

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

LEIGH HIGH SCHOOL

5210 Leigh Avenue
San Jose, CA 95124
Campbell Union High School District

March 2nd – March 5th, 2014

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Chapter I: Student/Community Profile

Leigh High School (LHS) in San Jose is one of five comprehensive high schools in the Campbell Union High School District (CUHSD). LHS has a student population of 1665 students. Students score above state averages on the California Standards Tests (CST), California High School Exit Exam (CAHSEE), Scholastic Aptitude Test (SAT) and the Advanced Placement (AP) exams.

The parent and community support at LHS is strong, as evidenced by the numerous groups and organizations associated with the school. The Home and School Club (HSC) supports the academic and personal growth of Leigh students. The Performing Arts Parents Association (PAPA) raises funds for the music and drama programs. Center Stage is a parent organization that supports the production of the spring musical. The All-Sports Boosters support the athletic program. The Leigh High Spirit Boosters support the cheer program. Additionally, the College and Career Center is staffed by the HSC.

Student enrollment by Ethnicity/Race is summarized below:

Ethnicity/Race	% of students
American Indian/Alaskan Native	<1
Asian	11
Pacific Islander	<1
Filipino	1
African American (not of Hispanic origin)	1
White (not of Hispanic origin)	58
Hispanic or Latino	21
Multiple Ethnicities	7

LHS has a high rate of student attendance. In 2012-2013 the Average Daily Attendance rate was 98.21%. In the same school year there were 61 suspensions and three expulsions. In June 2013 LHS had 97% of seniors eligible for graduation. Of those graduates, 56% met the UC system “a-g” requirements. 51% of those graduates planned to attend a four-year university and 42% planned to attend a community college. The annual dropout rate at LHS was 2.4% in 2010-2011, 0.1% in 2011-2012, and less than 0.1% in 2012-2013.

LHS has 76 teachers, 11 who are part-time or shared teachers. There are seven administrators: a principal, a vice principal, two deans, two guidance advisors, and an activities director. 100% of the teachers are fully credentialed. Of the staff members at LHS, approximately 36% have a Master’s Degree. The average number of years teaching among the LHS teachers is 14.3 years and the average teacher at LHS has been in the CUHSD for 11 years.

LHS has a number of programs for students. AVID is a support program for students bound for four-year universities. Project Lead the Way is a four-year pathway for students studying engineering and design. EdOptions Academy is an online recovery program using Plato web materials. Students can take career technical education courses through the Silicon Valley Career Technical Education program. Middle College is a high school alternative for juniors and seniors that allows students to complete high school requirements on the campus of West Valley Community College while taking college-level courses.

Over the past three years percentages of Economically Disadvantaged Students has fluctuated while percentages of Students with Disabilities has risen:

	Economically Disadvantaged (percentage of population)	Students with Disabilities (percentage of population)
2013	9.3	8.0
2012	3.9	7.1
2011	6.4	5.1

The numbers of English Learners at LHS has steadily risen over the past three years:

	English Learners (number of students)
2014	59
2013	50
2012	39

Leigh High School did not meet Adequate Yearly Progress (AYP) for the last two years. This was a result of underperformance of some subgroups as measured by percent at or above proficient on the CST. The following chart displays school-wide data for the Annual Measureable Objectives (AMOs) for the past three years in English Language Arts and Mathematics:

	ELA Target (%)	ELA at or above Proficient (%)	Math Target (%)	Math at or above Proficient (%)
2013	88.9	73.2	88.7	80.1
2012	77.8	78.7	77.4	83.6
2011	66.7	81.6	66.1	78.2

Leigh High School met all growth targets for the Academic Performance Index (API) in 2012-2013. In 2013 LHS had an API of 833 with a statewide ranking of 8 and a similar schools ranking of 1. The chart below displays API scores for the past three years as well as 2008 for the entire school as well as for numerically significant subgroups:

	2013	2012	2011	2008
School-wide	833	818	822	805
Asian	901	912	922	870
Hispanic or Latino	737	699	735	729

White	855	840	832	816
English Learners	769	756	Not numerically significant	Not numerically significant
Students with Disabilities	Not numerically significant	Not numerically significant	Not numerically significant	548

Leigh High School has identified the following two critical learner needs:

1. Close the achievement gap for significant subgroups (Students with Disabilities, Hispanic/Latino, English Learners).
2. Increase college and career readiness.

Based on data identified within the self-study, these two critical learner needs appear appropriate. However, only one of the critical learner needs is directly linked to School-wide Learner Outcomes (SLOs), as they are currently stated.

Pertinent to critical learner need #1, LHS has identified that while API scores have risen since the last self-study, the achievement gap for Students with Disabilities, Hispanic/Latino students, and English Learners has remained constant. The data identified in the self-study indicates that this is true, however, this critical learner need does not directly link to any of the SLOs.

Pertinent to critical learner need #2, LHS recognizes the disparity between the percentage of students graduating (97%) and the percentage of those graduates who have met the “a-g” requirements (56%). This critical learner need directly links to three of the SLOs:

- Life-long Learning: Acquire the skill and the ability to access the resources necessary to continue learning outside of and beyond high school.
- Global & Community Participation: Respect global diversity and make positive contributions to the community and the world beyond high school.
- High-Level Critical Thinking & Problem Solving: Apply critical thinking skills in order to solve problems and accomplish goals both in the classroom and beyond.

Chapter II: Progress Report

There have been many changes to the course offerings since the last self-study in 2008. The Math Department no longer offers Intermediate Algebra. Many Special Education courses were discontinued due to the change to the inclusion model. Other elective courses were discontinued district-wide due to budget cuts. Several AP classes have been added, including AP English Language, AP Calculus BC, and AP World History. The language offerings have expanded to include Mandarin, American Sign Language, and three levels of Spanish for Spanish Speakers. Newly added electives include Psychology, Sociology, and the first two courses of the Project Lead the Way pathway (Introduction to Engineering Design and Principles of Engineering).

