

# VISITING COMMITTEE REPORT

## Western Association of Schools and Colleges

### FOCUS ON LEARNING

FOR

### Leigh High School

San Jose, California

Campbell Union High School District

March 31 – April 2, 2008

### WASC Visitation Committee Members

Mr. Joseph D. Mahood – Chair  
Assistant Principal  
Aragon High School  
San Mateo, California

Mr. Don Blasingame  
Teacher  
Terra Nova High School  
Pacifica, California

Ms Trudy Gross  
Director  
Fremont Union High School District  
Sunnyvale, California

Mrs. Elmena Nelson  
Vice Principal  
Keema High School  
Sacramento, California

Mr. Robert Reibenschuh  
Assistant Principal  
American High School  
Fremont, California

Mrs. Henrietta Sakamaki  
Associate Superintendent  
San Leandro USD  
San Leandro, California

## **Chapter One**

### **Student/Community Profile and Supporting Data**

#### *Demographic Data*

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 a residential community of mostly single family homes in the Los Gatos foothills, Leigh serves a community of middle to upper-middle class students in the heart of Silicon Valley. 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. The school currently houses 1760 students; a number has been relatively consistent for the last six years. The school demographics show a student body consisting of 63.5 % White, 6.9% Asian, 9.4% Hispanic, 1.7% African-American, 1.2% Filipino, 0.2% Pacific Islander and 0.5% American Indian or Alaska Native, and 16.8% multiple ethnicities or no response. Forty-nine percent are female and 51 percent are male. These percentages have held relatively steady since the last WASC self-study.

Leigh also serves a large Special Education population through its Resource, Special Day Class, and Emotionally Disturbed programs. Maintaining an average class size of thirty students, Leigh provides a comprehensive curriculum that includes instructional programs designed for college-bound, Special Education, and vocational students.

Advanced Placement (AP) instruction is offered in Chemistry, English, US History, European History, American Government, Studio Art, Spanish Language, French Language, Physics, Biology, Calculus, and Music Theory. Leigh also offers seven honors classes: English 1-4, World History, Biology, and Chemistry. Our AVID program (Advancement Via Individual Determination) has been in place for over four years, so we now have four AVID classes, one for each grade level. The Central County Occupational Center (CCOC) offers interested students a variety of vocational training in areas such as multi-media, cosmetology, managerial accounting, electrical maintenance, and auto body repair. All high school students in the county's Deaf and Hard of Hearing (Deaf/HOH) program attend classes at Leigh, some of whom take sheltered classes with other Deaf students, but many of whom are mainstreamed into classes with Leigh's hearing population.

In 2006, 386 seniors were eligible for graduation from Leigh High School, 45.2% of whom met the UC system's 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 about their future plans at the time of graduation.

Over the past few years, Leigh has focused its efforts on building teachers' capacity for using research-based strategies and students' ability to maximize those strategies. The 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 schoolwide goals and incorporate feedback from 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. Because 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 students' 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 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 ESLRs.

Student government is a significant part of the extra-curricular student activities of Leigh High School. The students involved are elected by their peers and foster community amongst students and staff. A subgroup of this organization is Leigh's Student Congress where diverse representatives are chosen from each sixth period class. These congress meetings promote discussion, planning, and publicity for campus activities.

Leigh High School's athletic program has thirty-five sports teams for girls and boys during every season and has 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 pride in balancing their rigorous academic program with competitive sports.

One of the strengths of Leigh High School is the 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 and Career Center. The Instrumental Music Parents Association (IMPA) is made up of parents from all instrumental and auxiliary ensembles. This organization does a great deal of fundraising 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.

Numerous opportunities are available for parents to participate in the school program including back-to-school nights, guidance counseling presentations, general course selection, AP information night, financial aid, and college nights for seniors. Parents have access to many forms of communication to keep track of their student and school events. These include the LHS website, School Loop and Parent Corner emails, Leigh's Communication Newsletters, Aeries Gradebook to monitor assignments and grades, and School Loop, where teachers post daily homework assignments.

The staff consists of 83 teachers, eight administrators three of which are counselors, nine instructional aides in Special Education and eight classified clerical staff. Additionally, Leigh is home to the Santa Clara County's Deaf and Hard of Hearing Program (Deaf/HOH) for high school students which have 4 teachers three instructional aides and fifteen sign language interpreters. To assist with campus security, a San Jose Police Department officer is assigned to the campus five days a week.

## DATA FROM THE SELF STUDY (sample of CST data only)

### I. Demographic Information Student Enrollment - Grade Level Student Enrollment - Racial and Ethnic

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	428
Grade 10	449
Grade 11	450
Grade 12	303
<b>Total Enrollment</b>	<b>1730</b>

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	29	1.7
American Indian or Alaska Native	8	0.5
Asian	119	6.9
Filipino	20	1.2
Hispanic or Latino	162	9.4
Multiple or No Response	291	16.8
Pacific Islander	3	0.2
White (Not Hispanic)	1098	63.5

### Suspensions and Expulsions

	School		
	2006	2005	2004
<b>Total Enrollment</b>	1,730	1,776	1,729
<b># of Students w/ unexcused absence or tardy 3 or more days (truants)</b>	750	820	234
<b>Truancy Rate</b>	43.53%	46.17%	13.53%
<b>Number of Suspensions</b>	87	61	40
<b>Number of Expulsions</b>	14	9	10

### II. Academic Data

#### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	62	65	65	50	52	53	40	42	43
Mathematics	31	34	34	22	23	24	38	41	40
Science	57	58	58	43	43	42	26	28	31
History-Social Science	56	54	51	44	42	43	32	33	33

### API – School-wide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data				API Growth Data		
	2004	2005	2006		From 2004 to 2005	From 2005 to 2006	From 2006 to 2007
Percent Tested	98	99	99	Percent Tested	98	99	99
API Base Score	747	773	808	API Growth Score	773	789	803
Growth Target	3	1	A	Actual Growth	26	16	-5
Statewide Rank	9	9	9				
Similar Schools Rank	2	4	4				

### API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

		API Base Data					API Growth Data		
		2004	2005	2006			From 2004 to 2005	From 2005 to 2006	From 2006 to 2007
Asian	API Base Score	843	848	880	Asian	API Growth Score	848	882	878
	Growth Target	A	A	A		Actual Growth	5	34	-2
Hispanic or Latino	API Base Score	653	676	701	Hispanic or Latino	API Growth Score	676	675	728
	Growth Target	2	1	1		Actual Growth	23	-1	27
White (Not Hispanic)	API Base Score	749	778	815	White (Not Hispanic)	API Growth Score	778	796	808
	Growth Target	2	1	A		Actual Growth	29	18	-7

### AYP All Criteria – School-wide

Schoolwide	School			District		
	2005	2006	2007	2005	2006	2007
Overall	Yes	Yes	Yes	Yes	Yes	No

### AYP Participation Rates and Proficiency Levels – School-wide and Subgroups

Subgroups	School			District		
	2005	2006	2007	2005	2006	2007
All Students	Yes	Yes	Yes	Yes	Yes	No
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	Yes	Yes	No

### Dropout Rate and Graduation Rate

	School			District			County		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Enrollment (9-12)	1,729	1,776	1,730	7,500	7,803	7,721	73,839	76,122	77,392
Number of Dropouts	16	40	11	119	363	209	1,547	2,773	2,717
Dropout Rate (1-year)	1.0	2.3	0.6	1.6	4.7	2.7	2.1	3.6	3.5
Graduation Rate	97.1	98.1	98.8	96.2	98.3	99.3	91.7	88.4	86.5

### III Class Size

	# of Classes Size	Leigh Average Class Size	District Average Class Size
Schoolwide	337	29.6	26.8
English	64	26.7	23.9
Mathematics	44	32.4	29.0
Science	35	31.9	28.8
Social Science	34	32.1	28.8

#### IV Post-Secondary Preparation (Secondary Schools)

##### Advanced Placement Test Results

	2004-5	2005-6	2006-7
<b>Grade 11 &amp; 12 Enrollment</b>	344	853	853
<b>Number of Test Takers</b>	193	232	220
<b>Number of Exams taken</b>	408	420	434
<b>Percent Score of 3 or more</b>	72.3	64.0	80.0

##### Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
385	177	46.0

##### SAT Reasoning Test

	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>Grade 12 Enrollment</b>	382	427	403	1,756	1,760	1,842	409,576	423,289	441,198
<b>Percent of Grade 12 Enrollment Taking Test</b>	52	66	59	41	45	43	36	37	37
<b>Average Verbal Score</b>	543	531	544	524	523	530	499	495	493
<b>Average Math Score</b>	561	551	563	539	542	551	521	516	513
<b>Average Writing Score</b>	*	534	545	*	526	526		495	491

## Chapter Two Progress Report

### *History of WASC Visitation and Review:*

- Leigh High School was reviewed in 2002 and received a six year accreditation.
- Leigh High School completed a progress report in 2005.
- Leigh High School has completed its self study and will be visited March 31<sup>st</sup> to April 2<sup>nd</sup>, 2008.

