THREE-YEAR-TERM REVISIT
VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
FOR

SAN LEANDRO HIGH SCHOOL

2200 Bancroft Avenue
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San Leandro Unified School District

16-17 November 2015

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I. Introduction

Background/The School Community

In the San Francisco Bay area, just south of Oakland, the community of San Leandro has grown from a small town sustained by orchards and fishing boats into a city of over 80,000, with a diversified industrial base and a steadily growing, increasingly diverse population. San Leandro High School (SLHS) has been the only comprehensive high school in the San Leandro Unified School District (SLUSD) for the last thirty years. Today, SLHS is a highly diverse, urban high school with an enrollment of approximately 2500 students, including nearly 400 English Language Learners (16%)and 53% of students receiving free and reduced lunches.

San Leandro High attendance area encompasses most of San Leandro. The area surrounding the campus is comprised of a combination of apartment buildings and homes. The primary feeder schools are Bancroft Middle School, and John Muir Middle School. The SLUSD's open-enrollment policy permits students from all over the district to enroll at SLHS

The school offers a wide variety of technical and career-oriented classes, creative opportunities in the arts, and an extensive variety of sport programs, clubs and extracurricular activities. Several academies, organized as "small schools within a school," give students an opportunity to enroll in a specific set of courses associated with a designated career area.

The campus has two "campuses," an upper which houses all grades and classes, and a lower which started as a freshman school, but now has expanded to include mixed grade levels. The school is working to determine the best use for the two facilities, concerned about the time it takes students to move from one site to the other. The addition of the bio-medical program across the street will add another element to the planning.

Overall, the SLHS is a school in flux. Programs and processes are in their beginning stages as there are co-principals new to the school, a new administrative team, and all new District personnel who have their own strategic plan for reorganization.

San Leandro High School's Vision and Mission Statements from SPSA:

The mission of San Leandro School is to challenge and motivate each student to achieve his or her full potential as a responsible member of our diverse community and society. We offer a positive safe learning environment that promotes intellectual growth, health, creativity, and respect for self and others. Our vision is to model excellence and encourage academic achievement and personal success for all our students. Here at San Leandro High students are prepared to be productive members of society. All scholars at San Leandro High school

will leave with options for success that include 4-year colleges, community college to four-year college transfer, vocational or trade school admittance and public service.

The School's Analysis Of Student Achievement Data

Within departments, common assessments are being developed, but there is no systematic schoolwide collection and analysis of data. The school was without a principal for a year and no process had been established for ongoing collection or analysis of data. When the new principals came to the school, the highest priority was to create a school culture where students could succeed and would want to succeed. The school culture has improved significantly, according to veteran teachers and long-time classified employees. Students reported that the campus felt safer, although the VC noted the need in some classes for better classroom management. The school reports a decrease in suspensions and expulsions.

Based on the last available standardized test data, achievement needs improvement in the following areas:

- Standardized test scores
- CAHSEE passing rates
- successful completion of Academic Core classes
- AP and Honors enrollment/participation
- Meeting A-G requirements for 4-year University acceptance, and graduation requirements. Despite efforts to diversify Honors and AP classes, enrollment by ethnicity has not changed within the past two years. With some exceptions, the gap in proficiency levels and access to college pathways are even more significant for English Learners and students with disabilities.

Although the State of California has shifted from the California State Test (CST) high stakes assessment to Smarter Balance Assessment Consortium (SBAC), the school analyzed and reflected on its students' CST results. The analysis of academic performance led to the findings below:

- 2013 STAR testing results: students in the African American subgroup did not meet the API target. AA subgroup decreased from 645 to 634
- 2014 STAR testing results: 31% of students in the African American subgroup scored proficient or above in English Language Arts
- 2014 STAR testing results: 40% of students in the Latino subgroup scored proficient or above in English Language Arts
- 2014 STAR testing results: scores of students in the English Learners subgroup decreased from 26% proficient or above proficient to 19% proficient or above proficient in English Language Arts
- 2014 STAR testing results: 22.9% of students in the African American subgroup

scored proficient or above proficient in Mathematics. (The AYP target was not met)
- 2014 STAR testing results: 38.7% of students in the Latino subgroup are proficient or above proficient in Mathematics
- 2014 STAR testing results: 24.7% of students in the English Learner subgroup are proficient or above proficient in Mathematics
- 2013-2014 CELDT assessment results: 3% of EL students scored advanced, 23% early advanced, and 44% early intermediate and 19% beginning.
- Overall, SLHS did not meet the NCLB performance goal targets

Although the achievement/opportunity gap persists between the performance of African-American and Latino subgroups and that of other students, primarily Asian and White, interviews and observation show that the school is striving to instill pride and self-respect in its students while increasing the rigor of classes. The mandates to improve school culture, improve student achievement, and meet the demands of the District's reorganization strategy would tax any school, let alone one that suffered a leadership void for a year followed by all new administrative personnel.

