

**SELF-STUDY VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**SAN ANDREAS HIGH SCHOOL**

**599 William Ave.**

**Larkspur, CA 95939**

**Tamalpais Union High School District**

**March 4 – 7, 2007**

**Visiting Committee Members**

Margaret Brown, Chair  
Teacher, Retired

Thomas A. Gemma  
Superintendent, Galt Union High School District

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## Chapter I: Student/Community Profile

San Andreas High School is the continuation school in the Tamalpais Union High School District in Marin County. San Andreas is located in the community of Larkspur behind Redwood High School, one of three comprehensive high schools in the district.

The students at San Andreas come from the entire attendance area of the district. Geographically this covers most of the central and southern part of Marin County and extends from the Pacific coast to the San Francisco Bay. This attendance area socio-economically ranges from pockets of disadvantaged to very affluent areas. The school has a maximum enrollment of 140. The 2006 CBED's indicate 132 students, 64% white not Hispanic 22% African American, 11% Hispanic, 3% Asian and Pacific Islanders and 1 student of "multiple" or "no response." The number of students who identified themselves in ethnic groups other than white has increased over 2005, the previous year reported. Currently 20% of the students are eligible for free or reduced lunch.

Students are referred to San Andreas from the districts three comprehensive high schools and occasionally from other schools and programs in Marin County. They come for a variety of reasons, such as being behind in graduation credits, difficulty adjusting to a traditional school, emotional stress, need to work and earn money and difficulty relating to other students.

### School Performance Data

San Andreas has only participated in the API rating system since 2003. Succeeding years have all shown growth from the baseline year (2003).

Base Year	Base API	School Year	API Growth API	Growth	Statewide Rank	Similar Schools Rank
2003	*	2003-2004	537	*	NA	NA
2004	538	2004-2005	620	82	1	NA
2005	620	2005-2006	597	-23	1	NA
* No API was calculated by the state						

San Andreas is also evaluated through the Alternative Schools Accountability Model (ASAM). The 2006 data indicate sufficient performance on the indicators selected by the school: student behavior, student persistence and credit completion. Over the last three years, San Andreas High School has seen an increase in performance indicator #1-student behavior. The percentage of students being suspended or expelled has doubled to

11.70% in 2006 from 5.90% in 2004. On performance indicator #2-student persistence, San Andreas High School has been constant the last three years. According to ASAM data, about 98% of San Andreas High School senior students that are enrolled at least 90 days (long term students) graduate from San Andreas High School. On performance indicator #3-credit completion, San Andreas High School has worked hard to increase the monthly credit completion. In 2004, San Andreas students were completing about 5 credits per month. In 2006, San Andreas High School students increased their monthly credit completion to 7.3.

Over the years that adequate yearly progress (AYP) data has been collected under the NCLB, San Andreas has met all its targets with the exception of participation rates and API in 2002 and 2003. It should be noted that the 2006 data shows the participation targets were not met in mathematics, and English Language Arts, particularly in white and special education subgroups.

**San Andreas High School  
2005 & 2006 AYP Targets**

**2005 San Andreas met 6 out of 6 AYP targets**

**2006 San Andreas met 6 out of 6 AYP targets**

Participation Target ELA* 95%								
Year	School wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
2005	N=21 [91%]	N=17 [89%]	N=0 NA	N=0 NA	N=0 NA	N=3 100%**	N=0 NA	N=4 100%**
2006	N=22 [78%]	N=15 [75%]	N=0 NA	N=0 NA	N=2 100%**	N=1 100%**	N=0 NA	N=5 [84%]

\* Schools or LEAs with less than 50 students enrolled do not have participation rate criteria

Participation Target Mathematics* 95%								
Year	School wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
2005	100%**	100%**	100%**	NA	NA	100%**	NA	100%**
2006	[82%]	[80%]	NA	NA	100%**	100%**	NA	100%**

AMO English-Language Arts 22.3% Target								
2005	<b>46.20%**</b>	NA	NA	NA	NA	NA	NA	NA
2006	<b>46.70%**</b>	<b>46.20%**</b>	NA	NA	NA	NA	NA	NA

AMO Mathematics 20.9% Target								
2005	<b>42.90%**</b>	<b>54.50%**</b>	NA	NA	NA	NA	NA	NA
2006	<b>40.00%**</b>	<b>38.50%**</b>	NA	NA	NA	NA	NA	NA

Graduation Rate 82.8%				API Target of 560 or 1 point Growth				
2005	98.20%			620				
2006	99.10%			597				

**Bold Numbers** represent the Groups included in the AYP determination  
**\*\*** indicate a met target and **[ ]** indicate a target not met

The number of San Andreas students taking STAR assessments (CST) has increased overall since 2001. The school continues to meet the high participation expectation of NCLB. The results indicate that San Andreas students struggle with performance in all academic areas. There has been some improvement, however only a few students perform at proficient levels. Tenth grade participation in CST notes a 29% decline of tenth graders taking the test. More 11<sup>th</sup> graders took the test during the same time. Overall for grade 11 there was a 19% growth in the number of students scoring proficient or advanced from 2003 to 2006.

San Andreas - Grade 9,10, and 11 ELA CST Test Takers							
	2002	2003	2004	2005	2006	One-Year Change	Five-Year Change
<b>Grade 9</b>	*	1	1	2	4	<b>200%</b>	<b>NA</b>
<b>Grade 10</b>	28	18	17	24	20	<b>-17%</b>	<b>-29%</b>
<b>Grade 11</b>	37	53	64	44	49	<b>11%</b>	<b>32%</b>

San Andreas - Grade 10 & 11 - ELA CST % Proficient or Advanced							
	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average
<b>Grade 10</b>	*	12%	12%	21%	10%	<b>-11%</b>	<b>14%</b>
<b>Grade 11</b>	*	8%	20%	17%	27%	<b>10%</b>	<b>18%</b>

<b>San Andreas Average % Correct Answers on CST</b>		
<b>General Math Reporting Clusters</b>	<b>2005</b>	<b>2006</b>
Rational Numbers	*	45%
Exponents, Powers and Roots	*	33%
Quantitative Relationships and Evaluating Expressions	*	42%
MultiStep Problems, Graphing and Functions	*	37%
Measurement and Geometry	*	21%
Statistics, Data Analysis & Probability	*	52%

\* no data submitted

Percent Correct in Reporting Clusters for 2005-2006

<b>San Andreas Average % Correct Answers on CST</b>		
<b>Algebra Reporting Clusters</b>	<b>2005</b>	<b>2006</b>
Number Properties/Operations/Linear Equations	50%	40%
Graphing and Systems of Linear Equations	40%	31%
Quadratics and Polynomials	35%	30%
Functions and Rational Expressions	26%	28%