The campus of Leigh High School has undergone many changes in the past six years. The Performing Arts Center is a new facility that hosts plays, musicals, and concerts. The Quad was redesigned. The cafeteria has been updated to create a more welcoming feel for students. The cafeteria is also used for staff meetings and includes updated technology (projector, screen and built-in sound system). There have been numerous improvements to sports facilities, and the new library and bookroom are scheduled to open in Spring 2014.

In 2007, while completing the self-study in preparation for the 2008 WASC visit, the LHS staff detailed four action plan steps:

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.

After the 2008 WASC visit the Visiting Committee identified three critical areas of follow-up:

1. Develop and use a method to assess ESLR integration and achievement.

As part of the 2013 self-study process, Leigh High School revised their 2008 ESLRs to reflect the current SLOs. There is not a clear process for measuring the degree to which the students are achieving the SLOs. The school has created a chart that identifies each SLO and lists some activities within each department that address the respective SLO, but the school still does not have a comprehensive process for collecting data concerning the attainment or achievement of the SLOs for all students.

2. Implement high yield teaching strategies and best practices across all content areas.

While some teachers in some departments have participated in professional development to implement best teaching strategies (the school uses the term “pockets” of teachers), it is unclear if the impact of those strategies has had an effect on the API scores for significant sub-group populations.

3. Utilize assessment data to support all students’ academic achievement and social development.

Leigh High School has made an effort to analyze data as a means to increase student achievement. The school reviews and analyzes the statewide assessment data annually at the beginning of the school year. Several departments discuss benchmark results and how to use the results to inform instruction. Analysis of the data led to the creation of programs such as Link Crew (peer-to-peer mentorship for incoming freshmen), Algebra I Recovery (an after school program that demonstrated increase achievement in Algebra I scores as well as overall strength and test scores in Geometry and Algebra II), and expanded offerings in EL SDAIE classes. However, the impact of the data review does not appear to have improved achievement for the major sub-group populations.

The self-study indicates that the 2011 Midterm Review was favorable in its assessment of the school’s attention to the above critical areas of need. The letter from the Accrediting Commission for Schools (April 11, 2011) stated, “...I am pleased to inform you that the report indicated that your school has given appropriate attention to the critical areas of follow-up noted by the previous visiting committee.” In spite of having accomplished this, the modified action plan that resulted from the 2011 Midterm Review remained largely unchanged and did not reflect the suggested critical areas of need. Those modified action plan steps are listed below, along with commentary about each:

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

There does not appear to be a correlation between the intent of collaboration and a resulting increase in student achievement. A “cycle of inquiry protocol” was developed in 2009-2010 that showed promise and was popular among teachers (as conveyed through a teacher survey in 2011), but there was no evidence that the protocol occurred school-wide or that it improved the academic achievement of targeted students. There is inconsistency between departments and their commitment to collaboration. Some departments collaborate effectively and use the process to create common pacing guides and common assessments, while other departments have teachers working independently and resisting collaboration.

LHS implemented several technology-based trainings as a means of assisting with student learning. Every classroom was equipped with LCD projectors and many classrooms received document cameras. All teachers received iPads and two professional development days were held to provide trainings for using the iPads. The self-study does not identify a direct correlation to the implementation of new technologies as well as the associated trainings and an increase in student achievement.

2. Improve communication among the school community, including easier communication between Guidance Advisors and students.

Efforts to improve communication have been largely effective. The use of School Loop allows parents/guardians and students to receive school-wide updates on a daily basis. Parents/guardians can keep track of student grades and communicate easily with teachers. In 2013 the district provided a common website template for all sites. The principal publishes a newsletter four to six times a year and posts the newsletter on the school website. Additionally the principal hosts “Donuts with Donna,” informal meetings where parents/guardians can drop in and discuss any variety of items.

Guidance Advisors have an open-door policy. Additionally, students can request a meeting with their counselor in the Student Service Center. Guidance Advisors use Naviance, a web-based counseling and guidance application, to monitor students’ planning for college admissions and to communicate with students. The Guidance Advisors hold several informational nights for parents/guardians, including an AP information session, a College Information Night for students in grades 9-11, and a Senior College Night.

3. Incorporate ESLRs into the culture of the school, and create a positive learning environment.

As noted above, Leigh High School revised their 2008 ESLRs to reflect the current SLOs. There remains a need to create a method to evaluate the degree to which the SLOs are incorporated into the culture of the school. 48% of students either agree or strongly agree that they are familiar with the SLOs.

In regards to the creation of a positive learning environment, over 80% of the students at LHS either agree or strongly agree that the staff members treat students with respect, professionalism and courtesy.

Chapter III: Self-Study Process

The self-study process revealed that certain departments work together effectively with the goal of supporting and increasing student achievement, namely the English Department, the Science Department, and the Special Education Department. Evidence gathered by the self-study and discussion with focus groups indicates that other departments struggle to effectively utilize collaboration consistently. The school indicates that benchmark assessment data is reviewed on a 6-to-9 week cycle by some departments. However, the impact of this review does not appear to have improved achievement for the major sub-group populations. Effective and productive use of collaboration as a means to increase student achievement continues to be an area of concern for the school.

Discussion with various members of the school reveals all staff would like to see the Principal address serious conflicts concerning instruction and curriculum. The Principal would like the Department Chairpersons to assert their leadership during these situations. The visiting committee reviewed the job description of the department chairperson and concluded that some of these situations are the responsibility of administrators. Many of these conflicts appear to stem from divergent philosophies on the role of instructional and curricular programs and how delivery of course content should be made to students. The Visiting Committee believes that the school staff needs to develop “common ground” principles concerning instruction, curriculum, and the role of the major stakeholders in the school concerning the instructional delivery system. In addition the Visiting Committee believes the school needs assistance in how to effectively use collaboration time.