Although limited, the Extended Learning Program (After School Program) effectively serves the academic and social emotional needs of students who struggle academically due to a variety of factors (25 -30% of students). After school credit recovery and intervention programs can potentially serve those students who lack key academic fundamental skills.

II: Significant Changes and Developments

Over the three years since the last WASC, there was a year without a principal. No one carried forward the continuing improvement process. Two years ago, a new administrative team was brought in: Dr. Reginald Edward Richardson and Dr. Ronald Elliott Richardson became Co-Principals of San Leandro High School along with three new Assistant Principals. There is only one remaining member of the previous administrative team. The current administration is not trained in the WASC process and/or procedures.

The current administration appears to be strongly supported by both the District and the LEA. Administration sets as its priority the District-adopted 2013-2016 strategic action plan. The first year (2013) was identified as the year of analysis and reorganization. This year begins implementation and action. Also driving priorities are the state initiated LCAPs which are the primary means through which the District shares performance data, needs, actions, and anticipated outcomes to guide the use of available funding. The District held many community meetings (with appropriate translation services) that resulted in the formation of an LCAP design team charged with the task of developing a plan. The details of the process are clearly outlined on the district website. There is

strong, positive collaboration among the LEA, District, and site administration. development with the district's strategic plan.

In addition, over the past two years, the district office has been reorganized. It now consists of three departments: Education Services, Human Resources, and Business Operations. The three divisions work in an integrated manner to ensure equitable learning outcomes for all students and equitable access to all programs and support services

A technology plan (2012-2015) was adopted for the entire District. For SLHS, Chromebooks have been purchased and distributed in 12 carts throughout the school. All teachers have a MacBook Pro laptop. The District goal is a 1:2 ratio of device to students. The District has purchased subscriptions to two online blended learning websites: Discovery Education and Compass Learning.

Because there will be three years between the end of the CST and the full implementation of the SBAC, SLHS will be administering their own, District-created and initiated, interim online testing in English Language Arts and Math, so that students will be prepared for the implementation of the SBAC. The ELA and Math teachers are being extensively trained on how to administer and score the exams. English teachers are developing protocols that will enable them to grade writing samples with consistency.

The district has switched from Outlook to the Google suite. All teachers have a Gmail account. Teachers are being trained on Google drive and Gmail. Students will have district Gmail accounts in the spring of 2015. The district is working with the city to upgrade the school's Internet service. Already there is a highly functional network throughout the high school.

Professional Development and The Innovators - Last winter teachers throughout the district were challenged to apply in teams of 2-4 to become Innovators. Innovators would lead the way in Project Based Learning and technology integration. All teams who applied were granted Innovator status. They attended a 3-day professional development training over the summer (that was open to all SLUSD teachers). 23 of the 130 teachers at SLHS are Innovators. The goal is for each of those teachers to implement 3 projects this year. Every innovator received a MacBook Pro and an iPad for their classrooms. Every pair of Innovators shares a cart of 30 Chromebooks. Students have access to technology like never before. These teachers are being encouraged to try new ways of teaching. The district is encouraging teachers to take risks and offering support. A key element of Project Based Learning involves including a public audience for student work, which guarantees a higher level of authenticity. Professional development has brought in several new resources and teaching strategies at the same time. Blended Learning, Project Based Learning, SBAC style

assessments in English and math, Common Core Curriculum guides for ELA and Math. Instead of a single silver bullet to solve the academic issues of the students, the district is offering us a buffet of choices so that there is something for everyone. The innovators are being trained first in small intensive settings, in all of the options, in order to see the holistic vision, and the district's ultimate goal. So that as the pieces are rolled out to the entire staff, there is already a pool of teacher leaders who have some knowledge and can help make the learning of other teachers more successful. At this time, there is no specific assessment process to determine the impact of these strategies on student learning.

15% of teachers (18 of 119) are new this year, an unusually high number of new hires.

Grant funding for GEAR-UP, the after-school program, ended. One class was followed and supported for 4 years as they moved through high school. The entire school benefitted from this grant. This program is missed. Securing ongoing funding for a sustained after-school program is a new goal. The head counselor, Veronica Rivera, is enrolled in a graduate program that requires a year long project. She has chosen the development of an after-school program as her project.
New construction – The football field, pool, and Career Technical Education shops have been renovated (wood, metal, and drafting), solar panels have been installed.

SLHS has received a Career Pathways Trust Grant for the development of a new Bio – Medical academy. A teacher has been hired to research similar programs and develop the pathway at SLHS. A second grant has been awarded to develop a Science Technology Engineering (maybe Art) and Mathematics academy (STEM or STEAM). A committee is currently being formed to develop these academy options and consider the restructuring of the secondary level. The committee will consider how to best use the two campuses and what type of schedule works best with the new paradigm of project based learning and 21st century skills.