<b>San Andreas Average % Correct Answers on CST</b>		
<b>Geometry Reporting Clusters</b>	<b>2005</b>	<b>2006</b>
Logic and Geometric Proof	49%	49%
Volume & Area Formulas	51%	57%
Angle Relationships, Constructions, & Lines	55%	36%
Trigonometry	37%	28%

<b>San Andreas Average % Correct Answers on CST</b>		
<b>Algebra Reporting Clusters</b>	<b>2005</b>	<b>2006</b>
Polynomials & Rational Expressions	30%	32%
Quadratics, Conics, and Complex Numbers	27%	35%
Exponents and Logarithms	18%	28%
Series, Combinatorics, Probability and Statistics	29%	26%

<b>Students Proficient or Advanced on World History and U.S. History CST's</b>							
	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>One-Year Growth</b>	<b>Five-Year Average</b>
<b>World History</b>	*	0%	6%	4%	5%	1%	4%
<b>U.S. History</b>	*	0%	10%	13%	18%	5%	10%
<b>Total History</b>	*	0%	9%	9%	14%	55%	17%

### CAHSEE

In 2005–06 eighty two percent of the grade 10 San Andreas High School students passed the English Language Arts section of the CAHSEE, down from the 84% the previous year. The sophomore mean scale score was 381, up from 374 the prior year. Sixty nine percent of females passed this section compared to 56% for the males.

Sixty seven percent of all San Andreas High School grade 10 students passed the mathematics portion of the CAHSEE which was the same as the previous year. The sophomore mean scale score was 369, up from 365 the prior year. Seventy percent of males passed this section compared to 57% for the females. Twelve special education students took the exam with 60% passing.

In 2005-06 all senior students but one had passed the CAHSEE. One student did not graduate because he did not pass the CAHSEE English Language Exam.

San Andreas has analyzed the CAHSEE results for their students identifying the strands with the highest and lowest scores. Lowest scores have been in the Writing Strategies and Algebra I Sections.

<b>CAHSEE 10th Grade English-Language Arts Pass Rates</b>				
	<b>Class of 2005</b>	<b>Class of 2006</b>	<b>Class of 2007</b>	<b>Class of 2008</b>
	<b>Spring 2003</b>	<b>Spring 2004</b>	<b>Spring 2005</b>	<b>Spring 2006</b>
<b>Pass Rate</b>	80%	85%	84%	82%
<b>Mean Score</b>	281	375	374	381

<b>CAHSEE 10th Grade Mathematics Pass Rates</b>				
	<b>Class of 2005</b>	<b>Class of 2006</b>	<b>Class of 2007</b>	<b>Class of 2008</b>
	<b>Spring 2003</b>	<b>Spring 2004</b>	<b>Spring 2005</b>	<b>Spring 2006</b>
<b>Pass Rate</b>	13%	40%	67%	67%
<b>Mean Score</b>	311	349	365	369

District Assessment Data

The Tamalpais Union High School District requires students to demonstrate proficiency in five areas, a core literacy portfolio, a direct write, reading, mathematics and computer literacy.

The Core Literacy Portfolio is a holistic assessment of reading, writing and speaking. All tenth graders are expected to submit this Literacy Portfolio. The portfolios are evaluated by district teachers. Scoring is done on a 6 point rubric, with a score of 4 or better required to meet the literacy standard. Due to the transient nature of San Andreas students many do not complete this requirement until their senior year.

The Direct Writing Assessment is first taken in grade 9. Students are given a prompt and limited time to draft a quality piece. It is scored on a 6 point rubric with 4 or better required to pass. Most San Andreas students pass this requirement in grades 11 or 12.

A variety of assessments have been used through the years to determine reading and mathematics proficiency. Currently a combination of the STAR test and the Core Literacy Portfolio are used to assess these requirements.

Computer literacy requirements may be met by one of two options: 1) Complete a semester long Computer Literacy course during which required proficiencies are demonstrated or 2) Pass the district's Computer Literacy test.

<b>San Andreas 2005- 06 Pass Rates on District Assessments</b>											
<b>Grade</b>	<b>Enrollment</b>	<b>Portfolio</b>		<b>Direct Write</b>		<b>Reading</b>		<b>Mathematics</b>		<b>Computer Literacy</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
12	45	41	91%	44	98%	44	98%	41	91%	43	96%
11	60	9	15%	46	77%	33	55%	55	92%	36	60%
10	22	0	0%	11	50%	4	18%	12	55%	6	27%
9	4	0	0%	2	50%	1	25%	0	0%	0	0%

### Graduation Rate and Other School Data

<b>San Andreas High School</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Number of Graduates</b>	54	73	74	73	66
<b>Graduation Rates</b>	97%	98.5%	92.7%	92.4%	92.4%
<b>Dropout Rates</b>	3	2	3	3	3

The graduation rate of 92.4% for 2006 is based on the number of graduates (66), drop outs (3) and seniors continuing in the coming year (2). This is a total of 71 students. The mobility of the student population adds to the difficulty of calculating the rate. Graduation rates have dropped over the five years reported. However, they remain above 90%. Decline may be due to more accurate calculations or the added proficiency requirements through this time period.

As the previous chart indicates the drop out rate for San Andreas is low, an average of three students per year.

In 2005-06 there were 47 suspensions from San Andreas, 19 for disruption/defiance, 13 for drugs and alcohol. One student was expelled for drugs and disruption.

The high graduation rate and low drop out rate indicate attendance at San Andreas is good. Currently average daily attendance is 80%. San Andreas has worked at improving attendance with a system of phone calls to parents by staff and computer. The computer generated calls are currently the primary contact regarding attendance.

Currently there are no students at the school designated as ELL/LEP.

Thirty-six special education students are enrolled at San Andreas. They are supported by a full time resource teacher, a .6 FTE special education instructional assistant and a school psychologist one day a week.

The staff is made up of seven full-time equivalent (FTE) teachers, one FTE special education teacher, .6 FTE math teacher, .4 FTE psychologist intern, .2 FTE school psychologist, .3 FTE college/career specialist, 1 FTE counselor, .4 ROP teacher, .2 FTE school to career coordinator, 1 FTE staff assistant, 1 FTE principal's assistant, .8 FTE attendance clerk, .6 FTE special education instructional assistant, 1 FTE literacy portfolio instructional assistant and a custodian. All of the certificated staff meets the No Child Left Behind requirement of being highly qualified. All are teaching in their area of certification, with some branching out into areas of expertise and experience for elective subjects (i.e. agro ecology). The average years of experience for the teaching staff is over 15 with a range of six years to over twenty-five.