The Student Support Center consists of two Guidance Advisors and two Deans. These four administrative positions work together to support student attendance, enforce student discipline, and assist students in their progress towards college and career readiness. However, there is not a comprehensive system in place for intervention when students are struggling.

A result of the self-study process was the modification of the previously used ESLRs to represent the refined SLOs. The Leigh High School School-wide Learning Objectives are as follows:

Life-long Learning: Acquire the skill and the ability to access the resources necessary to continue learning outside of and beyond high school.

Effective Communication: Communicate ideas with peers and teachers effectively through writing, speaking, collaborating, and the use of technology.

Integrity: Be responsible for personal actions and respectful of others.

Global & Community Participation: Respect global diversity and make positive contributions to the community and the world beyond high school.

High-Level Critical Thinking & Problem Solving: Apply critical thinking skills in

order to solve problems and accomplish goals both in the classroom and beyond.

The self-study report found that the ESLRs developed by the staff in 2007 and modified in 2013 have not been incorporated into the culture of the school over the past six years. Incorporating ESLRs/SLOs into the culture of the school was an action plan step in the 2008 self-study and is again an action plan step in this self-study.

The school has created a matrix that indicates, by department, ways in which the SLOs are addressed. However, there is no school-wide method to measure to what degree students are achieving each of the SLOs. The school recognizes this as an area for growth. The staff feels a need for direction about the implementation of the SLOs into everyday classroom activities as well as the means to measure student success in achieving the SLOs.

At the beginning of each school year the administration disaggregates student performance data on the CSTs, the CAHSEE, and the No Child Left Behind Life Science test. This information is presented to staff and collaboration time is given to teachers to use that data to assess Leigh's current strengths and areas for growth. The Math and Science Departments administer common benchmarks and analyze results. The English Department collaboratively examines student writing. There is a recognized need for a structured and systematic method for departments to analyze data and use the information as a means to improve student achievement.

The school used the self-study process to complete a thorough assessment of the entire school program. As a result the school developed five prioritized areas of growth and five additional priority concerns. The ten collective areas of growth directly address the two identified critical learner needs, which are as follows:

1. Close the achievement gap for significant subgroups (Students with Disabilities, Hispanic/Latino, and English Learners).
2. Increase college and career readiness.

The action plan steps that developed as a result of the self-study are aligned to the school's identified critical learner needs. Those action plan steps are:

1. Close the achievement gap and increase the connection to school for Hispanic/Latino students.
2. Collaborate to improve student achievement.
3. Increase students' college and career readiness.
4. Incorporate the SLOs into the school culture.

In conjunction with the development of the action plan steps, the school has created a series of tasks, growth targets, and means of monitoring progress. However, measureable indicators, similar to those in the Single Plan for Student Achievement (SPSA), would assist the school in aligning their action plan to the SPSA and in achieving the steps of the action plan.

Chapter IV: Quality of the School's Program

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 school-wide learning results and the academic standards?

According to the self-study report and focus group feedback, Leigh High School's mission statement, vision statement, and school-wide learner outcomes were evaluated and modified as a result of the work of Focus Group A – Organization Committee. The vision statement was revised to reflect an emphasis on preparing students for life after high school as well as a focus on the common core. The SLOs were slightly modified from 10 years ago to have more focus on action words. However, this process did not include district staff or input from the parent or student community. In addition, besides a small group of committed parents, many of the parents and community members are not aware of the SLOs, vision or mission statements. The report states that the SLOs are not incorporated into the school culture and a process for regular review and revision of the SLOs needs to be established.

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 school-wide 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?

According to the organization focus group and meetings held with district staff, the governing board and district administration were not directly involved in the evaluation and revision of the school's vision, mission, or SLOs. There was some informal communication that happened regarding the process between district administration and the principal.

The district LEA plan does align very closely with Leigh's Single Plan for Student Achievement (SPSA) and WASC action plan. However, the implementation of the SPSA steps from last year to this year was inconsistent with many timelines and steps unable to be achieved, especially regarding sub-groups and the implementation of the Common Core State Standards.

According to the self-study report, focus group meetings, and meetings with district personnel, implementation of the district plan is delegated to each individual site. At

Leigh High School this is further delegated to individual departments. Each department reports back to the whole school regarding their decisions and progress towards the district and site goals.

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

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

According to the self-study report and focus group meetings, each department and individual teachers have made decisions regarding curriculum, instruction, and assessment separate from other schools in the district, from other departments at Leigh, and from fellow department members. In general, teachers decide what to teach, how to teach, and how to assess within their own classrooms. Decisions and activities are often based around individual and small group needs rather than school-wide needs or initiatives.

CST, CAHSEE, and EAP data are analyzed yearly and teachers are given time to collaborate on the results. The results of the collaboration have been actionable for adding a math recovery program, Camp Every Town, the PLATO program, and the iPod classes. Beyond these programs, student data has not been consistently used to drive school-wide progress towards student learning goals. In addition, groups of teachers may have common assessments, but the assessment data is rarely used to plan for future professional development or allocate resources on a school-wide level. According to the self-study report, whole school decisions mostly take place at department meetings, but across departments there is not a system in place to promote collaboration, decision-making, or resource coherence.

According to the self-study report and validated by the focus groups, department chairs are responsible for the flow of information between administration and teachers. Decisions regarding a department's curriculum, instruction, and assessment are made within the department. Other department chairs and their departments are then informed of those decisions.

The administration and Site Council review and update the Single Plan for Student Achievement annually, but it is not strategically reviewed and updated throughout the year as evidenced by the discussions with the parent group and focus group. Leigh High School's Site Council is comprised of parents, teachers, classified staff, students, and administration as required by law.

A4. To what extent does a qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

100% of Leigh High's teachers are fully credentialed in their subject. Leigh's first and second year teachers receive Beginning Teacher Support and Assessment (BTSA) and are given mentor teachers for training and support. In addition, the administration has made a concerted effort to include department chairs and teachers in the entire hiring process. 36% of the staff has a master's degree and 52% have bachelor's plus at least 30 additional semester units.

