

**PROBATIONARY VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**LEIGH HIGH SCHOOL**

**5210 Leigh Avenue, San Jose, CA 95124**

**Campbell Union High School District**

**March 21-22, 2016**

**Visiting Committee Members**

**Mr. Norman T. Masuda, Chairperson  
Instructional Supervisor (retired)**

**Mr. Zach Pinkerton, Member  
Assistant Principal, Miramonte High School**

**Mr. Craig M. Ritts, Member  
Counselor (retired)**

## I. Introduction

### A. The School, Community, and Analysis of Student Achievement Data

#### The School

Leigh High School is one of five comprehensive high schools in Campbell Union High School District (CUHSD).

#### The Community

Since 1962, Leigh has served residents of mostly single-family homes in the areas of Los Gatos and southwest San Jose. With low residential turnover, most students complete all four years at Leigh, and many parents of current students are also Leigh alumni.

#### Student Achievement Data Analysis

Achievement data results – The best indicators of student success for the past three years are the graduation rate (95.3%), the CAHSEE pass rate (94% ELA, 93% Math), and semester grades.

In AP exams, the high number of tests (814) and the 70% pass rate show that Leigh students are participating in and succeeding in a rigorous curriculum.

However, certain subgroups are still not performing well in tests. In Math, CAASPP scores show that 37% of test takers nearly met or did not meet the standards assessed.

Semester grades for the past three years show that 10-12% of all grades are D's or F's; about 1,000 D's or F's appear on report cards each semester. However, fewer than 500 Leigh students are getting these grades, indicating that most students with D's or F's have multiple below-average or failing grades.

### B. Significant Changes/Developments since the Last Full Visit

#### Student Enrollment

Leigh's student enrollment has remained steady at about 1650 students per year for the past ten years. The students are predominantly white, Hispanic or Latino, or Asian. Students of other races or multiple races comprise about 10% of the student body.

There has been a slight increase in the EL population.

#### Staffing Changes

The teaching staff has remained relatively stable since the March 2014 WASC visit.

Increases include:

) Social Science – 2

- ) Math – 3
- ) SPED – one teacher promoted to an administrative position
- ) Science – 1
- ) Visual and Performing Arts – 1

#### Program Changes

The bell schedule has changed several times since the 2013-2014 school year. Starting in the fall of 2014, the thirty-minute tutorial period was moved from the morning to between the first and second block period, with required student attendance.

Beginning in 2015-2016, the number of collaboration days has increased to thirty-four from the previous twelve.

In order to maintain A/B day balance, collaboration days are held every Tues/Wed. when Tuesday is an A day and Wednesday is a B day.

#### Course Changes

Several course changes have occurred during the past two years.

- ) Math – Integrated Math 2, 3, and IM 3 STEM.
- ) STEM additions – Digital Electronics, Engineering Design and Development, Statistics, Physiology
- ) AP courses – AP Computer Science, AP Environmental Science, and AP Physics 1 and 2
- ) Mandarin – 2 and 3
- ) ELD – 1, 2, and 3

#### Changes in Administration

Between the 2013-14 and the 2015-16 school years, some administrator positions have been renamed and also changes have been made to duties.

New Positions for the 2015-2016 School year are as follows:

Principal – Pam Hoult

Vice Principal – Charles Ku

Assistant Principal – Rob Warren (11<sup>th</sup>/12<sup>th</sup> grade discipline)

Assistant Principal – Emily Cruze (9<sup>th</sup>/10<sup>th</sup> grade discipline)

Activities Director – Ophny Escalante

Athletic Director - Mike Scialabba

Guidance Advisors: Shawnee McQuain (A-K), Lisa Perea (M-Z), Erika Flores (L, Intervention), Joanne Shiau (CASSY)

### C. Impact of Changes/Developments on the School and Curricular Programs

#### The School

Bell Schedule – The change in the bell schedule appears to have had a positive impact on the school and its operations. Students report that required tutorial is a good use of their time, they get more homework done, and have more access to teachers and peers for help.