The San Andreas facility was modernized in 2005 using district bond money approved by the community. Several class rooms were replaced and all buildings were updated physically and technologically. All classrooms are equipped with computers, some have computer lab capability. There are 9 classrooms, a multipurpose room and offices for the administrator, counselor, college/career personnel and support staff. A new classroom is planned for spring of 2007 that will house woodworking, ceramics and small engine repair classes.

The student healthy kid's survey that is administered every other year indicates that overall students feel safe at school. The students indicate that harassment is low (22%) and theft has been steadily decreasing since 2001 (29% to 25%-2005). San Andreas High School students have reported that there has been a slight decrease in their consumption of alcohol and marijuana since 2001.

Class size is kept below 20 per class.

San Andreas provides a number of classes from the required academics to a range of electives. They have an extensive college/career planning support network.

San Andreas has a staff that provides a meaningful and relevant curriculum for their students. This is done in a caring, safe, clean environment. The data show that San Andreas students continue to struggle academically and this area needs continued attention. All stakeholders need to come to terms with the reality and importance of the numerous required assessments. The data formulated from these assessments is crucial to instructional delivery practices. While improvements can be made San Andreas is to be commended for the number of students graduating and passing the CAHSEE.

## **Chapter II: Progress Report (2 pages)**

Since the last self-study changes have taken place at San Andreas and at continuation high schools generally. At San Andreas there is a new principal who is in his third year. The Counselor started after the last WASC evaluation and several other staff members are new. The school facility has been modernized and in some cases replaced. There have been significant technological improvements. The Superintendent of the Tamalpais Union High School District is also new since the last WASC visit.

Since 2000, No Child Left Behind (NCLB), the California High School Exit Exam (CAHSEE), new district graduation assessments and API for continuation schools have all been implemented. This new emphasis on assessment and accountability combined with additional graduation requirements necessarily changed the focus and direction of instruction.

The 2000 Focus on Learning Action Plan had three main improvement areas:  
1. Improve the overall performance of the San Andreas student population.

2. Strengthen Connections and increase communication between staff, students, parents and community members.
3. Explore additional integrated and collaborative learning options for students.

The first area; *Improve the overall performance of the San Andreas student population* had five objectives.

The first objective was to retain the small size of San Andreas (120) and strengthen programs for struggling students at the district feeder schools. The cap or maximum number of students at San Andreas increased in 2003-04 to 140. As a result class sizes have increased, especially in English and Social Studies where students need four years of credit for graduation. There were no new programs for struggling students at the comprehensive schools until this current year.

The second objective was to improve the accountability system for daily attendance. Several significant things were done to improve attendance. San Andreas applied for a School Link Services Grant from the Marin Community Foundation to work on counseling, employment and attendance services. The initial annual grant was \$66,000 reduced to \$27,000 in 2005. This money was used to hire a full time Attendance and Welfare Coordinator which was reduced to a twenty hour a week position in 2005. The position has since been eliminated with the end of the grant funding. A number of strategies were used to improve attendance including home visits, bus passes, and daily phone calls. In the fall of 2005 a system to generate machine calls to parents of absent students was installed. In 2005-06 the school day was increased from a five period to a six period day and credits were tied more closely to student attendance. In October, November of 2004 the ADA was 64%. In 2005 for the same months it was 77%. In 2006 the ADA was 80%.

To help improve student performance the school has used Title I funds to hire instructional assistants, purchase technology and materials and hire a .2FTE math teacher to help students achieve the math requirements of the CAHSEE.

Thirdly the school planned to develop a transportation plan to make field trips possible. Grant money was used for bus rental for several field trips. Transportation is still a challenge and staff members rely on their own cars which is limiting and problematic.

The fourth objective was to provide financial support to further assist low performing students in meeting outcomes and ESLRs. Funding for improvement has been primarily from grants. The advisory/parents group does some fundraising that is used for students' financial needs (bus tickets, testing fees) and recognition and community building activities.

The fifth objective of improvement area one proposed establishing alternative indicators and assessments for San Andreas students to help meet district requirements. The Metropolitan 8 Reading and Math assessments were used as a successful alternative

for awhile. The Met 8 was dropped as an assessment measure when the CAHSEE was introduced.

The second area was; *Strengthen Connections and increase communication between staff, students, parents and community members.*

The staff at San Andreas has worked to develop an active/involved Advisory/Parent Club. The Advisory Committee meets monthly. They work on a variety of school issues and sponsor school gatherings and celebrations.

A school newsletter has been improved. The Parent Advisory Committee is working on expanding the newsletter.

A school web page linked with the district web site provides the community with information about the school.

The School to Career Coordinator and College /Career specialist make important contacts in the community and bring community members into the school. San Andreas students promote a positive image of the school when they are in the community in jobs internships, community service projects and as student trustees on the Tamalpais District Board of Education.

The third area was; *Explore additional integrated and collaborative learning options for students.*

A cooking program was considered but never developed. A creative Agroecology class does incorporate gardening, plant science, nutrition and food preparation.

A sixth period has been added since 2000. Lunch is now provided at San Andreas from the district food services.

Many students have received Work Experience placements due to the coordinated efforts of a Work Experience Coordinator, School to Career Specialist and a College and Career Specialist working as a team from the same center.

Of the seven areas of expected change only three were met. While they only met three, two of the objectives were out of their control.

### **Year 2000 Visiting Committee: Schoolwide Critical Areas of Follow-up**

The 2000 WASC Visiting Committee had four critical areas of follow up. Three were incorporated into the action plan: maintain a small school enrollment, develop alternative assessments to meet district requirements for San Andreas students and strengthen the participation in and role of the Parent Advisory Committee.

The only critical area not incorporated was: #3 *The school transportation sub-committee will develop a transportation plan and seek funding to provide equal access to all students to all programs to ensure that all students outside the immediate radius of the school have equal opportunity.*

There were discussions around 2000 about providing bus service for students in areas far from San Andreas. Nothing came of these conversations. Students rely on rides or public transportation to get to school.