Leigh High School has a clear student handbook and a teacher resource binder that include necessary information regarding school discipline policy and school forms. 83.7% of teachers agree that these materials are clear and easy to understand.

According to the focus group, teaching assignments are based on teacher request, with conflicts in requests being mediated primarily by department chairs and secondarily by the vice principal. In some departments, years of teaching in the district play a role in who teaches what courses. Student achievement data is not part of the department's decision making in regards to teaching assignments.

Internal communication happens through district e-mail as well as through the administration communicating to department chairs and department chairs communicating to staff members. If there are issues between members of the staff, there is an informal process of the department chair attempting to mediate the dispute first, and then administration becoming involved secondarily. However, the self-study report states that due to this being an informal process it has largely been ineffective.

According to the self-study report and focus group comments, at Leigh High School there are many teachers working together in pairs and small groups, but the shared responsibility of decision making is not effective school-wide and there is not a formal process to involve all staff in shared responsibility for student learning. In addition, there are currently no formal opportunities for veteran teachers to receive coaching or mentoring. However, the district is in the initial planning stages for developing an instructional rounds program at the high school.

Separate discussions with the focus group and the Principal reveal that staff would like to see the Principal address serious conflicts concerning instruction and curriculum and the Principal would like the Department Chairpersons to assert their leadership during these situations. The Visiting Committee reviewed the job description of the department chairperson and concluded that some of these situations are the responsibility of administrators. Many of these conflicts appear to stem by divergent philosophies on the role of instructional and curricular programs and how delivery of course content should be made to students. The Visiting Committee believes that the school staff needs to develop "common ground" principles concerning instruction, curriculum, and roles of the major stakeholders concerning education issues.

Some teachers indicated that they find that the use of collaboration time as ineffective and inconsistent. This was addressed in several focus groups and through discussion with individual teachers. The Visiting Committee believes that the school needs assistance (needs to learn how) to effectively use collaboration time.

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Some evidence was found to indicate that leadership and staff are involved in ongoing research and data-based correlated professional development that focuses on identified student learning needs. However, this professional development is often limited to voluntary participation by staff members, or limited to a small group of teachers with limited ability to communicate this information in an ongoing manner to the entire staff.

Teachers and the focus group report that for specific small groups, professional development has been very effective. This is true especially in Special Education, with the Algebra 1 math recovery program, and with departments that fully embraced the “cycle for inquiry” model. However, for the “cycle of inquiry” there was not faculty-wide acceptance of this model. While teachers met in teams, many did not go beyond the first step of planning curriculum. They did not analyze student work nor develop common assessments as a team in order to improve teaching and learning.

Due to state budget cuts, the district has not provided a dedicated professional development budget to the site, so the site has been creative with its use of MAA funds in order to fund professional development for AVID teachers, Project Lead the Way, and AP teachers.

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 school-wide learning results?

According to the self-study report and site discussions, there is a process for evaluating expenditures and providing monetary oversight through the Director of Fiscal Resources at the district office. Purchase orders are created according to state guidelines and submitted to the district office to ensure proper and appropriate allocation of funds. Department chairs and staff are currently not involved in resource allocation decisions. Instead, it is at the discretion of the principal and vice-principal to allocate resources. The principal takes requests for resources from department chairs and generally grants them if the budget allows and requests are reasonable.

The school facilities have been or are currently being updated and are adequate to meet the school’s vision, mission and SLOs. The educational facilities are safe, functional, and well maintained.

The visiting committee found that while the human, material, and financial resources are adequate to meet the stated needs of the school, these resources are often not utilized with clear coherence with each other or on a school-wide level. The resources are allocated based on individual or department requirements with student achievement data only being used on occasion to drive the allocation decision and seldom are multiple resources leveraged together to increase student learning.

Areas of Strength:

1. There is a strong commitment by the administration to support departmental leadership.
2. Leigh High School has a clearly developed mission, vision, and school-wide learner outcomes.
3. The district has made it a priority to improve and provide available technology for teachers and students.
4. Leigh High School administrators are committed to providing professional development opportunities to teachers.

Areas for Growth:

1. The school administration and teachers review/revisit progress towards the WASC Action Plan on a regular basis.
2. The school administration actively involves students, parents, and district representatives in the focus on learning process.
3. The administration and teachers effectively use collaborative time by looking at data and collaborating on student achievement.
4. School administration and teachers develop “common ground” principles concerning instruction, curriculum, and roles of the major stakeholders concerning education issues.
5. School administration and teachers participate in trainings on how to effectively use collaboration time.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM THAT SUPPORTS HIGH ACHIEVEMENT FOR ALL STUDENTS

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 school-wide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the school-wide learner outcomes accomplished?

After a review of the evidence provided in the self-study report, focus group meetings, and classroom observations, standards-based student learning is inconsistent across disciplines. According to a teacher survey, 81% of teachers sometimes or never include a state standard in their lesson plans. However, 94% of teachers “know” that their lessons “always” or “sometimes” align the standards with their lessons.

AP courses follow audited syllabi, which have been approved by the College Board. Focus group meetings and classroom observations provided evidence that AVID strategies are being used in AVID classes and that those strategies are familiar to some teachers outside the program.

“A-G” requirements are adhered to in most disciplines. However, graduation requirements at LHS for Foreign Language and Math are not aligned with “a-g” requirements.

Common assessments are used fully in some departments and inconsistently or not at all in other departments, as referenced by both the self-study report and focus group meetings. The Math Department does have benchmark assessments while the English Department is in the process of creating benchmark assessments for rubric development. The English Department collaboratively administers, scores, and reflects upon common writing assignments.