Since the last full WASC visit in 2002, there have been many changes to the Leigh staff. Fifty-four percent of our teachers are new to the school since 2002. Most of the turnover has been equally distributed throughout departments, except in the case of PE, where all but one of the current five teachers are new in the last six years. In the Music Department, there have been some significant changes in staff that have affected the program. Since 2002, there have been three instrumental music directors. Although the band program continues to thrive, the change in leadership has required some adjustments for students, parents, and curriculum. The choir program, on the other hand, has undergone an extreme transformation as the choir director of three decades retired in 2005. For the two years following his departure, Leigh had part-time teachers during which both the quality of the program and enrollment dropped. This year there is only one section of choir. However, the current choir teacher is a veteran of the profession who is already turning the program around and rebuilding Leigh's Vocal Music Department.

The school's administration is also relatively new. Our Vice Principal joined the faculty in 2004, and our Principal came to Leigh in 2006. Both the Principal and Vice Principal were hired from outside the district and are committed to creating structures to support teacher professional development, student achievement, and parent involvement. Both of our Deans are new to Leigh since 2002, and one joined the staff this year. The guidance counseling office has experienced the most significant change, however, with a full turnover since 2002 and the addition of a new counselor in the middle of the 2006-2007 school year.

### **Critical Areas for Growth**

Leigh's current self-study has revealed that the 2002 WASC Action Plan was not well known to the staff as a whole, nor was it regularly revisited over the past six years. This was due in large part to the Action Plan being driven primarily by a single personality, turnover in administrators who were more familiar with the plan, and the loss of state funding for technology. Since 2004, however, the School Site Council has stabilized and is now an integral oversight body of Leigh High School.

#### **1. To develop and implement interdisciplinary collaboration to enhance student learning.**

The most significant change was the implementation of a new bell schedule in 2004 with two built-in collaboration days every six weeks. On these days, the faculty meets two days in a row for seventy minutes each day to work together. The format of the collaboration days has typically been full-faculty collaboration on day one, followed by departmental collaboration on day two. A Collaboration Team made up of teachers was established starting in the 2006-07 school year. The Collaboration Team works with the administration to plan collaboration time and professional development. The teachers represent

a cross-section of departments and express their departments' wishes for specific types of collaboration and professional development.

Regarding the specific tasks from the 2002 Action Plan, only the first task, "Build time into the block schedule," has been done.

## **2. Continue the implementation of technology in classrooms.**

Since 2002, the district has provided the infrastructure to allow Leigh staff to use new types of technology not only for directly teaching students, but also to communicate with parents and colleagues and handle administrative tasks with efficiency. From 2002 to 2004 the school subscribed to Edline, a website where teachers could upload grades directly from the electronic gradebook GradeQuick and also post homework assignments. In 2004 teachers began using Aeries Gradebook to keep track of grades. In spring 2005, Leigh teachers began using a new website called School Loop. School Loop allows teachers to post their grades, class notes, and test dates, and also serves as a communication tool between teachers, students, and parents. Over 90% of Leigh teachers are currently using School Loop to keep their students "in the loop" about homework and class work; the site emails students their homework assignments every afternoon. Additionally, parents can register to receive these homework emails as well as all school communications.

In spring 2005, the district provided every classroom with a teacher computer workstation. In the fall of 2006, teachers began taking attendance on their computers using the Aeries system.

**3. Establish levels of performance for ESLR achievement in each curricular area.** Tasks: Leigh revisited the ESLRs in 2007 to revise and update them; many of our new teachers were seeing them for the first time.

Because ESLRs are at the foundation of a meaningful high school education, Leigh recognizes the need to fully incorporate them into the culture. This task will be included in the 2008 Action Plan and is already starting to be addressed in the curriculum guides that teachers have been developing since the summer of 2007.

## **4. Articulation with Feeder Schools**

On a collaboration day in the Spring of 2006, Leigh faculty went to one of our feeder schools, Union Middle School, to begin the process of articulating. Some departments have attempted to initiate articulation in small groups but have experienced varying degrees of success. More often, individual teachers have been able to make informal contact.

## **5. Guidance Services**

During the 2006-07 school year, Leigh was able to hire a new full time guidance counselor, which decreased the ratio of students to counselors. Counselors have added several parent information nights to the school schedule. Parent education now includes Back-to-School Night, AP Information Night, 8th Grade Parent Night, and 11<sup>th</sup> College Night, 9<sup>th</sup>/10<sup>th</sup> Grade College Night, and several college application nights including financial aid at West Valley College.

## **6. Other Action Areas**

Since our current Vice Principal joined the staff in 2004, the staff has become increasingly adept at examining and understanding data and its implications. The Vice Principal has made this a priority, and it is now a cultural norm to study data and discuss student achievement. Our VP makes a point of including an update on data at every faculty meeting. Department Chairs routinely analyze student achievement data at their monthly meetings, and the Collaboration Team makes recommendations for professional development based on analysis of Leigh's strengths and growth areas.

## **Chapter 3 Self-Study Process**

Leigh High School teachers engaged in an in-depth review of assessment data in preparation for their Self-Study. Other stakeholders were surveyed and the document was reviewed by the School Site Council. Many instructional aides were involved in the process. Other classified staffs were not involved in the Self-Study.

On the California Standards Test (CST), at least 60% of Leigh students score proficient or advanced on English-Language Arts, Summative Math, Biology, and Life Science. The high ELA scores reflect the staff's focus on writing across the curriculum since 2006. The scores also reflect the English department's concentration in recent years on skills-based learning. Students taking the Summative Math test as juniors are high achieving students who excel in advanced courses such as Trigonometry/Pre-Calculus, AP Calculus, and AP Statistics. Biology test scores reflect the Biology teachers' concerted effort over the past several years to map the course's curriculum.

Leigh's recent test scores showed a significant achievement of the Hispanic/Latino subgroup. In 2004, Leigh's Latino students' API score was 653. By contrast, in 2007 they scored 728 for a four-year gain of 75 points. Growth between 2006 and 2007 alone was 27 points. We attribute this dramatic gain in achievement to Leigh's move to open enrollment in 2005-06. Over the past three years, Latino enrollment in honors and AP classes has increased, thus exposing these students to an advanced curriculum. Latino students have embraced Leigh's rigorous curriculum at all levels and demonstrated their success on the CST.

While the data demonstrate that progress at the school is both goal-directed and quantifiable, areas of concern continue to include items identified during the last WASC self-study. Disaggregated data shows wide disparities between success rates for Students With Disabilities and Asian students on the various California Standards Tests (CSTs). Two major questions were identified by Leigh with regard to their CST scores: lower level math students' achievement on Algebra 1 CST, as well as sophomores' and juniors' Geometry CST and juniors' Algebra 2 CST; what are to best practices to teach World History and US History to cover the standards and prepare for the CST exam. A significant gain in API scores was attributed to a move to open enrollment and the increase in AP enrollment.

A significant percentage of parents are dissatisfied with the counseling staff's academic planning services and the number and type of electives offered at Leigh.

Based on teacher survey responses, it is clear that many faculty members feel like Leigh's efforts at incorporating collaboration and professional development have not been adequate.

The Expected School-wide Learning Results are communicated to students, parents, and staff through the school web page and written communications. The ESLRs are considered by teachers in the development of curriculum units and methods of assessment. The school does have a systematic approach to data collection, analysis, and distribution to quantify student achievement of the ESLRs though there is a systematic approach to data collection, analysis, and is investigating the use of common assessment with the development of Curriculum Guides.

## **EXPECTED SCHOOL-WIDE LEARNING RESULTS**

### **Lifelong Learners who:**

- Possess the skills to continue learning beyond high school
- Are motivated to learn on their own

### **Effective Communicators who:**

- Speak, write, and use technology to communicate well
- Work well collaboratively

### **Individuals of Integrity who:**

- Are aware of and personally responsible for their actions

### **Global Participants who:**

- Show respect for individual differences, global cultures, and the world around them
- Contribute positively and responsibly to their communities

### **High-Level Critical Thinkers who:**

- Make connections between subjects
- Analyze, synthesize, apply and evaluate information
- Solve problems capably and make informed decisions

## **CHAPTER IV: QUALITY OF THE SCHOOL'S PROGRAM**

### **PART A: What Currently Exists.**

#### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

**A1. *To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?***

*To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?*

Over the past four years, faculty at Leigh High School has begun to collaborate more regularly and collaboration days have been built into the schedule: two days every six weeks. Between 2004 and 2007, a group of teachers met informally every month to discuss teaching methods and to refine their teaching strategies, and departments used collaboration days over the past two years to address their specific needs. Periodically, the administration holds prep period meetings, during which small groups of teachers meet to share and discuss high yield teaching strategies. The WASC self-study process has been an exercise in cross-curricular collaboration and an opportunity for teachers to learn what other departments are doing. The team has now set to work in planning the collaboration days remaining in the 2007-2008 school year. Collaboration within departments is well-established, especially between teachers with common courses and between new teachers and their mentors; mentors periodically observe new teachers and work with them to improve their teaching. One new teacher shared that he has received strong support from the members of his department as well as the district mentor teacher, through BTSA, who has knowledge in his content area.