## **Chapter III: Self-Study Process (1–2 pages)**

### Expected Schoolwide Learning Results (ESLR's)

### **San Andreas High School will prepare its graduates to:**

#### Academics and Standards

Demonstrate their competency with respect to federal, state, and district expectations and standards. In meeting the expectations and standards, students will:

- Communicate articulately, effectively, and persuasively when speaking and writing
- Read and analyze material in a variety of disciplines
- Use technology as a tool to access information, analyze and solve problems, and communicate ideas
- Demonstrate knowledge of individual rights and responsibilities in a democratic society
- Apply mathematical knowledge and skills to analyze and solve problems
- Apply the principals of economics
- Analyze and propose solutions to contemporary issues using a variety of perspectives
- Demonstrate scientific literacy
- Demonstrate knowledge of the global environment and its resources
- Demonstrate critical thinking and problem solving skills
- Analyze current issues from historical, political, economic, geographic, scientific and multicultural perspectives
- Appreciate, interpret, experience, create, and/or perform artistic work
- Transfer learned skills to new situations
- Show how to effectively analyze and synthesize

#### Health

Demonstrate knowledge, skills, and self-discipline necessary to achieve and maintain good health and make safe and healthy choices. As healthy individuals, students will:

- Establish and practice appropriate hygiene, proper nutrition, and physical fitness
- Demonstrate positive self-esteem, self-confidence, and personal identity
- Prioritize and use time effectively
- Create and adapt to change

- Demonstrate good manners
- Demonstrate skills in resolving conflicts through positive, non-violent alternative actions
- Exhibit self-discipline and accept individual responsibility
- Demonstrate knowledge of human diversity that fosters tolerance for individual differences
- Develop, create, and support intellectual, artistic, and practical endeavors
  
- **Life Skills:**
  - Demonstrate their ability to be effective citizens. As effective citizens, students will:
    - Make informed choices
    - Demonstrate positive and productive citizenship
    - Participate in community, social, civic, or cultural service
    - Contribute time, energy, and talents to improve the quality of life for themselves, their school, community, state, nation, and world
    - Analyze and propose solutions to contemporary issues using a variety of perspectives
    - Demonstrate skills in resolving conflicts through positive, non-violent alternative actions
    - Understand how actions, or lack of actions, affect oneself, others, and the community at large
  
  - Demonstrate their ability to be responsible, self-directed adults. Students will:
    - Demonstrate school-to-work/post secondary transition skills and knowledge
    - Use effective goal setting strategies to create a positive vision for themselves and their future in order to set priorities and achievable goals
    - Develop a road map of short-term and long-term educational, vocational and personal goals
    - Exhibit self-discipline and accept individual responsibility
    - Develop a life-long love for learning
    - Use self-evaluation while implementing ideas and plans
    - Establish and adhere to standards of behavior that will aid in their development
    - Demonstrate how to budget money and handle finances
    - Demonstrate vocational knowledge and skills
  
  - Demonstrate their ability to be a collaborative worker. Students will:
    - Use effective leadership and social skills to foster, develop, and maintain relations in diverse settings
    - Manage interpersonal relationships in a positive manner
    - Work effectively in groups while accomplishing significant goals

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
1. The involvement and collaboration of all staff and other stakeholders to support student achievement

San Andreas used the self study process to create schoolwide collaboration and to focus on improving the performance of the students and identifying programs and support networks that help students achieve. All stakeholders were represented. Each focus group had staff, students and parent participation. Not all staff members served on a focus team. However, all were involved in review of the reports and development of the action plan during staff meetings and in-service work days. Students, other than those on the focus teams, were involved through discussion in their advisory groups and surveys. A core group of parents and community members that are members of the Parent/Advisory Committee participated throughout the process. All parents had the opportunity to be informed via school newsletters and discussion at Open Houses and Back to School nights. The Tamalpais Union High School District administration particularly the Superintendent of Instruction supported San Andreas' study with guidance, suggestions and support.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)

San Andreas has extensive ESLR's covering three major areas: Academics and Standards, Health and Life Skills. These ESLR's correlate and work with the Tamalpais Union High School District's expected student learning outcomes. The current San Andreas ESLR's were developed in 2005 through meetings with parents, students and staff. Rather than selecting three specific ESLR components, the San Andreas staff worked toward four goals. 1.) Improve students' academic achievement especially in math, reading and writing. 2.) Make curriculum and instruction relevant to post-graduate work and education. 3.) Help students develop positive relationship skills. 4.) Develop a personal learning plan for all students. It is apparent that a school focus is to ensure that all students meet all district, state and federal requirements. From test data it is clear that San Andreas needs to continue working on the challenge of aligning the California content standards with current curriculum as well as developing programs for the underperforming students. Current evaluation and assessment data is available to measure increases in academic progress. In the areas of instructional relevancy and developing positive relationships there is no measurable data. However, the visiting team observed several examples of instruction that made learning relevant to life experiences. The positive relationship evident between staff, students and parents on site demonstrate that relationship skills are being modeled.

### 3. The gathering and analyzing of data about students and student achievement

San Andreas has collected and analyzed students and student achievement using a wide variety of techniques and sources. Students and parents have been surveyed by the local school and the district (Healthy Kids). CBED's data, attendance rates, post graduate college acceptance data and other student related information has been compared from year to year. Student achievement has been analyzed through teacher tests, graduation rates and year to year comparisons of progress on the API, ASAM and AYP criteria, the results of the CST testing, the CAHSEE results by grade level and performance on the district graduation requirements. The analysis was broad and influenced the work of the focus groups and development of the action plan.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria

San Andreas being a small school divided into two groups to examine their school program. One group analyzed Focus Area A: Organization, Vision and Purpose, Governance, Leadership and Staff, and resources and Focus Area E: School Culture and Support For Student Personal and Academic Growth. The other group studied and analyzed the other three Focus Areas. B: Curriculum, C: Instruction and D: Assessment and Accountability. Each group had representation from staff, students and parents. Each group reviewed the areas assigned to them recognizing their current strengths and matters needing improvement. Results of each group's study were shared with staff, students and parents in staff meetings, student advisory groups, Parent Advisory Council and used in the development of the action plan. Each group considered student performance data, the schools ESLRs and the WASC criteria as they developed their findings.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

The schoolwide action plan was developed and reviewed by all stakeholders. The plan addresses needs found during the self study. The plan also addresses the goals or areas selected for emphasis by the school community. The timelines may need some adjustment as implementation begins. The leadership team will be responsible for implementing the schoolwide action plan while all supporting staff members will be responsible for assisting in facilitating the process. Means of measuring and reporting progress have been developed for the four areas of the plan.