The majority of teachers report that required tutorial has been useful for their students and report that the additional collaboration time has allowed more teacher-to-teacher contact time. Some departments have been using the time to discuss curriculum, create lessons, and analyze student work. Other departments have been slower to adapt to the increase in collaboration time and are learning and deciding how to use the time.

#### Curricular Programs

STEM and AP Class Additions- These additions are helping students with college and career readiness. The number of students taking AP exams has increased as well as providing college credit for some students.

In Math, IM is fully Common Core aligned and based on the international model of teaching math.

World Languages – The addition of the third language of Mandarin has proven to be positive with good enrollments. Spanish teachers adopted a new textbook series in 2013-2014 aligning all levels of Spanish through AP. French classes began using new textbooks in 2014-2015.

Social Science – The removal of honors World History has raised the overall expectation in the on-level classes to the benefit of all students. This change has increased the number of students opting to take AP World History as sophomores and 92% of the 38 test-takers passed the AP World History exam in 2015.

Science – The removal of honors Biology has raised student expectations in on-level classes. This has also enhanced the status of Earth Science, a course previously perceived as a remedial course.

Guidance Department – After several years of changes, in 2015-2016 there has been some stability with a new guidance staff. With the addition of the full time CASSY counselor in 2015-2016, students can receive teen counseling. A new psychologist has replaced the psychologist in the Therapeutic Model program and is fitting in well.

The school has suffered from the loss of the Activities Director and the replacement's extended leave, so that the admin team has been taking over these responsibilities.

The Athletic Director became full-time and has helped the athletic program.

#### D. The Follow-up Process

##### The Responsible Committee

The administrative team and the School Site Council have been the two groups primarily responsible for monitoring implementation of the Action Plan during the past three years.

In WASC years, the WASC Coordinator also plays a role in monitoring the Action Plan and updating the staff on progress.

##### Preparation for the Visit

In preparation for the Visit, the WASC Coordinator and the VC Chair prepared a draft schedule that was revised to accommodate all stakeholders and finalized for the visit.

Leading up to the visit, staff and other stakeholders met to prepare for the visit and set up a Workroom for the Visiting Committee to meet alone and with groups.

#### E. The Preparation of the Progress Report

##### The Process

On June 2, 2014, CUHSD Superintendent Pat Gaffney held a special meeting for Leigh staff to announce that the school had received probationary accreditation status

from ACS WASC.

In the fall of 2014, Leigh's new principal, Pam Hault began a dialogue with the staff about the challenges that lay ahead according to the recommendations of the March 2014 Visiting Committee Report.

A new WASC Coordinator was appointed in October 2014 and new Focus Groups were formed to reexamine Leigh's program.

At the request of the school, a new Visiting Committee Chair was invited to help Leigh to move in the direction as recommended by the previous Visiting Committee in March 2014. After extensive communication, the new Chair and another VC member paid an informal Pre-visit to Leigh on December 16, 2014 to become familiar with the campus, staff, and district and to address the staff to explain the probationary accreditation status and to discuss the implications of the recommendations made by the previous Visiting Committee. As a result of the visit, on December 19, 2014, the VC Chair and member provided Leigh with Action Plan recommendations based on their analysis of previous Self-study Reports and VC reports dating back to 2008.

These recommendations were:

1. Improve staff collaboration and professional development to increase student achievement. (Goal #1 from 2008 & 2011)

2. Revisit the SLOs to determine if they need to be revised, develop measurable rubrics, then incorporate resulting SLOs into the school culture. (From 2008, 2011 [Goal #4] and 2014 [Goal #4])
3. Improve student support services and communication among the school community and its major stakeholders (From 2008, 2011 [Goal #3])
4. Develop effective strategies to close the achievement gap and communication for Hispanic/Latino students, and develop a plan to increase all students' college and career readiness. (From 2008, 2011 [Goal #2] and 2014 [Goal #3])
5. School Administration and staff (certificated and classified) develop "common ground" principles concerning instruction, curriculum, and roles of the major stakeholders concerning education issues. (Recommendation from March 2014 WASC Visiting Committee)

