

**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 Unified School District

March 27-28, 2017

Visiting Committee Members

Mr. Mark Campbell, Chairperson
Superintendent, Calaveras Unified School District

Mrs. Debra Boggs
Director of Literacy, Stanislaus County Office of Education

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Assistant Superintendent for Educational Services
Pleasanton Unified School District

Mrs. Catherine Quittmeyer
English Department Chair/GATE Coordinator
Orestimba High School

I. Introduction (1/2–1 page)

Include the following:

- **General comments about the school, its setting, and the school's analysis of student achievement data.**
- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**
- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**
- **Describe the process used to prepare the progress report.**

Leigh is one of five comprehensive high schools in Campbell Union High School District (CUHSD). Its Vision Statement is "Leigh's vision is to foster a learning community where we all strive for continual growth." and its Mission Statement is, "Leigh's mission is to provide a safe and caring learning environment to prepare students for success in their post-high school life by engaging them in meaningful experiences. This includes participating in activities, using appropriate tools, and emphasizing critical thinking, problem solving, and analytical skills. To promote high standards and expectations, students, faculty, staff, parents, and the community share the responsibility for advancing the school's mission."

The Schoolwide Learner Outcomes (SLO's) are:

Leigh Students:

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

Leigh provides a comprehensive curriculum that includes instructional programs designed for college-bound, Special Education, and vocational students.

Student Data

Leigh's student enrollment has consistently hovered around 1650 students per year for the past decade, though enrollment did top 1700 in 2016-17. Their students are predominantly White (66%), Hispanic or Latino (14%) or Asian (12%). Students of other races or multiple races make up about 10% of the student body. LHS has an EL population of 19.8% and 7.6% of its students are designated as Students with Disabilities.

Leigh's students have historically scored above state averages on required achievement tests as well as the SAT, ACT, and Advanced Placement tests. In 2016,

about 50% of all seniors had met the A-G requirements for UC/CSU. A vast majority of Leigh graduates choose to attend college after graduation, with about 50% going straight to a 4-year program and nearly as many going to a community college in 2016. Combined, fewer than 5% of Leigh seniors elect to join the military or workforce, attend a vocational school, or remain undecided about their plans at the time of graduation.

LHS scores on the 2016 CAASPP indicated 74% of students met or exceeded standards in ELA and 62% met or exceeded standards in Math. LHS has a graduation rate of 96.3% (consistent with prior couple of years).

Identified Critical Learner Needs

Based on the data, LHS staff identified three main critical learner needs: closing the achievement gap for Hispanic/Latino students, closing the achievement gap for Students With Disabilities, and increasing math achievement for most students. These are the same critical needs as last year, as the achievement gap hasn't improved in most areas since 2016 and in some cases has become more pronounced.

Program Changes

In March 2016, Leigh teachers voted to change the bell schedule for the new school year. As a result, there are twenty-four collaboration days in 2016-17, ten fewer than last year. This change has created impacts seen both positively and negatively, which was validated during the site visitation. Many teachers, students, and parents prefer having more consistency to the schedule instead of juggling three different daily schedules in the same week. Some teachers had reported that the increased number of collaboration days in 2015-16 put them behind on their curriculum due to classes being twenty minutes shorter on collaboration days than regular days. However, many teachers who took advantage of the additional collaboration time last year to work with colleagues on curriculum, instruction, and assessment no longer have the time to do so during the regular day. Moreover, many Focus Groups identified time as an essential resource to complete their Action Plan tasks.

Changes in Administration

The biggest change since the last WASC visitation has been bringing in an entirely new administrative team with the exception of one returning Assistant Principal. All administrators new to Leigh have experience in administrative roles from previous schools.

The following positions existed in 2015-16 and have been filled by new employees: Principal, Vice Principal, one Assistant Principal, three Guidance Advisors, Activities Director, Athletic Director, School Psychologist, and TM Psychologist. One of the new Guidance Advisors resigned in September and was replaced in October.

Additionally, two new administrative positions were added that did not exist last year: one Assistant Principal (for a total of three), and one Guidance Advisor (for a total of four).

In addition to the changes to Leigh's site administration, the district has seen several new administrators since last year, including a new Superintendent, Assistant Superintendent of Business Services, Executive Director of Special Education, and Chief Human Resources Officer.

Engaging Stakeholders in Implementation and Monitoring of Action Plan

The administrative team, Focus Groups, and the School Site Council have been the three groups primarily responsible for monitoring implementation of the Action Plan over the past several years. In WASC years, the WASC Coordinator also plays a role in monitoring the Action Plan, updating the staff on progress, and helping to coordinate Focus Group work on specific tasks.