## **Chapter IV: Quality of the School's Program**

### **Part A: What Currently Exists (10–20 pages)**

Based on the self-study and Visiting Committee findings, for each category:

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
2. Standards-Based Student Learning: Curriculum
3. Standards-Based Student Learning: Instruction

4. Standards-based Student Learning: Assessment and Accountability
5. School Culture and Support for Student Personal and Academic Growth

- Summarize an analysis of what currently exists and its impact on student learning.
- Highlight areas of strength (if any).
- Highlight the key issues (if any).
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

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

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

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

San Andreas High School has a clearly stated vision reflected in their mission statement. "San Andreas High School is dedicated to recognizing and addressing differences among students while enriching their lives by providing a quality education and promoting self esteem, responsibility, productivity and success." There is clearly a belief that all students can learn reflected in the school community culture. The school's vision/purpose takes into account the districts mission statement and the unique needs of the students who come to San Andreas.

There is increasing awareness of the impact of Federal, State and District assessments. The transition with respect to curriculum alignments and developing strategies to address the expectations of the standards and assessments has been challenging. However, the staff and other stakeholders are working on increasing academic rigor to meet the state content standards using strategies and support systems that support the learning needs of all students.

The Board of Trustees and the district administration strongly support the school and its vision reflected in the mission statement. The Board of Trustees has adopted specific goals to address the needs of all of the alternative programs within the district. Members of the central administration are aware of and responsive to the special needs at San Andreas. Members of the San Andreas staff are included in district functions and committees as the district strives to provide the best possible education for all its students.

San Andreas has appropriate ESLRs. They are very comprehensive but are directed at allowing students to become productive well rounded individuals.



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

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

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

The Board has adopted and maintains both bylaws and policies that define San Andreas Continuation School. The Board monitors the development of instructional policy throughout the district by means of regular reports at Board meetings from the Assistant Superintendent for Instruction, departmental teacher leaders and school principals. A San Andreas student representative represents the school fortnightly at board meetings. The student representative provides the Board with updates concerns and issues from San Andreas.

Student performance data for all District schools is reported annually to the Board. Members of the Board attend Back to School night and graduation ceremonies at San Andreas. A member representative also visits annually to observe in classrooms and meet with school personnel.

The District Superintendent and other District staff are responsible for reporting progress on program, policies and procedures to the Board. The San Andreas Principal attends all District management meetings to keep the Superintendent informed. Some members of central administration visit San Andreas regularly.

It is unclear whether the Board approves or monitors the single-schoolwide action plan or how the plan relates to the Local Educational Agency Plan (LEA).

San Andreas ESLRs are aligned with District and Board approved learning outcomes.

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

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

Until recently the staff and leadership have not used student achievement data or ESLRs in a significant way while developing curriculum and instructional strategies.

During the past two years the leadership team (the Principal and three staff members) with the assistance of the District office personnel has helped move the school forward towards alignment of the curriculum and instruction with state content standards. The WASC process and assessment mandates have also helped the school realize the need to meet prescribed standards.

Significant changes were made in the past two years: adding a sixth period to the school day and changing from quarterly reporting to a six-week reporting period. The additional period adds to students' options and opportunities. A new full time counselor monitors student schedules. Over the last two years there has been an ongoing discussion between the staff, principal and District administration regarding aligning the San Andreas curriculum and course offerings to expected assessment outcomes set at the Federal, State, and Tamalpais District level. Preparation classes for CAHSEE are now offered in math and English language arts to juniors and seniors who have not passed the test. Staff development has been made available to address state and District standards and assessments. Teachers have met with District departmental groups to develop activities that support students achieving well as measured on State and District assessments.

Since the last WASC a number of ESLRs have been addressed. Strong programs supporting students with employment training and college and career selection have been developed. Career Days, Health Day and Peace Day have been developed using guest speakers, materials and activities. The school recognizes that the health and life skills ESLRs need further development.

The schoolwide learning plan established in 2000 was evaluated in periodic WASC reviews. It is not clear who monitored subsequent plans or revisions. It is only recently that staff has begun to use analysis of assessment results to align program with student academic needs. The school does good work in improving student's self esteem and work habits and it is making progress in identifying academic needs and addressing them.

The plan proposed in this self study does address both academic needs and the ESLRs. The leadership team will monitor. The plan can be realized if current interest and energy are maintained.

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

All of the staff at San Andreas, both certificated and classified, meets the "highly qualified" requirements of NCLB. Due to the small nature of the school access by staff to the Principal and Counselor is good. School policy and programs are discussed at monthly staff meetings, and on monthly minimum days.

The district provides a new teacher education program and a comprehensive Teacher Handbook. All new San Andreas teachers participate in the Beginning Teachers Support (B.T.S.A.) offered by the District Superintendent of Instruction.

There is no formal orientation or induction program for new teachers on the site level. The Principal meets with new staff and provides information from the California Continuation Education Association. Presently there is no staff handbook for San Andreas.

Staff development time has been made available to address State and District content standards and assessments. Several staff members have attended the annual conference of the Continuation Education Association to learn and share instructional strategies and school program ideas. Visits have been made to other continuation schools. Some teachers have participated in subject matter conferences and in collaborative efforts with district staff from other sites. Collaborative efforts on a schoolwide basis are limited.

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

Staff development funds are available to staff at the school site and through district funding initiatives. San Andreas has had “carry over” amounts in professional development funding each of the last three years. No staff member either certificated or classified has been denied a request to participate in an in-service opportunity in the last three years. Student performance data is reviewed at the District level and District facilitated professional development is organized around data trends and growth areas. Members of the San Andreas staff responsible for CAHSEE instruction have attended District workshops utilizing new resources. Recently the entire staff had an extended in-service with Rick Smith regarding establishing classroom climates for student success.

All staff at San Andreas are evaluated in accordance with district policy and staff contracts. Certificated staff who hold tenure and classified staff are evaluated every two years. New staff members are evaluated yearly for the first two years. Traditional evaluation for certificated staff includes pre and post conferences and classroom observation focusing on instruction. After five years an alternative form of evaluation is available. New teachers to the District are supported by mentors.

Individualized professional development plans need to be developed from year to year.

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

San Andreas has an adequate number of staff who are “highly qualified” caring individuals. The number of staff in each position is enumerated in Chapter 1: Profile of this report. The part time nature of the college and career counselor and the school to career coordinator could be problematic. Additional time for these positions would be valuable support for students.

Facilities at San Andreas are adequate for the student body. Modernization in 2005 upgraded all rooms for technology. All classrooms have computers and access to the Internet. Four of the eight classrooms have twelve or more computers. San Andreas was the first wireless campus in the Tamalpais District.