To ensure that the actions of the leadership and staff focus on successful student learning, this topic is discussed at most leadership meetings such as Department Chair meetings, the District Site Leadership Team (DSLTL) meetings, Collaboration Team meetings, WASC Focus Group and Home Group meetings, and School Site Council. Weekly Administrative Team meetings include discussions and strategy sessions to improve student learning. This review of how leadership affects student learning is ongoing and solidly integrated into school culture. During the 2006-2007 school year the School Site Council voted to increase the number of parents and teachers who serve on the council, within legal limits. In spring 2007 the County Office of Education shared a presentation with Leigh's School Site Council clearly explaining its role, rules and policies, and procedures. New members reviewed handouts from the presentation in fall of 2007 to ensure a smooth transition into the new year.

When Leigh's ESLRs were first developed in 2001-2002, they were developed without consideration of the Board's policies. In 2005, however, the district went into program improvement (PI) and as part of PI, the Assistant Superintendent for Curriculum and Instruction created an LEA action plan in conjunction with the Santa Clara County Office of Education (SCCOE). When the Mission and Vision were revised in 2005, the goals were aligned with the district's LEA action plan, which in turn was aligned with the board's policies. When the ESLRs were revised in spring of 2007, a draft was taken to the School Site Council for their review and approval, and the Mission, Vision, and ESLRs were presented to the school board on February 7, 2008. Each school has a specific board member each year who liaises with the school to attend School Site Council meetings, parent booster meetings and home

and school club meetings; provide updates regarding construction, bond measures and parcel tax; attend events such as sports and performances; and have an intimate association with parents.

The Self-Study presents a clear picture of the work the Leigh staff has done with all their constituent groups to capture their input and align it with school, district and state standards/expectations. During the spring of 2006, the School Site Council worked to revise the Vision and Mission Statements. This revision reflects the mission, vision, and goals of the district's strategic plan. In the spring of 2007, Home Groups involved in Leigh's WASC Self Study further considered the mission and vision statements and made slight changes to best reflect Leigh's current goals.

### **Vision Statement**

Leigh High School 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 is:*

- 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 striving to exceed established standards
- Support from peers and administrators
- Smaller class sizes which effectively nurture student learning
- The belief that school is a place where connections can be made for all students

*Where what matters most to Parents is:*

- Constructing an environment where the curriculum is creative and engaging
- Valuing, respecting, and encouraging student opinions
- Producing confident, self motivated, independent and successful students

*Where what matters most to Students is:*

- Being prepared for the future while still enjoying the high school experience
- Motivating students and teachers to do their best through school spirit and unity

### **Mission Statement**

Leigh High School seeks to provide a challenging learning environment, enabling students to exceed standards and expectations and to grow into positive, contributing citizens in a dynamic society. To accomplish this, Leigh High School will expose students to a rigorous, meaningful, standards-based curriculum and support their continued development through our Expected Schoolwide Learning Results (ESLRs).

### **Expected School-wide Learning Results**

In May of 2007, teachers and administrators revised Leigh's six-year-old ESLRs. The process began in department Home Groups where staff reflected on the existing ESLRs, discussing these questions:

- Why do we have ESLRs? Why are they important?
- What life skills should Leigh graduates have acquired to thrive in the world beyond high school?
- What are the most important things (beyond curriculum-specific knowledge) I want my students to learn by the time they graduate?
- How would I describe the ideal Leigh graduate?
- How can I take my idea of the "ideal graduate" and describe that with 4-6 expectations?

The WASC Coordinator compiled the results of Home Groups' discussions and presented a revision to the staff at the next faculty meeting for further feedback. Leigh is to be commended for taking an

innovative suggestion from the Social Science Home Group to convert the ESLRs into a mnemonic using LEIGH. Leigh students will be:

**Lifelong Learners** who:

- Possess the skills to continue learning beyond high school
- Are motivated to learn on their own

**Effective Communicators** who:

- Speak, write, and use technology to communicate well
- Work well collaboratively

**Individuals of Integrity** who:

- Are aware of and personally responsible for their actions

**Global Participants** who:

- Show respect for individual differences, global cultures, and the world around them
- Contribute positively and responsibly to their communities

**High-Level Critical Thinkers** who:

- Make connections between subjects
- Analyze, synthesize, apply and evaluate information
- Solve problems capably and make informed decisions

Members of the focus group on Organization shared that in the past the ESLRs were posted in classrooms and nothing happened; concerns included that the statements were too wordy. Using the LEIGH mnemonic resonates more with students and staff; the statements are succinct and inspiring. Teachers shared that the re-visioning has helped many staff members realize that teaching is not just about their subject matter, they have a responsibility to developing the whole child. The language in the ESLRs sets the mood for the class, is an easy reference in daily teaching and is utilized within lessons and in reviewing concepts: “What type of communicator are you?” Students see the skills practiced in class and through teacher collaboration; the skills are regularly modeled. Students commented that teacher collaboration is evident between English and social studies as the novels often correlate with the time in history that is being covered. Within special education the focus on life skills and workforce development are a perfect pairing with the ESLRs. The staff uses the curriculum to provide students with real world examples: reading the newspaper fosters being a lifelong learner. A parent shared that this is the first year she has ever heard her students talk about the ESLRs at home and the feedback has added to their experience at Leigh. An article on the WASC process, featuring the ESLRs, was in the newsletter that was mailed to all families in March and is also available on the school web-site. The information is posted on the school website and in most classrooms. The ESLRs were created by teacher agreement and have become innate in their daily practice. The staff feels that the action plan and their work on curriculum guides will ensure that the efforts to embed the ESLRs into the school culture will continue over the next 6 years. The curriculum guides are a district initiative and each school will personalize theirs based on the ESLRs for their school.

***A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?***

***To what extent does the governing board delegate implementation of these policies to the professional staff?***

***To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?***

Leigh teachers, the Vice Principal, and the Principal participated in the district’s 9th and 10th Grade Task Force this fall; final recommendations were given to the Superintendent. Other Leigh faculty will

also play an important role in the 9th and 10th Grade Implementation Task Force. This spring members of the Task Force will be attending a selection of the exit interviews that occur for each 8<sup>th</sup> grader. The students present a final project that emphasizes their three years at the middle school. This information will be tied into incoming students preparation to integrate into Leigh and the ESLRs as embedded in the school.

Over the past few years Leigh has integrated a number of technologies into the school system: Aeries, School Loop and SChoolPlan. Teachers reflected that these additions have been very positive and provide a direct link for parents; particularly from an activities point of view. This connection has decreased phone calls from parents and made the calls more specific in nature: "I saw the grade in Aeries, what's going on there." Parents have also used Aeries to follow attendance and catch any inaccuracies. The systems also force students to be more accountable for their time. School Loop is used to email students about homework and discussion boards. Students are provided more direct access to their teachers and feel that they can email and check in on progress, questions on assignments, etc. When teachers make personal contact with a parent, they encourage registration and usage of the technologies. Implementation is still in its infancy and continues to expand. The focus group stated that there are families, although not a large number, who do not have technology access in the home so traditional methods are still in place: Friday cards, grades mailed home, phone calls, school newsletter. Computers are also available to students within the classrooms and the library. In addition there are only a few non-English speaking parents. Resources include the principal, who is bilingual in Spanish, and the district English Language Development (ELD) coordinator.

***A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?***

***To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?***

The departments have been using collaboration days to work on curriculum guides. English teachers looked at textbooks, aligned teaching to hit benchmarks each 6 weeks and focused on skills and standards, not novels. The 11<sup>th</sup> and 12<sup>th</sup> grade English curriculum guides will be completed by the end of summer 2008. The social science department has had challenges in implementing the guides so they have focused on fine tuning the activities across the year in order to decrease the feeling of running out of time towards the end of the year. Special Education is increasing inclusion year by year so they have been meeting as a department as well as sending teachers and instructional assistants to collaborate in other departments. These guides are seen as a work in progress and are continuously being revised. The next step is to monitor teacher implementation and overall effectiveness. A new teacher reflected on what a benefit it was to have the guide to assist in planning the year as well as unit by unit. The Leadership Team encourages freedom and flexibility as teachers don't want to be lock step. The curriculum guide process has fostered a lot of sharing and everyone has been amendable to the process. Leigh has been utilizing data as a regular practice over the last 4 years. This informs both programmatic and staff development decisions. For instance, last year Writing Across the Curriculum was a focus based on performance on the STAR. Many teachers really hadn't done this before so this process had added to the teacher's process and education. For example, a teacher reflected that she now understands the importance of not just passing the CAHSEE but also reaching proficiency. As the data process got underway, teachers recognized that curriculum guides were needed. Leigh's desire for this process drove the district-wide implementation.