The School Site Council is more involved in monitoring of Leigh's Schoolwide Action Plan than in implementation. Annually, the School Site Council approves Leigh's SPSA, which is aligned with the Action Plan and the district's LCAP goals. The School Site Council also reviews the Action Plan itself at its monthly meetings and receives updates from the Principal on the progress of each task that the School Site Council has been designated to monitor, primarily within Goal 1 (Instruction).

To more explicitly address the monitoring of the plan and process, Goal 3, Task 7, "Implement bi-annual review of Action Plan by Focus Groups, which include students and parents," was added to last year's Action Plan to ensure that monitoring and implementation of the Action Plan is shared between administration and Focus Groups at regular intervals. Previous to this, Action Plan monitoring had fallen largely to the administrative team. While the administration does still review the Action Plan several times throughout the year when planning faculty meetings and collaboration, Focus Groups are now ultimately responsible for monitoring progress. Leigh's probationary status has had a positive effect on the functioning of the Focus Groups; because of meeting consistently and working toward well-defined goals, Focus Groups now feel ownership over certain areas of school improvement, which is why they want to actively monitor their own progress. Finally, with the formation this spring of the teacher PD committee, the school foresees the committee also being involved in reviewing the Action Plan in order to plan and design professional development that helps them to meet their goals.

Process of Preparing the Progress Report

When the 2016/17 school year started, LHS began meeting in Focus Groups to review the 2015-16 Action Plan and provide feedback for updates and revisions.

The Leadership Team (LT) had its first release day in September. Feedback was solicited from all members about how the WASC process had been conducted in the past and their suggestions for how to best move forward. The LT began reviewing the Focus Groups' feedback on the Action Plan. By the end of the day, the LT had completely revised the Action Plan by removing tasks that had been completed or that had become part of regular school business, revising those that needed changing based on Focus Group feedback and LT discussion, and adding tasks that had been identified by Focus Groups, the Leadership Team, or new administrators as necessary. This day produced a streamlined Action Plan with three overarching goals (Instruction, Communication and Support, Engagement) that parallel the SLOs (Think, Communicate, Engage).

Focus Groups then met again in the fall to look at the Leadership Team's proposed revisions to the Action Plan. The feedback resulted in minor changes made after this meeting to incorporate suggestions from Focus Groups. The LT met again for a full day on November 3 and began fleshing out the Action Plan, assigning specific tasks to Focus Groups. Later in November, Focus Groups received their task assignments and worked together to plan a course of action for each task and complete the Action Plan matrix for each task. The WASC Coordinator compiled this work and reviewed it with the Principal, filling in gaps as necessary to complete the full Action Plan in December.

During the fall, Focus Groups worked extensively on WASC collaboration days and during PD time to move forward on the tasks in the Action Plan. Almost all materials have been kept in Google Drive, making it easy to update each time they met, and making it easier for the WASC Coordinator to pull directly from Focus Group folders when drafting the report.

The full drafts of Chapters IV and V, progress and Action Plan, were posted on the Leigh website in January and December respectively, and parents were notified in the Principal's Weekly Newsletter that they could access them and ask questions or provide feedback. Student Focus Group members were emailed these sections directly because many of them were unable to attend the December and January Focus Group meetings. Neither of these groups contacted the Principal with questions or feedback.

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

- **Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.**
- **Note the evidence supporting the progress made and the impact made on student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.**
- ➔ **Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.**

Due to a number of factors with the 2016 Visiting Committee visitation and subsequent report, it was difficult for LHS to delineate the prioritized critical areas of focus. However, the school has more clearly designated and outlined the prioritized areas of focus and action and the progress made on the areas outlined in the schoolwide action plan is clearer.

In the reformatted action plan, LHS has three primary goals. These goals address the broad areas of Instruction (with eight tasks), Communication and Support (with nine tasks) and Engagement (with seven tasks).

Goal 1-Instruction

- Task 1: Increase curriculum coherence, common assessments and grading for common courses.

Work initiated in Spring 2016 and accomplishments noted in departmental analysis and addressing of program coherence (policies, practices, grading, etc.) and increased use of common assessments (site and district based). Feedback during the site visitation validated that while progress has been made, this remains a prioritized area of focus for staff.

- Task 2: Staff consensus on grading, rigor and homework

Focus Group work initiated in December 2016 where staff surveyed on practices with extra credit and late work. The results drove dialogue and analysis in these areas as well as homework expectations. PD provided addressing rigor through QTEL Instructional rounds.

- Task 3: increase student engagement and interaction in classroom lessons

QTEL training being provided, purchasing of classroom furniture to promote greater interaction and collaboration amongst students, emphasizing this are through teacher-evaluation process and soliciting student feedback in quarterly student lunches with Principal.