The facility is well maintained. The school has a custodian four hours a day. Maintenance is done by the on site custodian and the District’s Maintenance and Operations Office. Health and safety issues are dealt with immediately while other maintenance is done in a timely fashion.

Instructional materials are selected and allocated by a district committee, organized through the office of instruction. Textbooks at San Andreas are appropriate and in sufficient numbers for student use. Funding is allocated to the site on a per pupil basis with additional funding for instructional and administrative support. The school may request additional funds as need arises. The school receives Title I funds which have been used to provide staff to assist students in meeting District requirements and being prepared to pass the CAHSEE. The school also receives funds from the School Safety grant that have been used in special programs to promote student health and safety.

San Andreas is very fortunate in the quality and amount of resources available to them. Every effort is made to use those resources to support students in achievement of the academic standards and the schools ESLRs.

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

- San Andreas has a “highly qualified” caring staff that takes an active interest in their students’ academic success and their development as well rounded individuals.
- The Tamalpais Union High School District Trustees and Administration support San Andreas and its mission through funding, staff support, maintenance and active interest in its program and in other ways as needed.
- The school’s mission is clear and understood by all stakeholders.

- The Tamalpais Board of Trustees includes a San Andreas student representative who represents the school and its issues.
- Tamalpais Union High School District provides comprehensive support programs for new teachers.
- The San Andreas staff works together to decide matters of school policy, program and student support.
- San Andreas has a modernized campus with plans for expansion in 2007. The facilities are well maintained.
- San Andreas has a superior ratio of computers to students and internet access.
- The District Superintendent and Board of Trustees recognize the acute need of the high risk student and are addressing this through special support programs at the comprehensive high school and through their support of San Andreas High School.
- The principal has demonstrated exemplary leadership in the areas of school improvement.
- Parents have become crucial partners in the support of San Andreas mission statement.

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

- There is a continuing need to align curriculum and instruction with standards and assessments like CAHSEE and the CST's.
- Time provided for College /Career and School to Career personnel is minimal and needs to be expanded.
- The school WASC action plan needs to be carefully monitored and refined to meet students' needs if analysis of the data indicates change is needed.
- The ESLRs in the areas of Health and Life Skills need additional programmatic attention.
- New teacher orientation specific to the San Andreas site needs to be developed.
- Professional Development plans need to be made for the school and individual staff members that focus on student needs as identified by assessment data, research and observation.

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

- Interviews and discussion with stakeholders
- Stakeholder surveys
- District documents, budget and records

- School Site documents, reports, budget and records
- Master Schedule for San Andreas
- School Bulletins
- Parent Newsletters
- Schedule of District and site in-service days

**CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?**

**To what extent is the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?**

Since the last FOL in 2000, San Andreas High School has made significant strides in curriculum. The Tamalpais Union School District has aligned all courses of study with the state standards. Teachers utilize the course of study to develop and plan their course. San Andreas High School has staff development days in which the teachers focus on district's course of study and meet with other professionals within their same discipline to share and discuss classroom practices. These meetings are extremely beneficial as the teachers focus on student interests, relevance and draw from life experiences to connect with their students and guide classroom curriculum. This process is ongoing as teachers review curriculum individually and on staff development days.

San Andreas High School staff state that while they examine assessment data from CST's, CAHSEE and district assessments, they do not let performance data drive their instruction. The San Andreas High School staff needs to collaborate more to try to develop curriculum that is innovative and meaningful for the students and start to use performance data to modify instructional practices, if needed. In order to better prepare students for assessments, in particular, the California State Standards tests, San Andreas High School needs to have students take CST's that students are currently enrolled in. Past practices indicate that San Andreas High School has students take CST's based on their grade level not the subject or class they are currently enrolled in. This change could lead to substantial gains on the CST's in the future.

Over the last few years, San Andreas High School has tried to vary its instructional practices to meet the needs of all students. Much of the work is rote learning with a focus on a teacher defined response. San Andreas High School students are experiencing more enrichment activities that require higher level thinking. In addition, the San Andreas High School staff is incorporating more real world applications that will assist the student in all aspects of life. For example, the agro ecology class focuses on gardening and nutritional content of food that is embedded in the class and has practical

relevance for the student. At San Andreas High School, there seems to be a focus on more inquiry, which can create knowledge by problem solving activities that can be applied to real world issues.

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

Students at San Andreas High School do not have a personal learning plan. A student's schedule is dictated by district and state graduation requirements. Thus students are grouped heterogeneously with respect to grade and/or ability levels. The counseling department must follow a pre-determined list of graduation requirements and since many of these students are behind in credits, it doesn't leave much room in a student's schedule to explore classes for personal learning or growth. All students meet with the guidance counselor and/or their advisor to ensure that each student is meeting all graduation requirements set forth by the district and state.

All students have access to the college and career center and the school to career program. Unfortunately, the college and career specialist is limited to about 10 hours per week limiting access to all students. In addition, the school to career coordinator is present one full day a week to assist students in finding job shadowing or internship opportunities. However, this is not a mandatory requirement and some students do not take advantage of this opportunity. During the 2005-06 school year, ROP offered a post-secondary course to assist them in transition to life after high school. Again, this course was voluntary and not all students decided to take the course.

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

San Andreas High School students are very successful at meeting all the district and state requirements in order to receive a high school diploma. Over the last five years more than 90% of seniors have graduated from San Andreas High School. San Andreas High School has put in two support classes for students that are struggling to pass the CAHSEE or district assessments. For students that have an IEP, San Andreas High School has a resource specialist teacher and one instructional assistant to work with students to meet all of their graduation requirements.

**Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.**

- San Andreas High School has developed support classes for all students needing remediation in order to meet the CAHSEE and or district assessments.
- San Andreas High School has a sufficient number of textbooks for all core subject matters.
- San Andreas High School has competent, enthusiastic personnel in College/Career and School to Career positions to assist students with post-secondary opportunities and job shadowing/internship opportunities

- San Andreas High School has a high graduation rate

Key issues for Standards-Based Student Learning: Curriculum (if any) that needs to be addressed to ensure quality education for all students.

- Students need to be more involved in the development of the ESLRS and understanding what is taught to them and why.
- All students need a personal growth plan to assist them to graduate and explore possible career options.
- Continue to develop lessons that are relevant to the students' needs and interest.
- Continue to use staff development to review course of study and meet with other professionals to share instructional practices.
- Continue to work on connections within the surrounding community for job shadowing and internship opportunities as well as guest speakers, grants etc.
- Continue to try to find resources and revenue to enhance the School to Career program and College and Career program at San Andreas High School.
- Develop programs that offer remediation to ensure that all students meet all district and state graduation requirements.