As the demographics of the high school have changed to include a larger Hispanic and EL population, the administration and faculty have made strides to make the curriculum inclusive of these sub-groups. As stated in the self-study report, more efforts by teachers are being made to encourage Hispanic students to take AP courses. Collaboration with core-curricula teachers is initiated by the Special Education Department in an effort to mainstream students whenever possible.

As an adjunct to the Science and Math Departments, “Project Lead the Way” (PLTW) has been adopted as an addition to the STEM offerings at Leigh High School. The first Intro to Engineering Course was developed and offered in 2012-2013. The second level, Principals of Engineering, was developed and offered in 2013-2014. Both courses offer students a hands-on, minds-on curriculum that engages students to discover what engineering is, and the skills and knowledge required to be an engineer or an engineering technologist. Leigh High School is in the process of deciding what the third year of course will be in 2014-2015. All PLTW courses are UC/CSU approved and create a nationally recognized pathway into engineering programs for all students at a university as well as other technical careers.

New curriculum development includes the addition of Earth Science, a course added for students not quite ready for Biology. The Math Department added AP Calculus BC, and Algebra Recovery was added as an off-semester pathway for students who haven’t passed Algebra I/Algebra 2. Spanish for Spanish Speakers has been offered for four years. American Sign Language is in its second year, having been offered in 2012-2013. Additionally AP World History was added in 2013-2014

B2 and B3. To what extent do all students have equal 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?

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

As freshmen, each student at Leigh High School meets with a counselor twice yearly to discuss graduation requirements. Leigh High School has a College and Career Center with computers, which is available to students and staffed by parent volunteers daily

during lunch. A counselor is in charge of meeting with students receiving D's and F's, but no specific interventions are evidenced in the self-study report. A counselor is also responsible to meet with students who have 504 plans as well as AVID students in an effort to keep them on track for graduation. Again, no specific interventions are mentioned in the self-study report. Leigh High School has introduced Naviance, which provides new opportunities to match student interest with universities and careers. Middle College is a program that students can enroll in through the district. Middle College allows students to earn college credit while still earning a high school diploma from LHS. Technical training in Culinary Arts, Medical Assistance, Drafting, Automotive Repair, Forensics, and Dental Assisting are offered to junior and seniors through the Silicon Valley Career Technical Education program. The district also provides the Work Experience Education Program (WEE) for students seeking General, Technical, or Exploratory employment. Job seeking and acquisition skills, exploring career paths, and maintaining a job are part of the curriculum.

There is no evidence of parent/administration/teacher collaboration with regard to curriculum and/or course offerings.

Leigh High School utilizes School Loop as an online grading system. Teacher surveys indicate that 96% of teachers use School Loop as their grading system. SST's, IEP's, and 504 Plan meetings are regularly held.

As mentioned in previous findings, Leigh HS has a College and Career Center and the SVCTE technical training program.

Areas of Strength

1. The school offers a wide-range of course and program offerings that engage students in a variety of ways, such as AP courses, Project Lead The Way, AVID, SVCTE, and Work Experience.
2. There is strong articulation with feeder schools.
3. There is strong collaboration between Special Education and general education subject instructors.
4. Common benchmarks in Math and World Languages are well established.
5. The English, Math, and Science Departments are to be commended for beginning the transition to the Common Core State Standards.
6. The AVID program is well established and working hard to provide students with access to post-high school education.

Areas for Growth

1. Administration and AP teachers consider ways to increase the diversity in AP/Honors courses.
2. Administration and teachers consider ways to expand AVID strategies to include more classrooms.
3. Administration and teachers evaluate standards-based instruction to assist in the

- development of common assessments.
4. Administration and teachers participate in district-provided training to develop common assessments departmentally and across disciplines as implementation of the Common Core State Standards move forward.
 5. School administration and teachers participate in training to expand department and cross-curricular collaboration to address Common Core lesson planning.

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 school-wide learner outcomes?

Evidence from classroom observations and focus group meetings support that most Leigh High School teachers design and deliver standards-based lessons. Some teachers in a variety of disciplines design lessons and activities that place an emphasis on higher-level critical thinking. Most teachers choose focus standards to provide depth on the subjects deemed most important and essential to student understanding of the material.

Classroom observations showed evidence that some teachers communicate learning goals, objectives or essential questions before the lesson or unit is taught. The World History and ELA teachers collaborate on the implementation and grading of a joint project in which they use a common grading rubric. Many teachers provide rubrics and samples to help students understand the expected outcome of an assignment. Most students agree that teachers are clear in grading procedures and provide rubrics and samples of exemplary work.

Classroom observations, focus group discussions, and parent meetings support the belief that faculty need to increase the awareness of the school-wide learner outcomes for all students.

Although many teachers use PowerPoint presentations to deliver instruction, evidence from classroom observation and focus group meetings indicate that most teachers do not understand what differentiated instruction is or what scaffolding looks like within their daily instruction.

Most students agree that teachers set clear academic expectations and expected levels of performance. Some students expressed frustration with the inconsistency of school-wide grading practices.

There is evidence through classroom observations, focus group meetings, and parent meetings that not all students are involved in a challenging learning experience. Students who volunteer in class and participate in programs such as AVID, AP courses and tutorial are better prepared to achieve the academic standards and the school-wide learner outcomes than those students who are not actively involved or students from other sub-groups.

Discussion with several focus groups indicated some teachers are concerned with the achievement level of EL and Hispanic students. Interviews with district office administration indicate that a program to address EL students at all schools will be presented district-wide shortly.

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 high order of thinking skills, and help them succeed at high levels?

All teachers have access to LCD projectors and some teachers use podcasts, blogs, Prezi, and Twitter. Some teachers need more training in order to utilize technology to maximize student learning.