#### The Timeline

- January 2015 – (1<sup>st</sup> release day) Leadership Team met to revisit the vision statement, mission statement, and SLOs in order to discuss revisions.
- January 2015 – (2<sup>nd</sup> release day) Leadership Team began to rebuild the Action Plan based on the new VC's December 2014 recommendations.
  - February 2015 – Staff reviewed the new Vision, Mission, and SLOs and approved them.
- Spring and fall 2015 – WASC Coordinator addressed teachers and administrators at every faculty meeting with updates on Action Plan progress.
- December 2015 – All stakeholders given opportunity to read Chapter I
- January 2016 – Focus Groups (including student and parent members) read Chapter II and updated Action Plan to provide feedback for inclusion in the report.
- January 2016 – Focus Groups looked at different parts of the Action Plan and assessed accomplishment of each goal. These notes became basis of Chapter IV of report.
- January 2016 – The staff provided with full draft of the report to read and provide feedback to be incorporated in final version of report.

#### Involvement of Stakeholders

During the process of writing the report, Leigh HS attempted, whenever possible to involve as many stakeholders as possible so that no one would be "left out of the loop."

## **II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

Note: The Visiting Committee has examined each goal and task of Leigh High School's Schoolwide Action Plan and has determined the accomplishment of each in III. Commendations and Recommendations to be found below.

The Action Plan Goals and Tasks are as follows:

- A. Progress on Schoolwide Action Plan and its Goals

**Goal #1: Collaboration and Professional Development**

Task 1: Establish schoolwide agreements for how collaboration time is to be spent.

Task 2: Convene a Bell Schedule Committee to develop potential bell schedules for 2015-16 at incorporates more collaboration time.

Task 3: Conduct Instructional Rounds

Task 4: Participate in a cycle of Inquiry to assess students' skills, discuss assessment results, and modify instruction based on results.

Task 5: Focus Professional Development time on progressively improving staff interactions skills.

Task 6: Incorporate teacher-led trainings into PD and/or site-based collaboration.

**Goal #2: SLOs**

Task 1: Revise SLOs to make them measurable and memorable and to align them with CCSS

Task 2: Develop measurable rubrics for the SLOs.

Task 3: Begin to use rubrics to measure SLOs achievement.

Task 4: Begin to incorporate SLOs into the culture of the school.

Task 5: Large scale incorporation of SLOs into school culture.

**Goal #3: Support Services and Communication**

Task 1: College student health data to establish baselines for future student health initiatives

Task 2: Increase community awareness of School Loop to improve communication between teachers, students, and parents.

Task 3: Increase communication through multiple types of media

Task 4: Hold Senior College Nigh and Financial Aid Night to support students applying to college.

Task 5: Hold College/AP Information Night for students of any level and parents of students interested in taking AP courses or learning about pathways to college.

Task 6: Hold AP and Course Taster information sessions for students to receive information about courses they are interested in for the next year.

Task 7: 8<sup>th</sup> Grade Parent Night

Task 8: Encourage informal communication between parents and Principal through a monthly Pastries with Pam meeting.

**Goal #4: Achievement Gap and College and Career Readiness**

Task 1: Increase diversity of college prep elective course offerings.

Task 2: Continue use of EOS strategies to maintain equitable subgroup enrollment in AP

Task 3: Incorporate Next Generation Science Standards (NGSS) into science department

Curriculum.

Task 4: Implement Integrated Math curriculum at all levels.

Task 5: Upgrade English 4 curriculum to align with CCSS, rework AP English Literature to attract more students to the course, and explore adding Expository Reading and Writing Curriculum as a senior course.

Task 6: Increase student college and career awareness through campus events.

Task 7: Continue to use A-G requirements as default programming and encourage a full schedule of six classes.

Task 8: Strengthen articulation with the top three college destinations for Leigh graduates

Task 9: Explore new models for delivery of SVCTE classes, and explore new CTE pathways.

Task 10: Explore strategies for building relationships between students and staff.