The Student Health & Wellness Center will open in the spring of 2015. The 13,000 sq. ft. facility, located across the street from the high school, was purchased with a loan from the City of San Leandro. The facility is currently undergoing a $3.1 million renovation, funded in part by Alameda County, a grant from Health Services Resources Administration (HRSA) and SLUSD. Students of the Social Justice Academy conducted an extensive survey of approximately 1,000 of their peers, parents, and teachers in order to guide the development and services to be offered by the new center. Once open, the center will offer integrated medical, dental, behavioral health, health education, youth empowerment and family resource services. Alameda Health System will serve as the primary medical provider. Benefits of school-based health centers include increased academic success, improved physical and behavioral health outcomes and success in life.

Briefly comment on the school's follow-up process.
The midterm report should have been written in the spring of 2013. However, that school year SLHS operated without a principal for the entire year. A teacher at SLHS, was hired as a 0.2 FTE (one released period) to coordinate the preparation of the progress report. She worked with the registrar to gather the profile data. She met with one of the co-Principals and an Assistant Principal weekly in the fall of 2014 in order to complete the report. The co-Principal, in a letter written and signed by SLUSD, requested and was granted a formal extension on the scheduled mid-year WASC review in the fall of 2014 for the following reasons:

- The school is in the midst of a District-mandated redesign process, which will significantly restructure educational programming at San Leandro High School.
- The school is undertaking progressive systemic changes in year one of new district and school level leadership.
- The school has 5 out of 6 new administrators, a new Central Office Team, new Cabinet (3 out of 4) and all new Directors
- There is a lack of longitudinal evidence where indicators of performance were developed and data collected to inform shared decision making, and planning for school improvement
- The school is the recipient of two new grants/bonds (Career Pathways Trust Grant, QZAB) that will largely restructure the school and the loss of one that affected the After School Program).

In the fall of 2015, a request to reschedule the WASC revisit to March was made but was denied.

III: Process for the Development of the Progress Report

In preparation for the SLHS WASC review visit on November 16-17, the following action steps have been taken

- Counselors, teachers, district employees and students were interviewed as needed to gather the information needed to thoroughly compose this report.
- Administration conducted staff meetings to facilitate a WASC presentation so that all staff is informed about what WASC is and the process that needs to take place to involve all stakeholders.
- Administration conducted a WASC presentation for parents to educate them on what WASC is and what role they play in this important learning process
- Administration worked closely with the Instructional Leadership Team (ILT) to gather empirical data to respond to the WASC Committee recommendations and strategic action items that SLHS committed to address and implement.
- Administration worked with the School Site Council and ELAC advisory Committee to get feedback and to include them in the process as well

- Articulated the deliverables and timelines to all staff and district leaders

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

Schoolwide Critical Areas for Follow-Up (from 2012 VC Report):

1. **Communication between school and home can be improved with timely and frequent teacher feedback through use of ABI Gradebook.**
   Currently, SLHS teachers utilize ABI Gradebook to communicate with parents and teachers.

2. **The instructional staff needs additional data access and professional development in data interpretation skills to help them make informed decisions regarding strategies to guide instruction for all students, especially African-American and Latino students. A cycle of inquiry process is needed for data analysis, implementation and review.**
   SLUSD leaders, coaches and SLHS administration are working closely with SLHS in developing common assessments/benchmarks that can be used to analyze and monitor student progress and needs. Additionally, the data will be utilized to drive instruction and differentiation. As it has shifted to Common Core and Next Generation Science Standards, the school is using Illuminate, a data management system that allows teachers to access data regarding student learning and checking for understanding, formatively and summatively. The use of Illuminate is in its beginning stages, requiring further staff development and developing practices that allow staff to derive student data in a timely manner.

   During the 2014-2015 school year all juniors participated in the Interim SBAC Assessment that was administered to help prepare them for the actual test in the spring.

3. **Professional development with a focus on engaging, research-based instructional strategies (such as Reading Apprenticeship), sharing best practices and development of methods to explicitly share standards and ESLRs with students is needed to improve overall student achievement.**
   The current administration has not been involved in previous professional development at SLHS, but many ELA department members have been participating in Readers Apprenticeship training as well as EWRC (Expository Writing Reading Course) writing strategies, both of which focus on increasing teacher and student effectiveness relative to meeting Common Core state standards. All staff meets collaboratively on Wednesday mornings in content related/subject related groups to develop strategies and tools to improve the efficacy of practice. This year, teachers are using the time to plan CCSS/NGSS aligned lessons. All lessons will include methods of teaching and assessing the 21st Century skills:
   - collaboration

- critical thinking
- communication and
- creativity

4. **With guidance and support of the district, SLHS needs to create and implement a system of shared leadership to explore, implement and evaluate practices and programs to increase student achievement through the engagement of all students in all classes.**
   The new administration has a very aggressive plan for professional development. The clear purpose of this professional development is the improvement of teaching and learning for all students. In alignment with the district strategic plan, teachers are being trained in four main areas: Common Core, Design Thinking Approach to Instruction, Blended Learning, and Socio-Emotional Learning. All teachers are learning about the Common Core and 21st century skills. The English and Math teachers have had extensive training on the new Curriculum Guides that are aligned with the Common Core.