Through classroom observations and focus group meetings, there was evidence that some teachers use a variety of instructional strategies that encourage active student engagement and higher order thinking skills and some teachers implement lessons that incorporate good lesson design components. Many teachers effectively use instructional time in the block scheduling. Classroom observations showed evidence that there are opportunities for students to work in groups to solve problems and engage in higher-level thinking in some classrooms. It is evident that individual teachers use instructional strategies to foster active student engagement, check for understanding, and to promote critical thinking. However, there is not evidence of a school-wide systematic means to ensure that all teachers use strategies to intentionally engage students from all sub-groups so that all students succeed at high levels.

Some teachers provide opportunities for students to discover knowledge on their own and to communicate that knowledge to peers and teachers through inquiry-based labs, research projects and essays.

Students at Leigh High School have opportunities to use technology, including smart-phones, to perform research for project-based learning and collaborative projects with their peers. Some students are given opportunities in class to use communication skills for presentations and explanations.

There was evidence through classroom observation and review of student work that some teachers are using expository text in instruction. Students write expository essays, analyze political cartoons, and write science lab reports, all of which promote critical thinking skills.

Areas of Strength

1. Many teachers develop and deliver standards-based lessons that focus on essential standards.
2. Many teachers clearly articulate learning goals at the beginning of the lesson or unit.

3. Some individual teachers intentionally use instructional strategies that promote student engagement and critical thinking.

Areas for Growth

1. Teachers and administration develop a school-wide common definition of rigor to assist in obtaining consistent rigor in all classrooms for all levels of students
2. Teachers and administration implement school-wide research-based instructional and checking for understanding strategies to actively engage all students.
3. Teachers and administration develop and implement a focused and systematic professional development plan to help support teachers meet the learning needs of the critical learner.

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

D1 and D2. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Leigh High School somewhat effectively uses a variety of summative and formative assessment tools to provide feedback to students, parents, and other stakeholders. Formally the administrative team disaggregates student performance data on the CST, CAHSEE, and EAP, and distributes them to staff. However, the school does not provide summative and formative assessment tools to provide feedback on student attainment of the SLOs. The school provides collaboration time for teachers to use that data to assess Leigh High School's current strengths and areas for growth. Each department formulates a specific plan to implement strategies to address critical learners and their instructional need.

This year's discussion identified the Hispanic sub-group as "critical learners" and focuses on closing the achievement gap. This resulted in a discussion around what specific strategies the teachers need to address this issue and is included as a step in the action plan.

Parents receive their student's test scores on the CST and CAHSEE via the school's newsletter and district mailings. The API results are available in the community in the local newspapers, district mailings, the school and district website.

The school aligns grading expectations for courses with benchmark tests/essays and other means. The greatest level of alignment is dependent on the departments' philosophy and leadership. Other departments are aligned to a lesser degree. The English Department establishes anchor papers to calibrate the scoring of essays.

Teachers use a wide variety of assessment strategies including common curriculum-embedded assessments specifically in English/Language Arts and Mathematics.

The school's self-study indicates that teachers monitor student progress toward academic standards but the process is not implemented on a school-wide nor department-wide basis. Discussion with the focus group indicates that the formal manner that student progress is monitored is through the counselors and administrators in their reporting of student progress toward graduation requirements, CST scores, and passage of CAHSEE with parents and students. The self-study report also reveals that the school does not monitor the progress of students toward achieving the SLOs. However, discussion with the focus group indicated that teachers intuitively measure student attainment on the SLOs through student work in classes.

The discussion with the focus group indicates that some of school's teachers are focused on addressing critical learner student needs' through a variety of interventions and modifications to curriculum and instruction.

D3 and D4. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the school-wide learner outcomes?

To what extent does the assessment of student achievement in relation to the academic standards and the school-wide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

The school has an effective system for assessment and monitoring student progress toward the achievement of the academic standards but not the school-wide learner outcomes. Periodically, the school administration and counselors develop a list of students that obtained a D or F grade in any course. Through formal and informal SST/IEP meetings, learning management teams consisting of teachers, counselors, caseworkers, parents, and students work together to monitor student progress and create an action plan to help struggling students to become more successful. Several teachers expressed the idea of this level of learning management teams needs to be provided to more students, such as the critical learners.

The self-study indicates that the school's teachers are frustrated with changes in curricular direction when there have been changes in the position of Assistant Superintendent of Curriculum. The self-study implies that this changeover has occurred at least four times in the past five years.

The school believes that parents, the district office, and board members are effectively informed about student progress toward achieving the academic standards. They cite survey results that indicate 76% of the parents feel that teachers are easy to contact and 82% indicate that they feel teachers keep students informed of their progress/grade in their classes. School Loop offers parents and students access to student academic progress.

The self-study indicates that a result of assessment data has been valuable to make curricular changes. The report cites examples of new intervention classes for students that are not meeting the standards for the courses, such as Algebra 1 Recovery and a SAIDE class. In 2013-2014 these courses were not offered:

- The Math Department and Administration decided to suspend Algebra 1 Recovery for two reasons. First, the Math Department was unsure how to continue the course in light of the course being redesigned as Integrated 1 for the Common Core State Standards. Second, in order to make the newly implemented Integrated 1 courses smaller the school used .2 FTE for Integrated 1 instead of Algebra 1 Recovery.
- There were not a sufficient number of EL students, according to district practice, to create an English SDAIE section in 2013-2014. However, the Special Education iPod model of clustering Special Education students with specific English teachers was used in 2013-2014 to schedule EL students with English teachers who will use SDAIE strategies. There is one teacher at each grade level with whom the EL students are placed for English 1-4. These teachers are also iPod teachers.

As part of the transition to the CCSS the Math Department has chosen to adapt an integrated model versus the traditional Algebra 1 – Geometry – Algebra 2 sequence. In 2013-2014 Integrated 1 was offered and in each subsequent year the next course (Integrated 2, Integrated 3) will be implemented. The English Department created a new course, English 1 CCSS, for all freshmen.