Task 11: Continue to explore recruitment strategies for AVID to reach the entire target population.

Goal #5: Common Ground Principles

Task 1: Develop “crucial conversation” skills to increase communication and trust among staff.

Task 2: Discuss common ground principles concerning curriculum and instruction.

Task 3: Discuss common ground principles concerning the roles of major stakeholders (including students and parents) concerning education issues.

Task 4: Develop a staff handbook to clarify procedures, staff roles, and school policies

Task 5: Develop a comprehensive breakdown of administrative roles and responsibilities to clearly define each administrator’s duties.

Task 6: Implement regular Focus Group review of the Action Plan.

Task 7: Integrate SLOs into every Leigh initiative to emphasize our common purpose to Think, Communicate, and Engage.

B. Progress on Critical Areas for Follow-up

This is discussed in III. Commendations and Recommendations.

C. Critical Areas for Follow-up not included in the School’s Action Plan

The 2014 Visiting Committee Report (page 26) identified two growth areas that were not incorporated into the Action Plan.

4. The school administration actively involves students, parents, and district representatives in the focus on learning process. (Category A, pg. 14)

6. Administration and AP teachers consider ways to increase the diversity in AP/Honors courses (Category B, pg. 17)

D. Schoolwide Action Plan Goals and Critical Areas for Follow-up not completed

This is discussed in III. Commendations and Recommendations.

### III. Commendations and Recommendations

The Visiting Committee has examined the Schoolwide Action Plan and has determined the Goals and Tasks that have completed at this time.

Satisfactory completion: Met

Unsatisfactory completion: Not Met

Still in Process: on-going

No longer in effect: NA

1. Goal #1: Improve staff collaboration and professional development to increase student achievement

Tasks #s MET

- ) 1 (Establish Schoolwide agreements for how collaboration time is to be spent)
- ) 2 (Convene a Bell Schedule Committee to develop potential bell schedules for 2015-2016 that incorporate more collaboration time), and
- ) 3 (Conduct Instructional Rounds [IR])

Tasks #s ON-GOING

- ) 4 (Participate in a cycle of inquiry (COI) to assess students' skills, discuss assessment results, and modify instruction based on results)
- ) 5 (Focus Professional Development time on progressively improving staff interaction skills [Directly related to Action Plan Goal #5])
- ) 6 (Incorporate teacher-led trainings into PD and/or site-based collaboration)

2. Goal #2: Revisit the SLOs to determine if they need to be revised, develop measurable rubrics, then incorporate resulting SLOs into the school culture (from 2008, 2011 [Goal #4] and 2014 [Goal #3])

Task #1: MET (Revise SLOs to make them measurable and memorable and to align them with the CCSS)

Tasks #s NOT MET

- ) 2 (Develop measurable rubrics for the SLOs)
- ) 3: (Begin to use rubrics to measure SLOs achievement)

Task #s MET

- ) 4 (Begin to incorporate SLOs into the culture of the school)
- ) 5 (Large scale incorporation of the SLOs into the school culture)

3. Goal #3: Improve student health data to establish baselines for future student health initiatives

Tasks# 1-1, 1-2, 1-3, 1-4: N/A because superseded by district survey

Task # 1-5: NOT MET (Create a student group for the purpose of generating health awareness programs/initiatives)

Task #2: Increase community awareness of School Loop to improve communication between teachers, students, and parents

Tasks MET

- ) 2-1 (Parent Information Night [Big Night Out, 1<sup>st</sup> Monday of every month])
- ) 2-2 (Include School Loop registration instructions, introduction video, and support links on Leigh website)

Task #2-3 NOT MET (Teacher demo of School Loop to all students during the first day of school in tutorial -registration, navigation, progress reports, etc.)

Task #2-4: MET but not full compliance (Agreement of teachers to post on School Loop)

Task #3: MET (Increase communication through multiple types of media...)