During the focus group meeting, staff initiated discussion on how information from the STAR testing is being utilized. In science the collaboration meetings focus on data: STAR information is used to see student strengths and weaknesses, which in turn is used to focus on units of instruction. Another area teachers have reviewed is to compare progress on the STAR with class grades: there are a number of students who receive Ds and Fs while scoring proficiently. Many teachers have instituted their own remediation options for students: contract to come to tutorial twice per week in order to confirm information, make-up work and re-take quizzes. These steps have assisted students in raising their grades.

Departments meet individually to develop curriculum guides in order to ensure that all teachers within a subject area are addressing all the standards. The curriculum guides have also proven helpful for new teachers so they have a rough timeline to base their instruction on. Department Chairs further help to unify teachers by ensuring that teachers within the same subject area are meeting standards with their instruction by referring to the curriculum guides developed by the staff members. Over the past summer, teachers from the entire district met to further align the curriculum guides within the same content areas. These guides are available on Leigh's website where all Leigh teachers can access them. Administrators and Department Chairs perform classroom walk-through visits (CWT) to watch the high-yield instructional strategies shared in collaboration in action. Departments also follow-up informally regarding the use of new strategies learned in professional development. The district's New Teacher Program and Leigh's departments support new teachers with workshops and strategies.

Leigh has a structure in place for communicating and planning. There is a clear flow of information from the administration to Department Chairs and from Department Chairs to their departments. This structure is well respected and well established. The Department Chairs have an excellent working relationship with the Principal and Vice Principal, and chair positions are taken very seriously by staff. The CHSTA site representatives do an excellent job of representing and assisting faculty members in case of conflicts between teachers and administrators or teachers and parents. Teachers generally use their department chair as a first point of contact to resolve differences within the department.

**A4. *To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?***

Leigh does its best to attract and hire highly qualified teachers who are a good fit for the school. There are 83 teachers, some part time, and eight administrators. All teachers are required to have a credential or be in an intern program, and all of Leigh's teachers are highly qualified according to No Child Left Behind criteria. The administration has made a concerted effort to include Department Chairs and teachers in the entire hiring process—paper screening, interviews, and final selection. Twelve of the sixteen current new teachers have three or more years of teaching experience. Nearly 40% of staff members have a Master's Degree, and a large percentage, 42.7%, have a bachelor's degree plus 30 additional semester units. Over 85% of the teachers have a full credential, with most of the others working on university intern credentials. Over 83% of the teachers have at least two years of experience in the classroom, with the average number of years teaching at 11.9. The average teacher has been in the district for over nine years. The Vice Principal is a National Board Certified teacher.

The Vice Principal works closely with Department Chairs to assign highly qualified teachers to teach intervention courses, foundational courses and critical grade levels. Almost all teachers at Leigh teach more than one prep—a foundational course paired with an honors or upper level course in their content area. Most of the teaching staff in English is assigned at least three preps. More than half of the department teaches English 1, a fundamental course for all high school students. Elective teachers are

highly diversified and meet the needs of their students as well as their small departments. Teachers are encouraged to attend professional development seminars outside of Campbell Union High School District to expand their repertoire and prepare to teach new courses. In the CUHSD, all Advanced Placement (AP) teachers are required to get College Board training to teach an AP course.

***A5. To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?***

The administration and staff at Leigh High School frequently work together to design curriculum and professional development sessions that help students achieve the ESLRs and academic standards. The Collaboration Team is a group of teachers who work together to design the curriculum for staff professional development days and collaboration periods. Leigh's curriculum is designed to improve both student and teacher performance by aligning curriculum with state standards. Based on data, the administration and Collaboration Team determine professional development needs. Major areas of professional development have been writing across the curriculum, scope and sequence including the development of curriculum guides (evidence is stored on the school website which provides access to all constituencies) and benchmark tests, and vertical teaming. Resources are allocated based on school goals for student learning. Students reflect that they are provided materials and resources to complete their work: textbooks, computers, research materials. With teacher input, the administration also determines material needs to support teaching and learning. Funds have most recently been used to drastically update on-campus technology and conduct professional development. The administration in conjunction with the district is currently revising the procedure for acquiring instructional materials so the system is efficient, equitable, and expeditious. Over the past two years, departments have received support for the purchase of most requested items. This support underscores the work that Leigh has been doing in curriculum development.

There has been individualized staff development for those teachers utilizing Apangea, PLATO, Accelerated Reader and Accelerated Math. The teacher implementing PLATO has received training on the CAHSEE modules. Implementation of Apangea is new and ongoing. Teachers have visited other campuses that utilize the program and vendors have come to campus. Accelerated Math is being used within Algebra recovery: students who have failed Algebra I remain enrolled for semester 2 as well as were offered the opportunity to enroll in Algebra recovery 1 hour per day, 4 days per week. Next year the plan is to have Accelerated Math integrated in all Algebra I sections as a progress check every 6 weeks. This immediacy is hoped to target additional support for struggling students "in the moment".

***A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?***

Sections of the school have been remodeled over the past few years, including a science wing, the music wing, most classrooms, the athletic fields, the football field, and the track. Bleachers in the gym were replaced, and stadium lights were added to the football bowl. There are plans in place to build a new snack shack for the football bowl and surrounding athletic areas within the next year. There are also plans over the next few years to renovate the locker rooms, library, offices, cafeteria, quad, and the last two wings of un-renovated classrooms on the north side of campus, as well as to build a theatre. New classrooms and portables feature air conditioning (AC), but most classrooms do not have AC. LCD projectors were ceiling-mounted in all renovated rooms in the fall of 2007, and the remaining un-renovated classrooms were supplied with LCD projectors on a cart. School pride is very evident.

Leigh students reflect that they are provided an environment that supports their interests and future goals. The school schedule supports student learning by offering additional opportunities for support: 0, 4<sup>th</sup> and 8<sup>th</sup> periods. Students like the block schedule because it allows them more time to work on each class's homework, and many students take advantage of a morning tutorial period to get attention from their teachers. Students shared that they experience that open dialogue is encouraged within the classroom. The teacher will pose a topic and provide an opportunity for students to lead the discussion content and direction. Homework is seen as reinforcing topics covered in class and that the amount of time required completing the work is reasonable. Teachers are seen as flexible in supporting student's needs in balancing between class assignments and other commitments they may have on-campus and in the community. Tutorial is utilized as a time to catch-up on work and connect with a teacher. However, the 7:50 a.m. timing does limit the number of students who are willing to get up or able to arrive at school. A benefit is that there are two tutorials in the schedule, which provides time to connect and catch-up before the class meets again. Advancement Via Individual Determination (AVID) is seen as a positive option to support students. The guidance staff is seen as being very responsive and supportive; lessons taught in class are very helpful to plan out high school and consider post-secondary options. Students feel the staff is over-whelmed by their responsibilities and that the school would benefit from another counselor. "It's so obvious how dedicated teachers are to us. You can see them sitting at their desk waiting for students." Teachers are always asking "What can I do to make learning better for you?"

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources that need to be addressed to ensure quality education for all students.**

- Leigh's Mission and Vision Statements and ESLRs are aligned with the district's LEA action plan.
- The ESLRs are becoming embedded in the culture and practices at Leigh.
- Collaboration days are built into the bell schedule to facilitate collaboration.
- The school board's policies are clear, and there is a strong link between the administration and the governing board.
- School Site Council oversees Leigh's Single School Plan.
- There are plenty of funds for professional development and flexibility in their use.
- There is strong support for new teachers through the BTSA program – New Teacher Project
- Growing emphasis on curriculum guides and benchmark tests which focus on state standards and achievement.
- Data driven decision making.

**Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources that need to be addressed to ensure quality education for all students.**

- Develop a distinct system for measuring the effects of professional development.
- Create a more transparent budget allocation procedure.
- Ensure communication with all families, in particular non-English speakers and those who may not have access to technology in the home.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

Self Study Document  
Organization Focus Group Meeting  
Classroom observations  
Leadership team meetings  
Student Focus group meetings

## **CATEGORY B. STANDARDS-BASED STUDENT LERNING: CURRICULUM**

**B1. *To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? That is, through standards-based learning (what is taught and how it is taught), how are the ESLR's accomplished?***

The academic standards are utilized by all departments to support student learning. Leigh staff uses standards-based textbooks in designing their classroom lessons. The district is currently in the process of developing curriculum guides which will be aligned to California state standards, especially in the core subject areas. The English teachers have done more in-depth work by developing standards-based curriculum guides for each grade level. Leigh teachers reported in Focus Group meetings that their departments are at various stages in the development of their subject curriculum guides. The Visiting Committee observed ESLR's in all of the classrooms. Additionally, Leigh staff plans to incorporate ESLR's into the new curriculum guides.

