is regularly evaluated by both school and district supervisors.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	Yes			
Mechanical Systems	Yes			
Windows / Doors / Gates (interior and exterior)	Yes			
Interior Surfaces (walls, floors, and ceilings)	Yes			
Hazardous Materials (interior and exterior)	Yes			
Structural Damage	Yes			
Fire Safety	Yes			
Electrical (interior and exterior)	Yes			
Pest / Vermin Infestation	Yes			
Drinking Fountains (inside and outside)	Yes			
Restrooms	Yes			
Sewer	Yes			
Playground / School Grounds	Yes			
Roofs	Yes			
Overall Cleanliness	Yes			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Yes		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	69	71	77	360
Without Full Credential	10	12	5	17
Teaching Outside Subject Area of Competence	0	0	0	N/A

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Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web site at <http://www.cde.ca.gov/ndb/sr/tq>.

Location of Classes	Percent of Classes In core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	88.6	11.4
All Schools in District	85.1	14.9
High-Poverty Schools in District	26.7	73.3
Low-Poverty Schools in District	86.4	13.6

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic counselors	4.0	432
Library Media Teacher (Librarian)	0.2	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech / Language / Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials
Reading / Language Arts	Leigh provides adequate, high quality textbooks, novels and instructional materials for all students.	0%
Mathematics	Leigh provides adequate, high quality textbooks, and instructional materials for all students.	0%
Science	Leigh provides adequate, high quality textbooks, and instructional materials for all students.	0%
History – Social Science	Leigh provides adequate, high quality textbooks, and instructional materials for all students.	0%
Foreign Language	Leigh provides adequate, high quality textbooks, and instructional materials for all students.	0%
Health	Leigh provides adequate, high quality textbooks, and instructional materials for all students.	0%
Visual and Performing Arts	Leigh provides adequate, high quality textbooks, instruments and instructional materials for all students.	0%
Science Laboratory Equipment (grades 9-12)	Leigh provides adequate, lab equipment and instructional materials for all students.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,418	\$2,841	\$6,577	\$68,065
District	N/A	N/A	\$6,577	\$63,106
Percent Difference – School Site & District	N/A	N/A	0%	-8%
State	N/A	N/A	\$5,300	\$65,574
Percent Difference – School Site & State	N/A	N/A	-24%	-4%

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Types of Services Funded (Fiscal Year 2007-08)

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. Sources of funding include grants from the City of San Jose to run our after-school Homework Center, grants from Xilinx Corporation through their Educational Ecosystem Program, and donations from parents through our Home and School Club.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,003	\$41,367
Mid-Range Teacher Salary	\$67,239	\$66,967
Highest Teacher Salary	\$84,904	\$85,877
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$112,947
Average Principal Salary (High)	\$122,291	\$123,438
Superintendent Salary	\$178,726	\$185,780
Percent of Budget for Teachers Salaries	40.6%	37.1%
Percent of Budget for Administrative Salaries	5.8%	5.1%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9, through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	65	65	64	52	53	54	42	43	46
Mathematics	34	34	29	23	24	23	40	40	43
Science	59	60	64	46	47	49	35	38	46
History-Social Science	54	51	56	42	43	47	33	33	36

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	38	11	*	29
American Indian or Alaska Native	*	*	*	*
Asian	79	48	76	68
Filipino	56	27	*	55
Hispanic or Latino	46	14	46	44
Pacific Islander	*	*		*
White (not Hispanic)	67	29	68	58
Male	60	31	64	58
Female	68	26	65	54
Economically Disadvantaged	23	5	*	
English Learners	*	*		*
Students with Disabilities	11	4	16	

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov>.

CAHSEE Results by Performance Level for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	77.4	74.5	83.4	64.8	63.9	69.2	51.1	48.6	52.9
Mathematics	72.9	76.7	77.5	62.8	65.2	63.7	46.8	49.9	51.3

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	16.6	52.4	31.0	22.5	34.9	42.6
Male	15.6	58.5	25.9	19.2	35.3	45.5
Female	17.7	45.8	36.5	26.7	34.4	38.9
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*

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Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Asian	16.3	44.2	39.5	5.0	30.0	65.0
Filipino	*	*	*	*	*	*
Hispanic or Latino	27.7	55.3	17.0	48.7	28.2	23.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	12.9	55.4	31.8	18.9	37.8	43.4
English Learners	33.3	44.4	22.2	12.5	37.5	50.0
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students with Disabilities	73.0	27.0	0.0	80.8	11.5	7.7

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf>.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	33.1

Note: scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at API Web page at <http://www.cde.ca.gov/ta/ac/ap>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to the 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 schools.