Move Tasks #s 4, 5, and 6 to Goal #4

Tasks MET

- ) 7 (8<sup>th</sup> Grade Parent Night)
  - ) 8 (Encourage information communication between parents and Principal through a monthly Pastries with Pam meeting)
4. Goal #4: Remove "Develop effective...Latino students"

Remaining wording for this goal: Develop a plan to increase all students' college and career readiness (from 2008, 2011 [Goal #2] and 2014 [Goal #3])

Tasks MET

- ) 1 (Increase diversity of college prep elective course offerings)
- ) 2 (Continue use of Equal Opportunity Schools [EOS] strategies to maintain equitable subgroup enrollment in AP)

Remove Tasks #s 3 and 4

Task #5: NOT MET (Upgrade English 4 curriculum to align with CCSS, rework AP English Literature to attract more students to the course, and explore adding Expository Reading and Writing (ERWC) as a senior elective)

Task # 6: Increase student college and career awareness through campus events

Tasks MET

- ) 6-1 (Annual Naviance tasks for students)
- ) 6-2 (College Week)
- ) 6-3 (College Thursdays)
- ) 6- 4 (Senior College Night, AP/College Information Night [See Goal 3, Tasks 4 and & 7])

Task # 6-5: NOT MET (Tutorial college information presentations)

Tasks MET

- ) 6-6 (College round table discussions during tutorial)
- ) 6-7 (Continue to use A-G requirements as default programming and encourage a full schedule of six classes) WAS THIS MET

Tasks NOT MET

- ) 6-8 (Strengthen articulation with the top three college destinations for Leigh graduates)
- ) 6-9 (Explore new models for delivery of SVCTE classes, and explore new CTE pathways)

Remove # 6-10 and add to Goal #5

Task # 6-11: ON-GOING (Continue to explore recruitment strategies for AVID to reach the entire target population)

5. Goal # 5: School Administration and staff (Certificated and Classified) develop “common ground” principles concerning instruction, curriculum, and roles of the major stakeholders concerning education issues (Recommendation from March 2014 WASC Visiting Committee)

Task 1: ALL PARTS MET (Develop “crucial conversation” skills to increase communication and trust among staff)

Task 2: ALL PARTS ON-GOING (Discuss common ground principles concerning curriculum and instruction)

Task # 3: Discuss common ground principles concerning the roles of major stakeholders (students and parents) concerning education issues.

- ) Task #3-1: NOT MET (Set up a Student Council that meets regularly)

- ) Task # 3-2: ON-GOING (Experiment with methods of seeking feedback from parents and students for the purpose of improving instruction and communication)

Task # 4: MET (Develop a staff handbook to clarify procedures, staff roles, and school policies)

Task # 5: ON-GOING (Develop a comprehensive breakdown of administrative roles and responsibilities to clearly define each administrator’s duties)

Task #6: NOT MET (Implement regular Focus Group review of the Action Plan -Note progress made on each task -Note next steps for progressing to task completion)

Task #7: ON-GOING (Integrate SLOs into every Leigh initiative to emphasize our common purpose to Think, Communicate, and Engage)\_

6. Goal # 6: Develop effective strategies to close the achievement gap and communication for Hispanic/Latino students, Special Ed, and ELD

Task #1-1: Explore, collect, examine, analyze, and determine effective intervention strategies and goals

Task #1-2:

Task #2: Develop effective attendance-taking strategies for tutorial time

Task # 3: Other schools’ tutorials, especially regarding sub groups

Task #4: What is the profile of a successful school with a high Latino population?

Task #5: Are teachers getting the training to adequately support sub groups?

Task #6: How to improve communication with families of sub-groups?

Task #7: Are parents being contacted in their home languages?

Task #8: Are attendance and discipline issues being adequately addressed to support high achievement by sub groups?

Summary of Goals and Tasks:

Met: 42

Not Met: 18 (11 are old- going back to 2008)

On-Going: 10 (4 are old – going back to 2008)

NA: 4 (Survey superseded by District survey)

Three of the Goals and Tasks not met extend as far back as 2008:

(Note: Goal #2 contains Tasks 2-2 and 2-3 go as far back as 2002)

1. Goal #2 (Revisit the SLOs to determine if they need to be revised, develop measurable rubrics, then incorporate resulting SLOs into the school culture (from 2008, 2011 [Goal #4] and 2014 [Goal #3])
  
7. Goal #6 (Develop effective strategies to close the achievement gap and communication for Hispanic/Latino students, Special Ed, and ELD)  
Note: The Visiting Committee has expanded this Goal to include Special Ed, and ELD as sub-groups.