To assess the implementation of standards and the new ESLR's Leigh's administration and faculty examined representative samples of student work and conducted "snapshots" in the classrooms to observe student engagement in learning. Administrators conducted classroom walkthroughs to observe and tally instructional strategies being used. The information collected during these observations was shared with faculty. Additionally during prep periods, staffs share student work across the curriculum. This school year the English department has administered benchmark testing to select anchor papers for each grade level. By using rubrics, the teachers can determine the success of the curriculum in a more coherent manner. During Focus Group interviews, teachers commented how the data was useful and that they modified their instructional program based on the data. This spring, the Social Sciences Department is also beginning to implement benchmark testing. Chemistry and Biology teachers are also developing common assessments

Leigh teachers have studied research and data during their staff and department meetings in order to address areas of need to improve instruction for all students. During the past three years the faculty has used Robert J. Marzano's book as a guide in differentiating instruction and high-yield teaching strategies. Regular collaboration has allowed teachers to build strategies into their curriculum lessons that increase student engagement. The Curriculum Focus Group shared how teachers have used differentiated instruction by presenting their assignments in four different ways, giving students choice to select which method they wish to do their assignment. Visiting Committee observed teachers using various strategies of curriculum presentation.

According to Leigh's Self-Study, their students participate in a large number of AP and Honors courses, comprising 30% of the passing AP scores district wide. In the past two years, over 200 students have taken over 400 AP tests. In 2007, students scored a 3 (passing grade) or above on nearly 80% of the tests they took. Beginning this school year, Special Education students are now more integrated into mainstream classes. Collaboration between special education and general education teachers is increasing through the implementation of the inclusion model. Both special education teachers and instructional aides reported during Focus Group meetings that special education students are being challenged by participating in mainstream English and Math classes.

Leigh does not have an ELD program since the district provides ELD programs at three other district high schools. However, there are currently 56 identified EL students at various levels who attend Leigh because their parents wanted them at their local school. Of these identified EL students, 28 are

achieving below a 2.0 GPA and are being monitored. These identified EL students do not have a separate support class. The district is currently studying how they will provide support for all EL students who are not in their district ELD program.

Although some teachers do discuss curriculum and share resources, there is no formal integration among disciplines. As indicated in the teacher survey, the majority (70.2 %) of the teachers agree that interdepartmental collaboration is an area of improvement. The administration has made modifications based on teacher comments to provide “nuts and bolts” information during the faculty meeting prior to collaboration days. This modification provides more time dedicated to teacher intra and interdepartmental collaboration. Furthermore, the administrative team has agreed that future collaboration days will allow time for departments to discuss curriculum and share resources.

As indicated in the Leigh Self-Study, the faculty recognizes the need to participate in more articulation with their feeder schools to discuss expectations, texts and assignments. Some departments have met with feeder school teachers. For example, the Science teachers have met with middle and elementary teachers to discuss an Ecosystem grant program. To help prepare Leigh students for college level English classes, the majority of Leigh’s English 3 teachers have attended EAP workshops in conjunction with San Jose State.

Leigh staff reported that there are no follow-up studies and/or exit surveys of graduates to determine the effectiveness of the curriculum. Graduate Follow-Up Reports would provide data on the success of the Leigh High School curriculum.

**B2:** *To what extent do all students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?*

Counselors meet with students during their freshmen year to develop four year plans. Students have the opportunity to modify their plans throughout their high school career. By adding a third guidance counselor in 2006-07, the counseling staff has been able to provide better services to students. Counselors meet with students two times a year to discuss graduation requirements, college entrance requirements and career exploration. Beginning this year, individual college counseling is also offered in the evenings.

Leigh College and Career Center, staffed by helpful parent volunteers, is opened daily during lunch time for all students to access resources for post high school careers and schooling. The center provides a place for college representative visits and a number of computers which students can use to research post-high school choices or fill out online applications. Students view the center staff as very helpful, as indicated on the Leigh HS Student Survey.

Juniors or seniors wishing more hands-on experience and career training along with the traditional high school diploma can participate in the Central County Occupational Center (CCOC). CCOC programs include: culinary arts, medical assisting, drafting, automotive repair, forensics, and dental assisting.

A wide variety of AP and honors courses are open to all students interested in a more rigorous college-prep curriculum. AP courses are offered in all four core subjects and foreign language.

Leigh staff takes pride in its parent-student-staff collaboration. Strategies which have been implemented to develop a partnership between all stakeholders include:

- Technology - Aeries, an online grade book program,
- School Loop and emails to teachers;
- Back-to-School Night - opportunity for parents to communicate with teachers about their child's needs;
- Counselor Connection and Planning - 4 year plan developed between freshmen and counselors, two meetings throughout each year to revisit the 4 year plan,
- Sophomores use Get Insights, a web-based survey that develops a profile based on student skills and interest which is linked to careers and jobs and to training and/or college programs;
- Student Study Teams - for all 504 Plan students and anyone who needs assistance in creating an action plan to help reach their potential;
- Individual Education Plan - special education students' goals are updated annually with goals assessed every six weeks;
- and Efficient Communication - informal communication between parents and teachers by phone and/or email.

**B3. *To what extent are students able to meet all the requirements of graduation upon completion of the high school program?***

Each year, 98% of seniors qualify to graduate. There are a variety of intervention programs at Leigh to help all students meet their graduation requirements. After high school, most Leigh students continue into some form of higher education to further prepare themselves for their chosen career. Based on the counseling department's data of last year's graduates, 86% of the students reported that they went on to two or four year colleges, 2 % attend a trade or vocational school, 1 % entered a branch of the military, 3% entered the work force and 5% claimed to be "undecided" about their future plans. The Visiting Committee classroom observations of the programs offered at Leigh confirmed that teachers provide students a solid foundation for future pursuits.

Students who struggle with some general education classes can participate in English Workshop, Accelerated Reader, and Accelerated Math. Special Education juniors and seniors have an Academic Support class to support them in their mainstream classes. Leigh offers Summer School-After School for the students who are failing academically after the first semester; a number of courses are offered. Students are able to relearn the academic concepts after school while continuing their learning in the subject area during the school day. The Curriculum Focus Group verified that this intervention program has helped students to boost their confidence as well as their academic learning.

The staff works regularly with all students to monitor and provide additional support. Student representatives commented to the Visiting Committee that their teachers are there to help them succeed. The CAHSEE prep class helps students, predominately juniors or seniors, who have not passed one or both sections of the test. During this class, students are provided with Measuring Up workbooks. They also use an online program that allows them to work through tutorials, practice questions and mastery tests.

In their Self-Study Report, Leigh staff recognizes the need to continuously work towards improving programs to help all students be successful in their academic learning. Currently all departments are evaluating the success of their existing programs and making appropriate modifications. They are determining the best way to implement Accelerated Math in the classroom. The Special Education Department is moving towards an inclusion model. More Academic Support classes will be offered in the future to students with learning disabilities. CAHSEE Prep class will be offered during the regular school day and also to all special education students, regardless of their year in school.

**Areas of Strength for Standards-Based Student Learning: Curriculum that need to be addressed to ensure quality education for all students.**

**Areas of Strength**

- There are many ways for the community to be connected to school and apprised of what is happening in the classes.
- Curricular support is provided to individual students through several intervention programs.
- A large selection of AP classes is offered.
- Curriculum guides developed to more closely align curriculum with state standards.

**Key Issues for Standards-Based Student Learning: Curriculum that need to be addressed to ensure quality education for all students.**

**Key Issues that need to be addressed to ensure quality education for all students.**

- Continue to implement standards-based curriculum by developing lessons according to new curriculum guides.
- Incorporate ESLRs into curriculum guides.
- Use collaboration time to focus on building inter-departmental communication and integration of curriculum.
- Establish a schedule to articulate with feeder middle schools to map curriculum and to develop 8<sup>th</sup> to 9<sup>th</sup> grade transition program.
- Develop and implement more ongoing assessments of student achievement and learning of the ESLR'S.
- Continue to seek ways to provide learning support and interventions for all students by closing the achievement gap among sub-groups.
- Conduct follow-up studies and/or exit surveys of graduates to determine the effectiveness of the Curriculum.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

Self Study Document  
Curriculum Focus Group Meeting  
Classroom observations  
Leadership team meetings  
Student Focus group meetings

**CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**C1. *To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?***

The students at Leigh High School are involved in a challenging learning experience and the school Self-Study evidence is through Administration measurements, student surveys, teacher surveys, standardized test scores and the API measurement. The WASC Visiting Committee validated this evidence with direct classroom observations, interviews with administration, meeting with the

Instruction focus group, meetings with student groups, and individual interviews with faculty. Teachers set high expectations for their students and this is clearly communicated to the students.