- Task 4: Define philosophy and expectations in AP programs

Dialogue initiated December 2016 and ongoing between Principal and AP staff focusing on course goals, workload, summer homework, student support

- Task 5: Form committee to implement teacher-led professional development

Committee plan reviewed at faculty meeting in January 2017, committee formed and committee first met in February 2017 with a focus on planning site collaboration days and PD overall. Positive feedback was provided to the visiting committee in this area, from staff and administration.

- Task 6: Clarify process and purpose of Instructional rounds

Site visit to model high school conducted in October 2016 (four teachers), 15 teachers participated in QTEL training in January, work to expand and continue moving forward.

- Task 7: Redefine Cycle of Inquiry (COI) process

Progress made on use of common assessments, identification of areas of concern created through surveys and site administration working with staff to address as well as reevaluate the COI process overall .

- Task 8: Explore and implement new CTE pathways

Progress made with Engineering pathway and expanding programs in theater, education, business and culinary areas.

Goal 2: Communication and Support

- Task 1: Expand school to home communication

Significant progress noted in this area in 2016/2017. New administration and increased efforts have positively impacted communication and climate. Parent feedback during the site visitations (November and March) validated the significant improvement in this area.

- Task 2: Use of data to determine student support needs

Progress made with data analysis, administrative outreach, SST's and academic support class opportunities.

- Task 3: Build a college and career exposure program

Progress noted with communication, outreach, direct support services.

- Task 4: Improve communication and process regarding AP courses

Progress noted in communication (teachers with administration, teachers with students, teachers with parents) and overall increased awareness and support.

- Task 5: Improve supports for AP students

Initially addressed in Fall 2017 through staff dialogue and is still a work in progress.

- Task 6: Provide supports to students regarding A-G coursework

Ongoing emphasis with proactive communication and ongoing counseling.

- Task 7: Train staff in areas of Special Education and 504

Work initiated at October 2016 staff meeting. Future training TBD.

- Task 8: Improve AVID program

AVID Coordinator working with site administration and guidance advisors on information and outreach to staff regarding criteria for student-placement.

- Task 9: Assess areas of need in tutorial supports

Schoolwide surveys to be conducted in April 2017 (feedback from staff and students)

Goal 3: Engagement

- Task 1: Establish core beliefs

Discussion with staff initiated in September 2016. Next step, with Organization Focus Group spearheading prep work, was to occur with staff in February PD Day. Process ongoing.

- Task 2: build relationships between students and staff

Work with staff initiated in September 2016 (reflection, assessment, sharing of ideas and strategies). Staff participation in school activities emphasized and increases noted. Future trainings in classroom practices forthcoming. During the site visitation the feedback from staff, students, parents and administration validated the significant growth in this area

- Task 3: SLO assessments

Alignment of SLO's to new state standards established. Connections and alignment of

SLO's to rubrics, assessments, classroom protocol are emphasized.

- Task 4: Increase student "voice"

Progress noted with quarterly Principal-student lunches, newly established Student Council (reps from all classrooms) that meets monthly to facilitate communication to and from. Feedback to the visiting committee indicated that this has been an area of significant improvement.

- Task 5: Use health survey data to address areas of need

Healthy Kids Survey data analyzed, shared and discussed in May 2016 (staff and Student Council reps). Data from 2016 to be used similarly to identify areas of need and ideas to address. Emphasis on formalized activities centered on "stress reduction" for students.

- Task 6: Analyze use of staff to add electives and course options

Student course requests to help drive this direction. Department Chairs engaged with administration on master schedule development to maximize course offerings and utilization of fte.

- Task 7: Bi-annual review of schoolwide action plan

Has been a year-round effort given the March visitation. Plans are to have focus groups review the schoolwide action plan in November and May of each year to assess progress.

There were other areas referenced by the previous visiting committee report as needing to be addressed (School Loop, Student-Centered Instruction, Achievement Gap and SLO Measurement). All of these areas are incorporated at some point the current schoolwide action plan

III. Commendations and Recommendations

- **Commendations:**
 - **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

Overall addressing of goals and reformatting of action plan components (high level of engagement, strong efforts and progress noted)

Improving communication, culture and climate amongst all stakeholders resulting in higher levels of positive engagement and overall support

Overall accomplishments in the midst of significant administrative transitions

- **Recommendations:**
- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
- **Identify any new areas of concerns, if applicable.**

Sub-Groups---be explicit in the action plan how LHS is addressing identified sub-groups: SWD, EL and Hispanic/Latino to include student supports, services and parental outreach (dialogue and documentation provided during the visit that provided greater clarity and specificity in this area)

Collaboration---continue to expand upon the capacity of staff to create structured time to analyze student data to inform instructional decisions

Assessments: continue to work on expanding scope of common assessments, use of disaggregated student data from both internal and external assessments