Schoolwide Areas for growth not included in the Action Plan:

#4: MET-- The school administration actively involves students, parents, and district representatives in the Focus on Learning process

#6: MET –Administration and AP teachers consider ways to increase the diversity in AP/Honors courses (Category B, pg. 17)

The Visiting Committee has determined that Leigh High School’s Strengths are as follows:

Factors that will help Leigh High School to succeed:

- ) A strong leadership under the new principal for the past two years who has reorganized the administrative structure, built channels of communication with staff, parents, students, the district office and the School Board.
- ) Some staff (both Certificated and Classified) recognize the importance of working together to make improvements.
- ) A very supportive parent community that is concerned about the school’s welfare and are willing to volunteer and participate for Leigh High School’s future success.
- ) A Board and District Office staff that have indicated their on-going and committed support to assist Leigh High School complete their Schoolwide Action Plan Goals and Tasks.
- ) Expansion and restructuring of support services

In addition, the Visiting Committee has determined that Leigh High School's major Areas of Growth are as follows:

Factors that will hinder Leigh High School's ability to complete the Schoolwide Action Plan:

- ) Lack of buy-in by a segment of the Leigh High School staff that has resisted change and unwillingness to facilitate effective communication, collegiality, and cooperation for the benefit of all stakeholders, especially the students who are the most to suffer from this continued unfortunate situation existing at this time.
- ) There are some stakeholders at Leigh High School who have failed to understand the multiple needs of sub-groups whose situation has not been addressed for more than eight years (since 2008).
- ) Loss of collaboration hours due to the results of the recent Vote will decrease the time that would be spent in working toward the accomplishment of the Schoolwide Action Plan
- ) The need for more student-centered instruction in existing classes and fewer "lock step" approaches to teaching
- ) The need for more effective strategies of formative and summative assessment, including "checking for comprehension" to ensure that students are understanding what is taught.
- ) The need for homework assignments that truly extend what has been taught during the day and not "busy work"

The Visiting Committee strongly recommends that Leigh School pay particular attention to the areas of the Schoolwide Action Plan that have not been adequately addressed since the March 2014 Full WASC Visiting Committee's Report. These are:

Goal #2, Tasks 2-2 and 2-3 (Schoolwide Rubric measurement strategies and methods)

Goal #6 (Achievement Gap)

Furthermore, the Visiting Committee recommends that, in order to satisfactorily accomplish the goals and tasks that still remain, the most effect strategy will be for the School Board, District Office, Leigh High School's stakeholders (Administration, Leadership, Staff [both Certificated and Classified], parents, and students) and community resources to unite as a team to strive to work together for the common good.

The Visiting Committee clearly recognizes the time and effort required to make improvements in any school, but unless there is significant improvement, i.e., the completion of the above-mentioned two Goals, the future of Leigh High School in the accreditation restored cycle is in jeopardy.

In the process, the Visiting Committee recommends that Leigh High School take a good look at the following and take these to heart:

1. Too many of the Tasks as they stand merely require stakeholders to "look at" something and go no further toward any action item that will actually result in solutions.

2. School Loop - Full and effective use of School Loop as a method of communicating achievement in a timely manner can only be achieved if all stakeholders recognize the value of the posting and accessing information so that students and parents can be kept up-to-date about assignments and grades.
3. PD Emphasis --Professional Development time devoted to progressively improving staff interaction skills to enhance better relationships on campus.

The Visiting Committee would like to thank everyone for your hospitality and kindness shown us during the visit and your willingness to share your thoughts concerning the Strengths and Growth Areas you recognize at Leigh High School. We wish you the Best of Luck in your endeavors!