Leigh High School administration measures student engagement by conducting classroom walkthroughs. Of 83 classrooms visited in October 2007, Leigh administration found that 74 of those had students highly or generally engaged, 89% of the class's demonstrated evidence of engaged students. Additionally, according to the student survey, most students describe classes at Leigh as engaging: 73% agree that Leigh teaches make classes interesting, 86% agree that Leigh teachers are knowledgeable, prepared and genuinely interested in teaching; 77% say that the school culture promotes learning and success. 84% of teachers agree with the statement that Leigh's curriculum is rigorous, relevant and coherent, and 84% agree that they have clearly defined to the students the performance levels and standards that they must achieve.

Because grades and test scores demonstrate understanding of academic standards, they also indicate the level to which students are involved in learning. 87% of the students indicate they take standardized testing seriously with the CAHSEE and CST scores doing well in the core subjects: 90% of the 424 participants passed the math portion of the CAHSEE and 91% of the 434 participants passed the English-Language Arts portion, exceeding county and state averages. On the more rigorous California Standards Tests, 65% of the 1294 students who took the English-Language Arts tests scored at Proficient or Advanced. California Standards Tests where over 50% of the Leigh students scored proficient or advanced were:

- Geometry: 57% of the freshmen
- Algebra 2: 66% of the sophomores
- Summative Math: 74% of the juniors
- World History: 56% of sophomores
- Biology: 81% of freshmen, 58% of sophomores
- Leigh High School's 2006 Base API is 808

The WASC Visiting Committee found Leigh providing challenging learning experiences to all students. In preparation for the recent WASC visitation, the community of LEIGH High School enthusiastically created a new set of ESLRs which each staff member has incorporated into their lessons. Essentially all classrooms had the school ESLRS posted in the rooms and the current lesson learning objectives clearly stated on the whiteboards. With negligible exceptions, all students were focused, engaged and involved with the current lesson underway. From interviews with the teachers, the state standards were being addressed in each of these lessons, and interviews with the students proved the students were aware of the learning tasks.

Each classroom had student work posted and many teachers were quick to provide a binder of additional student work. The lessons observed and the work provided demonstrated students were involved in challenging learning experiences. Classrooms were all well equipped with whiteboards, televisions and LCD projectors. Also evident in many classrooms were examples of academic vocabulary. Many classes were clearly using Cornell notes and Interactive notebooks, utilizing critical thinking and meta-cognitive thinking skills. Meetings with focus groups and individual teachers provided evidence that all subject areas have adopted curriculum mappings with departments being complete or presently involved in completing curriculum guides that address sequencing and learning objectives that insure compliance with the state standards.

**C2: *To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills and help them succeed at high levels?***

Leigh High School conducted a survey of teachers to determine the variety of strategies and resources they use in their classrooms that actively engage students. 45 of the 70 teachers responded. More than 85% of the respondents gauged themselves as providing frequent, if not daily, opportunities for students to organize and apply prior knowledge. Teachers at Leigh give students the most opportunity to reason and problem solve during the in-class activities with individual projects second most common, discussions and debates third, and group projects being an occasional venue. 53% of the respondents said that students are able to use technology to assist them academically. Teachers use intervention software, graphing calculators, internet research, LCD projectors, Power-Point presentations, School Loop and Aeries to provide additional resources for students to enrich their classroom instruction. LCD projectors were installed in renovated classrooms in the fall of 2007. Two computer labs were upgraded in the summer of 2007 and were opened for student use.

For the past four years, teachers have been immersed in professional development of current research-based instructional strategies and curriculum standards. They have studied the work of Robert Marzano and Debra Pickering and begun the process of creating curriculum guides. Teachers have worked with local consultants such as Lisa Nicholson on curriculum mapping, Kathy Glass on writing across the curriculum, and Jeff House on AP Vertical Teaming. Writing across the curriculum has remained a strong focus at Leigh, raising ELA scores on the CSTs and transforming the writing strategies of entire departments such as Home Economics and Special Education (SDCs). Academic vocabulary and Cornell Note taking have been a strong focus for the past two years.

Economics teachers play a Stock Market game that requires students to use the internet to check stock prices, predict and evaluate economic conditions and apply the principles of economics to the stock market. Journalism and Yearbook students use sophisticated software to produce the school newspaper and yearbook. Newspaper articles and non-fiction writing are used regularly in English classes to supplement the texts. Students in Health evaluate actual health campaigns in our society. They analyze the effectiveness of the campaign before designing their own health campaign on a specific drug. Students use Power-Point to represent the results to their classmates. In Biology Honors, the students use gel electrophoresis boxes to complete DNA fingerprinting. Students analyze DNA samples to determine who committed a crime or to determine the paternity of a child. In Physical Education, teachers use heart monitors and PDAs to assess students' baseline data and help the set individual learning goals in physical education.

In the past six years, teachers from foreign language, English, drama and science have organized educational trips to New York, Spain, France and Belize where students were able to experience the language, culture, history, and people first hand. The Art department lets students experience the feel of a catered and judged art show as well as the work involved in setting up and breaking down a show at least once a year in the Art Department. Math students can volunteer to tutor underclassmen for pay.

Through a federally funded program, Special Day Class (SDC) students take field trips each month which are specifically designed to help them practice life skills and learn about careers through first hand experience. Field trips include those to the DMV, the Employment Office, Trader Joe's, the Library and the Central County Occupational Center.

This year 102 Leigh students are enrolled in CCOC in a variety of classes ranging from carpentry, cosmetology, auto body repair, graphic design, video production and small business management.

**Areas of Strength for Standards-Based Learning: Instruction that need to be addressed to ensure quality education for all students.**

**Areas of Strength**

- Variety of real word experiences.
- Variety of different teaching strategies to reach students.
- Use of technology in instruction.
- Many departments embracing high yield strategies.
- Professional Development training that can be applied in the classroom.

**Key Issues for Standards-Based Student Learning: Instruction that needs to be addressed to ensure quality education for all students.**

**Key Issues that need to be addressed to ensure quality education for all students.**

- Special Education instruction that prepares students to pass the CAHSEE.
- Communicating standards being addressed in lessons, and familiarizing students with content standards in general.
- Implementing high yield teaching strategies across all content areas.
- Adherence to the action plan task to provide professional development training in instruction (DI) techniques with follow-up collaborations to further teacher's skills in using DI.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

Self Study Document

Instruction Focus Group Meeting

Classroom observations

Leadership Team Meetings

Student Focus Group meetings

Interviews with individual teachers

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

**D-1:** *The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.*

**D-2:** *Teachers employ a variety of strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.*

Administrators and staff use disaggregated data to assess current strengths and growth areas. Although focus continues to remain on CAHSEE and CST scores, some departments are beginning to look at data from locally developed benchmark tests. Math teachers use results from the school and district during faculty and department meetings to focus their collaboration time to fully understanding the data and

modifying their program to improve student performance. Core subject teachers are developing benchmark assessments to better understand their students' needs and better instruct their students. Professional development has been conducted that involves staff examining CST and CAHSEE data from the previous year to collectively formulate a current action plan. Professional development that supports curriculum development includes Marzano strategies, Step-Up to Writing, and the Language! program. The school's use of SChoolPlan is at a beginner's level; many teachers admit that they are still waiting to be trained on its use.

Course offerings are designed to meet identified student needs. Each department has analyzed their courses of study and has compiled a list of common items and benchmarks that align with state standards. CAHSEE and CST scores are used to determine the areas of need for struggling students and place them in parallel courses that will reinforce fundamental skills related to achievement in either reading or math. The Social Science department, for example, has now developed a Cold War unit based on evidence from the data that clearly indicated Leigh students' demonstrated limited knowledge.

Information regarding Leigh's test scores is available to parents and the community in a variety of ways. Parents receive both individual CST and CAHSEE reports for the students as well as information regarding test scores via Leigh's newsletter, district mailings, and public access to the CDE website. Results of classroom assessments are available to parents via Aeries, the district's computer-based student data program which includes not only attendance and schedule information, but also an electronic grade book for teachers. SChoolPlan, a web-based data clearinghouse, offers teachers access to student data organized in almost every imaginable way. AP scores are distributed in the summer for teachers to check and compare with previous years' results. Although the Self-Study acknowledges that "almost 70% of teachers agreed with the statements 'I know how to access Leigh's CST and CAHSEE scores and where to tell parents to look for these data,' and 'I know how to examine Leigh's CST and CAHSEE scores to better understand Leigh's strengths and weaknesses'", many teachers self-confessed limited knowledge of the uses of SChoolPlan, or using the data to help support students in their classrooms.

Leigh High School employs a variety of assessment strategies to collect student performance data. Teachers use an average of thirteen different assessments within their classroom, equally distributed within the five categories of assessments: objective, subjective, presentation/performance, writing, and student application. Through discussions with the teachers and a number of students, teachers use the results of these assessments to recommend students to after-school summer school, tutorial class, and/or homework club, as needed. Students are also being identified to participate in ELA Workshops for those who do not pass the CAHSEE and need extra help, the Accelerated Reader and Accelerated Math programs based on test results.