   The district offered a 3-day course in August on Project Based Learning. Twenty-three of the high school teachers have signed up to be "Innovators" - leaders in changing teaching methods and raising the expectations for all students. To support the teachers with all of the changes, the district has hired eight instructional coaches. Two blended learning websites are available to SLHS - Compass Learning and Discovery Education. To improve socio-emotional learning, the entire district is changing to a Positive Behavior Intervention System (PBIS). SLHS has posted nine virtues in all classrooms. Discipline is based on restorative justice rather than a list of infractions and punishments.

5. **Develop and implement a plan for the standardization of technology access across campuses.**
   SLHS utilizes 21st century technology to personalize, support, improve and enhance student learning and to meet or exceed the State Common Core Standards. SLHS will create 21st century learning environments that include opportunities for personalizing students' learning, encouraging application of the 21st century competencies (critical thinking and problem solving, communication, collaboration, creativity and global competency) and formatively assessing student learning through robust implementation of technology integration.

   With District support, the school is currently working to improve the infrastructure of SLHS to support a seamless 1:1 learning environment by: 1) connecting to the city's fiber optic loop, 2) upgrading switches and internal fiber, 3) installing new Wi-Fi, 4) increasing Internet bandwidth, and 5) adding devices.

   Additionally, the school is adding software (i.e., Gaggle and Synergyze) to support

the implementation of Google applications for education in order for students to have digital tools for communication. The District is also providing stipends for teacher leaders who will serve as technology integrators and specialists at sites to support digital learning in the classroom.

6. **Continue to create, refine and implement pacing guides aligning those with ESLRs.**
   With the new administration there is a shift away from pacing guides (also called "racing" guides), towards more authentic teaching and learning. The shift is toward quality of content; that is, the depth and breadth, through alignment with CCSS rather than the quantity of information covered.

7. **Continue to reflect on and refine grading practices**
   Although the current administration does not have any longitudinal data that speaks to collaboration and professional development regarding the refining of grading practices, SLHS is currently partnering with Crescendo Education Group to explore and conduct action research around grading practices and how it impacts student learning. The overarching goal is to improve the accuracy, fairness, and consistency of teachers' grading and assessment practices.

   With the support and guidance of district leaders, SLHS teachers and administration are currently engaged in a six series workshop, Assessing Student Learning Accurately to look closely at grading policies and practices. Additionally, the hired consultant/facilitator is currently leading the workshops as well as working with teachers once a month in small focus groups to reflect on and analyze their action research that is being implemented.

V. Commendations and Recommendations

A. Commendations:

- The school has increased the amount and use of technology: teachers have laptops, document cameras, projector, and a 2:1 Chromebook access in ELA and math. Internet access has gone out to all areas of campus. Inservice has been made available to help staff utilize technology to enhance instructional strategies.
- There is a wide variety of Professional Development activities that address SPSA, grading, Innovators, PLCs, etc.
- The new site and district administration work effectively as a collaborative team.
- The school is working toward establishing the Positive Behavior Intervention System (PBIS) and Restorative Practices.

- The school has begun implementation of a co-teaching model between special education and core content areas.
- Through the development of cohorts of teachers, the school community has made strides to make changes toward implementing instructional strategies and implementing best practices. (Grading practices, Innovators-PBL instructional practices)
- There is a strong and growing positive climate and school culture.
- Teachers report that there are more positive relationships and more trust among administration and staff.

B. 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.

- There is a need to prioritize and refine the professional development activities to address specific student learning outcomes, especially for underperforming subgroups.
- There is a need to provide timely training and on-going support for all participants in the co-teaching initiative.
- There is a need to refine and prioritize Action plan goals and expectations to assure accountability and connections to student learning outcomes.
- There is a need to create a timeline for assessment of the effectiveness of initiatives and their full implementation.
- There is a need to create a comprehensive system of timely data collection and schoolwide analysis to enable staff to assess the impact of programs and practices on improved student achievement.
- There is a need to increase the rigor of classes for all students to improve student achievement.
- There is a need to implement effective instructional strategies that increase student engagement in their own learning.