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

- Student performance data on CST's, CAHSEE and district assessments
- San Andreas High School graduation rate
- District courses of study and San Andreas High School ESLRS
- Support classes for the math portion of the CAHSEE and the Core Literacy Portfolio requirement
- Staff, student, parent surveys
- Student transcripts, graduation rates
- Staff observations and reports for the College and School to Career specialists
- Student work that demonstrate higher order thinking that can be applied to real life situations and experiences
- Self study reports by San Andreas High School staff that indicate the work that has been done in terms of realigning all courses to the state standards
- Dialogue with students, staff and community members at stakeholder meetings
- Direct observation of instruction during class
- Dialogue with the leadership team



## CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

Teachers use a variety of innovative teaching methods including debates of controversial issues, individualized instruction, Socratic seminar, Teachers Curriculum Institute social studies instruction methods and art projects. The faculty places a high emphasis in making lesson plans relevant to the students. Students are required to complete the district graduation requirements which are challenging and extensive.

Strength areas identified by the self study include:

- Teachers use a variety of innovative teaching methods
- Teachers are familiar with and utilize state standards and framework.

After review of the test data these two areas need to be addressed in the action plan. An emphasis on staff development to ensure quality instruction needs to take place not just investigated. Data needs to be revised weekly to ensure instructional delivery is timely and has a positive and direct effect on student performance.

Identified growth items in the self study include:

- Student performance data needs to be reviewed by teachers and instruction modified or augmented to improve student performance.
- Teachers need to address health and life skills in instruction to ensure that students meet all ESLR's.

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

Technology is infused within the classrooms for student use. In addition to technology, field trips and hands-on activities are used to engage students in the learning process.

The self study team acknowledges the following strengths:

- Teachers integrate technology into their instructional practices
- Teachers make every effort to make the instruction relevant and link to real world applications.
- New facilities are being added in 2007 to increase the opportunities for hands-on experiences

Extended activities are needed to broaden student learning. All teachers need to develop extended learning opportunities for the students at San Andreas High School. The connection to higher level thinking skills, aligned with standards based curriculum and the ESLR's are not being tracked. Without a process to monitor these elements students will develop gaps in the learning process. After the identification of each standard for each subject area, teachers need to design lessons that focus the students on

what and why the lesson is being taught. Focus on the standards and ESLR's will foster academic achievement.

Growth areas identified by the self-study group:

- Teachers need to collaborate and develop more innovative and hands-on instruction that engages students to learn.
- Teachers need to collaborate and develop strategies to support students with unique learning needs.

**Areas of strength for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.**

- Teachers are using innovative teaching methods to engage students in the learning processes.
- Staff and faculty have begun to address academic rigor and use assessment data to drive effective instructional practices.
- Teacher use of technology has enhanced student learning
- Teachers use field trips and hands-on activities to engage students in their learning processes.
- Additional instruction time (60 minutes) has been added to the school day for student learning.
- Modernization of the classroom has provided a safe and positive learning environment on campus.

**Key issues for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.**

- Student performance data needs to be analyzed by faculty on a timely basis, so that instruction can be modified to improve student performance.
- Teachers need to identify and instruct health and life skills to ensure that all students have met the ESLR's.
- Additional hands-on instruction and career focus curriculum needs to be created to engage the students in the learning process.

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

- Interviews and discussion with stakeholders
- Stakeholder survey
- District documents – curriculum guide, budgets and record
- Master schedules
- School site documentation: lesson plans, student work samples, Core Literacy Portfolios
- Assessment data – standardize tests – (CAHSEE and CST's)
- Minutes to leadership meeting and district in-service activities

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

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

District wide in-service has been provided to the teachers at San Andreas High School which identified the district content standards for each subject. Using the standardized testing data student performance was highlighted and discussed at site faculty and staff meetings. Specifically student performance data was analyzed from the CAHSEE and CST standardized assessments. Efforts have begun to align curriculum and instructional practices to support student academic progress in these assessments.

The self-study team identified the following strengths in this area:

- Student performance data is analyzed and reviewed in a professional manner by the school board, district and school site personnel
- Student performance data is made available to all stakeholders
- San Andreas staff reviews student performance data at staff meetings.

How often and how in depth data is studied and used to drive instructional practices is in question. Critical to this issue is the instructional delivery. If instructional delivery needs to be changed it needs to be timely. A system of collaboration is needed to review data, and strategize corrective instruction to engage students in the learning process. The growth areas identified in this area of assessment will need an aggressive timeline for correction. With the transient nature of this student population a comprehensive monitoring system is needed.

D1 Prioritized Growth Areas of the self study:

Performance data needs to be part of each student's personal learning plan and all stakeholders need to be involved in monitoring that plan

- D2. 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?**

The assessment data studied by the faculty includes CST and CAHSEE, district CORE Literacy Portfolios, graduation rates, course grades, and course credits. Teacher-made quizzes and assessments are used to determine mastery learning by the students. The faculty has begun the journey to learn how to use student performance data to drive effective instruction.

The strengths indicated by the self-study team include:

- Teachers assess students in a variety of ways including standards-based assessment and real life application based assessment
- Teachers create individual assessment when necessary for students
- San Andreas staff reviews student performance data at staff meetings

With district support the faculty and staff have begun to collect performance data, complete an analysis with that data and strategize improved teaching strategies based on that analysis. It is unclear how often this process takes place and how successful the process has been up to this WASC review. The alignment of district standards based curriculum and ESLR's needs to be institutionalized in the culture of the school. This should be placed in the action plan as a high priority. Staff development should be planned so that teachers can learn strategies to focus students on mastering the standards based curriculum. There seems to be a great variety of standardized, norm-referenced and alternative testing at the school site.

The identified areas of growth in the self-study include:

- Students need to generate work in all classes to support completion of the portfolio
- Teachers need to provide more frequent updates to students on their progress
- Teachers need more opportunity to collaborate and develop individualized differentiated and alternative assessments that will measure student progress toward the ESLR's accurately
- Students need more opportunities to self-assess their overall progress towards the ESLR's

**D3. 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 expected schoolwide learning results?**

The staff and faculty with assistance from the district administration have begun to create a monitoring system for analyzing student academic progress. Student work with advisors and the school counselor to monitor course work for graduation. It is unclear whether there is an ongoing monitoring system to account for standardized assessment results.