Leigh High teachers have collaboration time scheduled into their bell schedule. Most departments have no formal time to collaborate inter-departmentally. Through focus group and private discussions, teachers have admitted their dissatisfaction of their collaboration time. Many feel that it has been used as Faculty Meeting time, with an administrative agenda. Others feel that time has been used for NCLB compliance issues; almost all feel that there needs to be a shared vision of what collaboration time means, and that the allocated time should be used intra and inter-departmentally.

According to student and teacher statements, there appears to be no consistency among departments vis a vis grading criteria, amount of homework, posting on School Loop, etc.

**D-3:** *The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results.*

**D-4:** *The assessment of student achievement in relation to the academic standards and the expected school wide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.*

The district, board, staff, students and parents are all involved in different aspects regarding the assessment and monitoring of student progress. Through AYP, STAR and CAHSEE scores, the district guides the site to develop target groups. The Administrative team then meets with Department Chairs to disseminate information on educational needs. The DCs then pass on this information to their departments. Each department has now either developed or is developing curriculum guides to address academic standards achievement.

To address some of their students' more critical academic needs, Leigh provides additional support services, including Summer School After-School, homework club and tutorial. Many teachers and students are frustrated with the lack of student use of tutorial. Students have said that tutorial is too early in the morning (7:50 a.m.), making it difficult for those students most in need to take advantage of it. They have also suggested that teachers are not necessarily available to tutor them, as the teachers are busy getting ready for the day and/or there are a large number of students in the room all competing for time with the teacher. Teachers have suggested that the bell schedule be modified to move tutorial into the school day.

Teachers encourage students to further their learning beyond high school. The AVID program has been implemented for those students who achieve between 2.5 and 3.5 GPA, yet may be at risk, and offering a number of clubs that allow students to develop holistically. The staff as a whole continues to struggle with the notion of implementing mandatory community service hours.

There are multiple methods to keep the district, board, and parents informed about student progress toward achieving the academic standards and the expected school wide learning results. Assessment results have driven and caused many changes in the school program, professional development activities, and resources allocations.

Data drives Leigh High school to use curriculum material and strategies that have a research basis. Textbooks are standards driven, with each standard being covered in writing in the margin/glossing. Lessons and assignments reflect standards, and standards-based goals are sometimes, but not always, posted on classroom boards. Over the last three years (2004 – 2007), Leigh High has consistently outpaced the District, the County and the State in CST Language Arts and CST Science percent proficient and above. However, in the area of Math, Leigh High has consistently lagged behind the County and the State in the same time span.

Benchmark testing is currently being implemented in English and Algebra 1, and soon to be included in Social Science and Geometry. Benchmark assessments and curriculum guides are still a work in progress. Teachers have become more aware of the standards and how to address them in their classrooms and through their assessments. At the same time, teachers have admitted to developing benchmarks for their students and then realizing that the benchmarks have been too tough. This has lead teachers to a "Cycle of Inquiry"-type of curriculum improvement.

Teachers use diagnostic tests and the results of the CST and CAHSEE to determine a student's course of study:

- ✓ English workshop intervention class.
- ✓ Recovery program (ELA Workshop) for students that do not pass the CASHEE and need extra help.
- ✓ Accelerated Reader program has been implemented to improve reading scores at the ninth grade level.
- ✓ Accelerated Math program to aid students in Algebra.
- ✓ Tutorial periods allow teachers time to work with individual students or small groups.
- ✓ Plans to restructure Special Education services to a full inclusion model.
- ✓ Summer School After-School.

Resources have been allocated to improve the science program, providing a renovated science wing with first rate equipment, and the introduction of a computer lab for use by all instructors. Overall, the facilities still look and feel old. Many students felt that they would take more pride in the school and its cleanliness if the buildings were repaired and upgraded with paint.

The school community is now becoming more familiar with Leigh's ESLRs. They have been re-designed to form the word LEIGH, and many students and staff now know what the ESLRS say. Although ESLRs and their practical development and universal usage were recommended in the previous WASC, they did not become embedded in the Leigh High culture. The new ESLRs, however, are posted in each classroom (as the old ones can also still be seen), and even some of the students referred to them in our discussions. Discussion still continues for a vision of the matrices for ESLRs assessment. Teachers appeared most passionate in bringing the assessment aspect into fruition, as most have realized that they teach these traits daily.

**Areas of Strength for Standards-Based Student Learning: Assessment and Accountability that need to be addressed to ensure quality education for all students.**

- Leigh teachers appear to be passionate about teaching and reaching every child, and supporting them to be successful.
- Leigh High faculty has become much more comfortable with examining and using data to drive instruction.
- Leigh teachers use a wide variety of assessments.
- Some departments have already developed and are using benchmark tests, and other departments are in the process of developing benchmarks.
- Most teachers use Aeries Gradebook to keep students and parents apprised of student progress.
- Leigh students are generally high achieving on standardized tests.
- Leigh High is beginning to incorporate ESLRs into curriculum and class assignments.
- Students are writing more frequently.
- Leigh High uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

**Key Issues of Strength for Standards-Based Student Learning: Assessment and Accountability that need to be addressed to ensure quality education for all students.**

- Develop and use a method to assess ESLR integration and achievement.
- Improve the consistent use of Aeries and School Loop as a communication tool between school staff and parents/students.

- Develop a plan to improve and increase Students with Disabilities subgroup in standardized test scores.
- Continue developing teachers' skills on accessing and using SSchoolPlan data to support students in need.
- Analyze and use data to improve Math scores which have consistently lagged behind the County and the State during the last three years, 2004 -07.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

Action Plan  
 Teacher and student dialogue  
 Department minutes  
 Staff Development trainings  
 AYP/STAR/CAHSEE scores

## **Category E: School Culture and Support for Student Personal and Academic Growth**

E1. *To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?*

Leigh High School has incorporated within its program a number of strategies to ensure that parents and community members have the opportunity to assist and support the educational process through participation in planning, decision making, volunteer activities and the creation of partnerships.

There are many school programs in place designed to increase parent involvement to promote student success. Technology trainings are scheduled for parents on how to access programs to view student academic progress. There is parent and community access to the school web sites to view school announcements and other school related information. Leigh recognizes that not all students, especially low income students, have access to a computer with internet services. It is recognized that information being given only in the English language may pose a problem in communicating with the small number of non-English speaking parents and community members.

Other methods of communicating and encouraging parent and community member involvement are done through the school newspaper, "The Eleight", and school clubs. Activities that foster community involvement are done through the use of the electronic marquee in front of the school, West Valley Community College classes, community motorcycle classes, IMPA Crab Feed dinner, French Club cultural night, and IMPA garage sale.

Community resources are utilized at Leigh to support students in a variety of ways. A partnership with Xilinx Corporation as part of the Educational Ecosystem grant has provided an on-campus therapist for students five days a week, a mentorship between a drama teacher and a professional theatre, field trips, faculty in-services, professional development and guest speakers. The Home and School Club of parent volunteers, IMPA, Sports Boosters and the School Site Council are all actively involved and instrumental in the operations of the total school program at Leigh High School.

Community outreach is limited to English only at Leigh. The parents and community members that are non-English speaking have difficulty in communicating with the school. However, Leigh recognizes that problem and sometimes uses students, administration and some teachers to translate. The district uses the support of TransACT to make district forms available in 26 languages.

From the Parent-Student Handbook, the school's ESLRs are communicated to the parents, and community, but Leigh has not clearly communicated their significance to students' learning experience.

**E2. *To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?***

A safe and orderly environment is maintained at Leigh High School. A team of school officials are on site to inform students of school rules and to enforce them. According to a student survey over 80% of students agreed that the school handbook clearly communicates school policies. Over 85% of the students on campus indicated they felt safe.

Both academic and personal support is provided for all students. Teen counseling and psychological services are included. There is a movement to provide a specific education program to support students who need drug and alcohol education services and support. All students are provided with a tutorial period in the morning where they can receive extra academic support from their teachers.

There are student classes offered in vocational training as well honors and advanced placement in all academic subjects. A variety of electives, tutorial and skill building classes (AVID) are provided for student support. Almost 77% of students agreed that "the school culture promotes learning and success."

Collaboration days are built into Leigh's schedule for staff to focus on articulation between subject grade levels, instructional strategies and curriculum development. Link Crew has a staff recognition component to foster a cohesive teacher-student relationship. There is an "Of the Month" program to recognize students, staff, and volunteers. It is recognized that a better defined and uniformly implemented dress code would bolster respect between peer groups, students and teachers. There is a plan to implement a program called "Peer Helper and Support" that deals with racial tensions, language, and other critical social issues.

Even though the campus is safe and orderly, there is a need to improve in the area of keeping the campus clean and in good repair. Over 57% of the teachers disagree that the campus is clean and students are dissatisfied with the state of the bathrooms on campus and the amount of trash left on campus after lunch. Both students and teachers are concerned about the poor climate control in most classrooms. Leigh lacks a recycling program noted in both student and teacher surveys.