API Rank	2005	2006	2007
Statewide	9	9	9
Similar Schools	4	4	6

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API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	16	-5	-13	790
African American				
American Indian or Alaska Native				
Asian	34	-2	-10	868
Filipino				
Hispanic or Latino	-1	26	-9	718
Pacific Islander				
White (not Hispanic)	18	-7	-11	797
Socioeconomically Disadvantaged				664
English Learners				
Students with Disabilities			17	542

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	No	No
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web site at <http://dq.cde.ca.gov/dataquest>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	2.3	0.6	2.2	4.7	2.7	4.5	3.1	3.5	4.4
Graduation Rate	95.9	94.4	90.2	89.1	87.2	78.5	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs>. Note: 'N/A' means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	91%	79%	N/A
African American	100%	61%	N/A
American Indian or Alaska Native	0	100%	NA
Asian	97%	90%	N/A
Filipino	75%	61%	N/A
Hispanic or Latino	75%	59%	N/A
Pacific Islander		60%	N/A
White (not Hispanic)	93%	84%	N/A
Socioeconomically Disadvantaged	71%	59%	N/A
English Learners	33%	51%	N/A
Students with Disabilities	72%	44%	N/A

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Career Technical Education Programs (School Year 2007-08)

Leigh's juniors and seniors can enroll in the Central County Occupational Center (CCOC) program. Students take their core academic classes at Leigh in the morning, and then leave campus to attend their CCOC classes in the afternoon. A CCOC student studies vocational programs and earn up to 15 unites of credit per class towards graduation.

Leigh also offers several Career Technical Education courses in Business, Art and Home Economics. These courses include Photography, Child Development, Foods, Media Production, and Digital Design for the Web.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	198
Percent of school's pupils completing a CTE program and earning a high school diploma	81.3%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest>.

UC/USC Course Measure	Percent
Students Enrolled in courses Required for UC / CSU Admission	72.6
Graduates Who Completed All Courses Required for UC / CSU Admission	42.7

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest>.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	2	N/A
All Courses	10	4

XII. Instructional Planning and Scheduling

Professional Development

Leigh teachers have been involved in several types of professional development over the past few years. In August just before the school year began, there were two days of paid training which focused on examining data and closing the achievement gap, Bloom's Taxonomy and higher order thinking skills, and effective use of local resources such as the public library. Over sixty of our eighty-three teachers attended. Last year our instructional emphasis was on writing across the curriculum, with additional collaboration outside the classroom to develop curriculum guides and AP vertical teaming strategies. Specialists in writing across the curriculum and AP vertical teaming led teachers in several valuable sessions of professional development.

Smaller scale versions of staff development occur on collaboration days and during other scheduled meetings as teachers work in departments or small groups to help their colleagues. Examples include SchoolPlan training for departments, SchoolLoop and Aeries tutorials for teachers who need training, and other curriculum-specific coaching.

Funding has allowed three departments to recently attend standards-based conferences that supported the LEA action plan. PE teachers went to sessions on implementing the standards, the art department flew to New York for a national art conference, and our band teacher attended a national music conference in Chicago. In addition, five teachers in the English department attended training sessions in the fall of 2007 on the Step Up to Writing program.

Leigh has made a concerted effort to align its professional development plan for teachers to Campbell Union High School District (CUHSD)'s Local Educational Agency (LEA) Action Plan. With the formation of a Collaboration Team of teacher leaders, Leigh has identified what tools teachers need to maximize student potential, set school-wide goals, and start improving teacher practices in a systematic, unified process.

The primary objective of Leigh's Professional Development Plan is to support highly qualified teachers and close the student achievement gap at Leigh High School. To this end, teachers are collaborating on the scope and sequence of courses taught by multiple instructors; common writing prompts, domains, and rubrics to assess students' abilities; and using proven teaching strategies (LEA Goal #2) that students can transfer from one grade level and course to the next.