The self-study did not indicate any changes in instructional strategies due to review of assessments for the teacher to make in the current classroom. However, as a result of reviewing assessment data, teachers did make a concerted effort to make a meaningful connection with one member of the school's critical learner group. The intention is that if the student feels more connected to the school they may be more motivated to be successful. However, to this date, there is not data to support whether this activity has had any positive impact.

Significantly noted in the self-study is a finding of the assessment and accountability focus group. The self-study indicates that the focus group has been addressing the examination of assessment data and towards identifying the critical learner groups. While many issues have developed in their discussion (in small groups or departments), they are concerned that no real school-wide outcomes have emerged.

Areas of Strengths:

1. Some departments at Leigh High School have created a variety of standards-based benchmark assessments to measure student achievement.
2. The teachers of several departments have developed differentiated learning goals and complementary common assessments to measure student achievement.

Areas for Growth:

1. The administration and teachers develop and implement a process for collecting data for each of the SLOs, analyzing that data periodically to determine students' level of achievement of the SLOs, and develop intervention and strategies as needed to ensure student attainment of the SLOs.
2. The administration and teachers develop a clearly defined, specific, measurable action plan to address the needs of the critical learners that focuses on "high yield instructional strategies."
3. The administration and teachers develop and implement a clearly defined professional development plan to help support teachers meet the learning needs of the critical learner.

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 offers multiple opportunities for parental and community involvement, especially with the teaching and learning process. Several strategies have been utilized to provide information to parents about student achievement and involve them in the process. The school website has been redesigned to provide easily accessible information to parents and community members. LHS utilizes School Loop, which is used by the vast majority of staff members to communicate regarding student achievement and grades and is available in both Spanish and English. Parents and community members can participate as members of several organizations, including School Site Council, ELAC, and the Home and School Club.

The use of community resources to support teaching and learning is apparent. Multiple community partnerships have been developed. Specifically noted in the self-study was the school's work with local colleges regarding global citizenship and the Xilinx Educational Eco-System to collaborate with the school around STEM initiatives, specifically Project Lead the Way.

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?

LHS is a safe, clean, and orderly place that nurtures learning. The school has developed and implemented policies and assigned resources to ensure campus safety. Off-duty police officers are utilized as campus School Resource Officers (SROs) and are on campus daily. Clear behavioral expectations have been communicated via the student handbook, direct instruction from teachers the first two days of school, and are enforced both in classrooms and via consequences from two deans.

Leigh prides itself on exhibiting a caring culture where multiple support services are offered. Link Crew assists with freshmen orientation and creating a positive transition to high school for incoming students. Save Our Students (SOS) provides teacher-led support and professional counseling services to students in crisis. Students can express interests and promote a positive school culture through the development of and participation in clubs.

A majority of students indicated that LHS staff members treat them with respect, professionalism, and courtesy.

Both the self-study and the focus group meeting supported survey results that conflicts between staff members are not being resolved by site administration. Staff cited ongoing issues that affected both school-wide and departmental progress regarding curricular and instructional decisions, student achievement, and culture as a whole. The majority of the staff present expressed an overall feeling of not being valued by site administration, specifically the Principal and Vice-Principal, during the focus group meeting. Additionally, staff would like to see the Principal address serious conflicts concerning instructional and curricular decisions. The Principal would like the Department Chairpersons to assert their leadership during these situations. Many of these conflicts appear to stem by divergent philosophies on the role of instructional and curricular programs and how delivery of course content should be made to students. The Visiting Committee believes that the school staff needs to develop “common ground” principles concerning instruction, curriculum, and the roles of the major stakeholders concerning education issues.

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

Students at Leigh High School receive support services in a variety of ways. Trained parent volunteers from the Home & School Club operate the College and Career Center, including the facilitation of college recruitment visits and scholarship opportunities, in conjunction with the guidance counselors. There are two full-time Guidance Advisors who formally meet twice yearly with students to discuss schedules and academic progress. Students can also set up additional appointments to meet with their Guidance

Advisor. Parents, students, and staff access the Naviance platform to assist students in college and career planning. While Guidance Advisors and staff indicated that students are introduced to “a-g” requirements and reminded of them at least twice yearly, evidence from both the student survey and student conversations demonstrated that many students do not have a clear understanding of these college entrance requirements.

Students at LHS can attend SVCTE to learn about and gain skills in careers. Students have daily access to a homework center, staffed by students in the National Honor Society. Support services for students experiencing emotional concerns exist through a variety of school and community based partnerships. The school also has an SST process to early identify students who are struggling to maintain progress and design a plan of support services.

All classes have open access, allowing any student to enroll in honors and AP classes. The district worked with Equal Opportunity Schools (EOS) investigating equity in the AP program, and LHS has identified the factors present at their site. AVID supports a percentage of the population with specific strategies. However, no evidence suggests that these techniques have been implemented beyond the AVID elective classrooms. Students With Disabilities are consistently supported through direct and regular communication about their progress between case managers, aides, and counselors. Two district psychologists oversee Special Education students as well as referrals for eligibility. 504 Plans support students to access the curriculum fully if they need accommodations and do not qualify under Special Education.

Credit recovery is offered in several ways. Students can integrate this into their regular schedule. Additional periods (0, 4th, and 8th) are offered outside of the traditional day. Various online programs (EdOptions and CACE) allow for credit recovery, and students can also access BYU credit recovery, albeit at their own expense.

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 High School students have access to a system of personal support services, activities, and opportunities at the school and within the community. Performing Arts, Band, and Choir are very active on campus. The Make-a-Wish program involves the student population by granting wishes to selected students. The report identifies a need to reach out to the Hispanic/Latino population so that they are also participating actively in these programs and activities. Student leadership recognizes the need to be inclusive of all student groups and populations in activities and in promoting school spirit. While the self-study reported a need for additional guidance support services, conversations with the College and Career Center parent volunteers and guidance staff indicated a desire to be responsive to current circumstances. However, evidence gathered during a student focus group and from the student survey demonstrated a need for more awareness and utilization of the College and Career Center by the student population as a whole.