The atmosphere at Leigh is based on trust, respect, and professionalism for both students and staff. Collaboration days are built into the school schedule, designed to strengthen the learning experiences of the students. Overall, Leigh students are happy with their experience at school.

**E3. *To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?***

To ensure that all students receive support at Leigh High School, there are three academic counselors, two deans, three therapists on campus five days a week, a full time health clerk, two district nurses (one of whom is assigned to the site), a CCOC counselor to assist students with career choices, and one work experience teacher assigned to the site one day of the week. Turnover in the counseling and administrative staff has presented some difficulty in providing consistent ongoing support for the students. The one school psychologist who is funded for Special Education serves only the academic needs of Special Education students.

Counselors provide support for students in their course selections and career choices. They are instrumental in the organization of career nights, career fairs, and college night. Leigh has a College & Career Center on campus staffed by parent volunteers. Students meet with their counselor on a regular basis to develop and review their four-year plan, post high school vision and to schedule classes. A web-based career interest inventory program "Get Insights" offers sophomores an opportunity to research possible career choices.

Leigh provides additional support to the students with Student Success Team or 504 meetings conducted to determine strategies on how best to help students. The Homework Center provides tutoring assistance for those students needing help in completing their homework. An academic support program called AVID supports students academically and help them get into universities.

**E4. *To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?***

Leigh offer several types of personal support services in addition to the many academic services. There is a Support Our Students (SOS) team that helps with the psychological needs of students. Conflict Managers is a peer-to-peer program to help students solve interpersonal problems through dialogue. Even though Leigh has well established support services that are highly effective in helping students, over 30% of the students on a survey revealed that they are unaware of their availability.

There is a mandatory annual IEP review for all Special Education students that include Emotionally Disturbed (ED), Resource (RSP), and Special Day (SDC) programs. Adaptive PE is offered within the Special Education Department. A speech and language specialist is available and Special Education aides are used to assist students. A 504 plan can be requested if a student has a disability that impacts his or her ability to learn. Students with serious medical conditions can be referred to the Home and Hospital program.

Leigh classes are co-educational and open to all students. However, certain classes require prerequisites. There is open enrollment for all honors and AP classes. Better ways to prepare students for these advanced courses are being worked on throughout some of the departments.

Special Education and emotionally disturbed (ED) students are mainstreamed into classes such as Foods, Drama, Art, Living on Your Own, and Fashion. Partially mainstreamed students take certain classes from Leigh's program. The district is moving toward an inclusion program for Special Education students. An implementation team will be organized in spring of 2008 to finalize the details. This follows a nationwide effort and federal mandate to create a more inclusive, viable program for all Special Education students.

Leigh provides access to curriculum and support by offering three periods beyond the traditional school day. This allows teachers to provide students with tutoring for a variety of purposes. Students have an

opportunity to take online classes for units to graduate. Students who are juniors or seniors have the opportunity to attend Middle College to begin their college classes. Leigh allows those students needing to attend summer school an opportunity to go to Summer School After School during second semester. Students who need to remediate a low grade can do so through BYU online or at a local community college.

Classes are offered to both students and adults at the Central County Occupational Center (CCOC) and through Adult Education. Work Experience students meet once a week to learn skills that support their employment in the work force. Leigh is looking at implementing a Math Recovery program for students not meeting six-week benchmarks in Algebra. Many math teachers use a mini-recovery program such as test corrections and re-takes. The science department has a recovery program where students sign a contract to come to tutorial at least two days a week to do make-up work for partial credit until their grade has improved to discontinue the required tutorial visits. Freshmen English students take the Accelerated Reader STAR diagnostic test to see if they could benefit from the English Workshop class. The CAHSEE workshop class is for students who have not yet passed the High School Exit Exam. A CAHSEE workshop for freshmen in Special Education is currently being designed to help students pass the exam.

Other strategies to keep students on track include Friday cards, Aeries, School Loop, and Link Crew:

Friday Cards – teachers provide students with a snapshot of their current grade and progress in the class.

Aeries – an online grade book that students and parents can view on the internet to keep track of grades and missing assignments.

School Loop – keep students aware of their current assignments and upcoming tests and projects.

Link Crew – a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience.

Leigh’s school-wide collaboration has provided opportunities for teachers and staff to review data from the CAHSEE and STAR tests to evaluate the profile of the student body and the need for growth. SschoolPlan, a web-based data clearinghouse, is where teachers can retrieve the test results of their students and disaggregate the data in the most useful manner.

There are many clubs and sports that students are involved in at Leigh. Based on staff and student observations, participation in extracurricular activities is high at Leigh, and students enjoy the spirit and atmosphere of a highly involved school

**Areas of strength for School Culture and Support for Student Personal and Academic Growth that need to be addressed to ensure quality education for all students.**

- Strong parent and community involvement programs supporting teaching/learning.
- Safe and orderly school environment that promotes trust, professionalism, and high expectations for all students.
- Academic support along with an individualized learning plan to ensure academic success.
- Strong atmosphere of trust, respect and professionalism exemplified by all staff and students.
- Highly recognized and supported sports and activity programs at Leigh High School.
- Access to a system of personal support services, activities and opportunities at Leigh and within the community

**Key issues for School Culture and Support for Student Personal and Academic Growth that need to be addressed to ensure quality education for all students.**

- Increase communication opportunities to address the needs of the non-English speaking parents and community members.
- Update websites for parent and community easy access to school related information.
- Continue efforts to clearly communicate the ESLR'S significance to students' learning experience.
- Maintain a clean campus in good repair.
- Establish an ongoing recycling program for the school

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Self Study document

Dialogue with focus groups

Conversations with parents, students and teachers

Achievement data

Classroom observations

Student work

**Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up**

The faculty of Leigh High School is commended for the thoroughness of their preparation of the Self-Study document. All stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of Leigh High School. The District Office administration assisted with the gathering and analysis of the school data and provided other resources to the school. The Visiting Committee found that students were extremely congenial and appreciative of the efforts made to improve the quality of educational opportunities available to them. Interviews with other stakeholders in the community reiterated the same sentiment.

**School-wide Areas of Strength:**

The Visiting Committee has found the following areas of strength at Leigh High School after reviewing the self-study document, data provided by the school and other sources, evidence provided by the school and interviews with Focus Groups, and Stakeholders including students.

- ◆ Leigh's Mission and Vision Statements and ESLRs are aligned with the district's LEA action plan.
- ◆ Growing emphasis on curriculum guides and benchmark tests which focus on state standards and achievement.
- ◆ Data driven decision making.
- ◆ Strong parent and community involvement programs supporting teaching/learning.
- ◆ Safe and orderly school environment that promotes trust, professionalism, and high expectations for all students.
- ◆ Leigh teachers appear to be passionate about teaching and reaching every child, and supporting them to be successful

The following list of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the action plan, 2) suggestions to strengthen those areas already identified in the action plan sections, and 3) additional areas identified by the Visiting Committee.

Schoolwide Critical Areas of Follow-up:

The Visiting Committee has identified the listed Critical Areas for follow-up:

- ◇ Develop and use a method to assess ESLR integration and achievement
- ◇ Implementing high yield teaching strategies and best practices across all content areas.
- ◇ Utilize assessment data to support all students' academic achievement and social development.

## **Chapter V: Ongoing School Improvement**

The School-Wide Action Plan was created from evidence including student work, sample assignments and assessments, the school and community profile, and data analysis. Focus groups created a list of the school's strengths and prioritized areas for growth. Shortly thereafter, the Leadership Team, with input from the Focus Group work, drafted an Action Plan with four goals. Feedback was given by the Focus Groups and the Plans were redrafted. New drafts were created and Focus Group members revised the plans once again. These plans are a true representation of the Leigh High School community. The Action Plan includes detailed plans for implementing, monitoring, and assessing each of its goals. It is understood that as years pass, state and school priorities will change and stakeholders will change, and the annual review will result in a corresponding change. This Action Plan clearly delineates the individuals that will be responsible for the implementation of each goal, timelines, and resources/funding. The most efficacious method for evaluation of each goal needs to be determined.

The goals are:

1. Improve staff collaboration and professional development to increase student achievement.
2. Improve student achievement.
3. Improve student support services and communication among the school community.
4. Incorporate ESLRs into the culture of the school.

The Visiting Committee finds that the Action Plans do meet the identified needs of Leigh High School as stated in the school report. The District is committed to providing resources to complete the plan.

The school-wide action plan combines existing processes and resources with reasonable new goals and is aligned with the Professional Development Plan. The plan relies on existing and as yet to be determined through research processes to achieve the stated goals. There is an emphasis on refining processes that are in its nascent stages, and the responsible parties for guiding the development of new initiatives are staff and administrators who are committed to the success of these initiatives.

All evidence that has been gathered indicates that the four goals of the Action Plan are firmly supported by existing resources, thus making the plan highly feasible. Through effective use of site monies and staffing, Leigh High School has the opportunity to reach the goals identified in the plan.