Areas of Strength:

1. Opportunities exist in many areas for parents and community members to be involved and provide support for the school.
2. There is a strong, positive climate between students and staff. Several opportunities exist for parents and community members to be actively involved with supporting the school.
3. Strong and positive relationships exist between staff and students.
4. Many extra-curricular and co-curricular opportunities exist for students.
5. Leigh High School has a safe school climate and many facilities either have been renovated or are currently undergoing renovation.
6. Open enrollment exists for AP/Honors courses
7. There is strong support from local community partners.
8. There are strong programs and services for students, such as SVCTE, a parent-staffed College and Career Center, Camp Everytown, and Project Lead the Way.

Areas for Growth:

1. Site administration, guidance counselors, and teachers consider ways to increase the number of underrepresented students in AP/Honors courses based on the findings from the EOS report.
2. Administration and teachers consider develop “common ground” principles concerning instruction, curriculum, and the roles of the major stakeholders concerning education issues.
3. Site administration and guidance staff consider ways to expand students’ level of information about “a-g” requirements and post-secondary options.

In order to accomplish the school’s action plan steps, the Visiting Committee feels Leigh High School should celebrate the areas of strength listed above in each of the five categories. The staff as a whole is dedicated and works hard to increase student achievement. Likewise, to achieve the action plan steps, the VC believes that Leigh High School should dedicate itself to the areas of growth listed above in each of the five categories. The VC feels that the suggested areas for growth can help direct Leigh High School towards successfully achieving the action plan.

Listed below are the school-wide areas of strength and areas for growth:

School-wide Areas of Strength:

1. Leigh High School has a clearly developed mission, vision, and school-wide learner outcomes. (Category A, pg. 14)
2. Several teachers have developed differentiated learning goals and complementary common assessments to measure student achievement. (Category D, pg. 22)
3. There is a strong, positive climate between students and staff. Several opportunities exist for parents and community members to be actively involved with supporting the school. (Category E, pg. 25)

School-wide Areas for Growth:

1. The administration and teachers develop and implement a process for collecting data for each of the SLOs, analyzing that data periodically to determine students' level of achievement of the SLOs, and develop intervention and strategies as needed to ensure student attainment of the SLOs. (Category D, pg. 22)
2. Teachers and administration develop and implement a focused and systematic professional development plan to help support teachers meet the learning needs of the critical learner. (Category C, pg. 19)
3. School administration and teachers develop "common ground" principles concerning instruction, curriculum, and roles of the major stakeholders concerning education issues. (Category A, pg. 14)
4. The school administration actively involves students, parents, and district representatives in the focus on learning process. (Category A, pg. 14)
5. School administration and teachers participate in trainings on how to effectively use collaboration time. (Category B, pg. 17)
6. Administration and AP teachers consider ways to increase the diversity in AP/Honors courses. (Category B, pg. 17)

Chapter V: Ongoing School Improvement

The school created an action plan with four steps:

1. Close the achievement gap and increase the connection to school for Hispanic/Latino students.
2. Collaborate to improve student achievement.
3. Increase students' college and career readiness.
4. Incorporate the SLOs into the school culture.

Each step of the action plan is backed with rationale as well as accompanying tasks that need to be completed. Each step clearly delineates who is responsible for carrying out the task, what resources are needed, and the means to assess improvement. There are growth targets and means to monitor the growth targets, however these could use some specificity that would direct staff towards achievement of the action plan.

Even though the action plan makes sense for Leigh High School, the Visiting Committee (VC) has some concern that two steps largely reflect the same focus areas identified and addressed in the 2008 WASC self-study. The similarities are as follows:

- 2008: Improve staff collaboration and professional development to increase student achievement.
2014: Collaborate to improve student achievement.
- 2008: Incorporate ESLRs into the culture of the school.
2014: Incorporate the SLOs into the school culture.

The action plan steps will directly enhance student learning. However, to accomplish this goal the VC feels there is a need for specific, measurable indicators tied to each action plan step. Measurable indicators, similar to those in the Single Plan for Student Achievement (SPSA), would assist the school in aligning their action plan to the SPSA and in achieving the steps of the action plan. With two of the action plan steps being nearly identical to action plan steps from the last full self-study, the VC recommends that Leigh High School develop a detailed vision of what accomplishment of these two steps would look like. While working towards that vision the VC feels it would be beneficial to celebrate small successes along the way, thus creating camaraderie and momentum.

The VC feels the action plan is feasible within existing resources. District-level administrators indicated that in 2014-2015 a third Guidance Advisor would be added at Leigh High School, as well as a structure for providing ELD services to ELs. These additional resources will directly support the school's action plan.

The VC feels there are several factors that will support school improvement. As noted, there is a positive relationship between the staff and students. Staff members speak highly about the students and talk of their dedication to helping the students attain high levels of achievement. Another factor that will support school improvement is the staff's

commitment to improve. In the self-study report and conveyed during nearly every focus group meeting, the staff recognized a need for collaboration to be consistently implemented as well as structured. Likewise, the staff expressed a desire to incorporate the SLOs into daily activities but indicated a need to know how to do so and a need for a means of measuring the effectiveness.

The Visiting Committee feels that an explicit focus on and strong commitment to the following area for growth will largely mitigate impediments to school improvement.

- School administration and teachers develop “common ground” principles concerning instruction, curriculum, and roles of the major stakeholders concerning education issues.

The VC feels that Leigh High School has a staff that is ready and willing to take the steps necessary for sustainable school improvement. Developing “common ground” principles concerning instruction, curriculum, and the roles of the major stakeholders concerning education issues will streamline the work of improvement by helping to place all staff on the same page. A dedication to this area for growth will create an understanding among the entire staff at Leigh High School that allows the stakeholders to move forward as one team working towards a common outcome of increased student achievement.