Self study areas of strengths in this area include:

- Student performance data is valuable for review by all stakeholders. San Andreas staff reviews this data and discusses implications on student performance
- Student Review meetings provide a format for monitoring and planning for student success

There seems to be evidence that supports these strengths. How frequent meetings are conducted and by what stakeholders are not evident. There is a need to institutionalize the process to use performance data in driving instructional practices. This is a major cultural shift for San Andreas

Critical areas of growth in the self study are:

- A more frequent and systematic process needs to be in place to monitor student progress toward the ESLR's
- Each student needs a plan for growth that can be monitored by the student, parent and staff at San Andreas

The self discovered growth items are consistent with the test result data in this report. The action plan begins to address these issues but needs more detail and identified resources to successfully be completed. There is evidence that the District and Board members support the students, staff and faculty at San Andreas High School.

**D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

There has been additional support to remediate students not passing the CAHSEE test. The use of a Literacy coach to help students meet the requirements of the Core Literacy Portfolio graduation requirement highlights the focus on standards learning on a schoolwide basis.

The self study strengths noted in this area are:

- San Andreas staff discusses student performance on a regular basis
- San Andreas has a literacy coach to help students with the Core Literacy Portfolio

There is evidence to suggest that students who graduate to a post secondary institution are not properly prepared for the required rigor by these institutions. The majority of teachers are not using the state assessment data to improve their curriculum instructional decisions. The data discussed at staff meetings has not yet impacted improved instruction or student performance.

Self study critical areas of growth needed include:

- A more frequent and systematic process needs to be in place to monitor student progress toward the ESLR's. There needs to be an assessment in place to monitor progress toward all ESLR's
- The literacy coach position needs to be supported permanently in order to maintain one to one support and continued success in literacy assessment.

The process of data collection, analysis and usage is paramount to student success. The schoolwide action plan needs to provide a sense of urgency upon the staff and faculty to increase student academic performance. Present evidence for student success is the graduation rates, test score improvements and successful post secondary placement. This is also reflected in student attitude and the positive school climate.

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

- All stakeholders including faculty, staff and district administration have reviewed student performance data.
- Student performance data has been made available to faculty and they have had opportunities to discuss results in staff meetings.

- Student learning is assessed in a variety of ways including standards-based assessments and real life applications based assessments.
- San Andreas teachers are sensitive and provide extra support to students who demonstrate academic failure.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

- Personalized learning plans for all students need to be developed and be used by teachers, counselors and administration to monitor weekly student performance and achievement.
- All faculty members need to engage students in the Core Literacy Portfolio assignment.
- A system of data collection of student academic progress needs to be established so that it happens in a frequent and consistent manner.
- Collaboration is needed on a more formal and frequent basis to analyze student academic performance.
- Students need to be engaged in a self-assessment of their academic progress towards standards and ESLR's.
- A more frequent and systematic process needs to be in place to monitor student progress towards ESLR's.
- Ongoing resources need to be identified to continue staffing for the literacy coach.
- Identified standards need to be taught in each subject area.

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

- Student performance and data analysis
- Staff meeting agendas
- Staff development agendas
- Student, staff and parent surveys
- School board agendas
- Interviews and discussions with stakeholders
- School site documents, reports and budget.
- Master schedule
- Teacher assignments and lessons from subject areas

**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?**

Since the last FOL in 2000, San Andreas High School has worked hard to increase parental and community involvement at the school. San Andreas High School created a Parent Advisory committee in 2000, and they meet monthly to discuss all aspects of the school. Some of the topics discussed on a regular basis are: school image, safety, curriculum, instructional practices, WASC, community fundraisers, and ways to connect

the students with the surrounding community. In addition, San Andreas High School has produced a monthly newsletter to inform stakeholders of important events at San Andreas High School. Over the past year, the Parent Advisory committee has taken over the production of the newsletter.

San Andreas High School has a full time guidance counselor who conducts orientation meetings with every student that enters San Andreas High School. Expectations are discussed with every student and parent to try to ensure success. In addition, the counselor conducts school –wide meetings at the beginning of each school year and grading period to discuss pertinent information that is needed for all students to be successful at San Andreas High School.

Over the past two years San Andreas High School has created a daily 18 minute advisory period. During the 18 minute period the teacher can meet with students individually to assist in academic, social or outside of school issues. Students would benefit from a schoolwide structured approach to the advisory period.

**E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?**

San Andreas High School is a school that is safe, clean and an orderly place that nurtures learning. The school has a safety plan that was developed along with Parent Advisory committee. In addition, San Andreas High School has two safety coordinators that help maintain a safe environment for the students to learn. The school has used general fund monies along with safety monies to have special events happen at the school to foster a safe learning environment. Some of these special events are: Health day, Peace day, Career day etc. Also, the entire student population is active and participates in the recycling program at San Andreas High School.

San Andreas High School has a monthly program called Student Review. The entire San Andreas High School staff meets monthly to discuss students that are the greatest concern. The Student Review team is looking at changes in behavior or academic credit recovery and graduation requirements to try to assist the student to get back on the right track. From these meetings the staff identify problematic students, gather background information, identify concerns, look at options, and develop an intervention plan and the key players that will conduct follow up services. These meetings are facilitated by the guidance counselor at San Andreas High School. San Andreas High School has ongoing communication with the district office and other comprehensive schools within the district to alert personnel of potential suspicious characters or incidents.

**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?**

San Andreas High School has a school culture of high expectations for all students. San Andreas High School has a very high graduation rate, has extensive course offerings for a Continuation school and has put many additional services in place to assist all students to be successful after graduation. San Andreas High School has come up with many new innovative ideas and programs to try to ensure success for all students. San Andreas is commended for a successful effort in establishing positive relationships with students.

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

(see E4)

**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?**

The staff at San Andreas High School plan to establish a personal learning plan for all students. San Andreas High School does many things to support their students to try to ensure academic success in all areas. The master schedule is created every six weeks in order to accommodate the majority of students. The master schedule allows students to earn accelerated credit and the frequent changes in students schedules help to address the monotony that sometimes takes place in semester long classes. In addition, the master schedule is very flexible to try to accommodate all students' specific needs. For example, students at San Andreas High School can take an independent study program if the student has extenuating circumstances. Students can enroll in the work experience program which can provide additional credits towards graduation and provides vital skills for the students to be successful in the real world. Students can add additional credits by enrolling in the community college.

In 2005, San Andreas High School added a full time guidance counselor. The guidance counselor is an integral part of the success at San Andreas High School. The counselor is responsible for providing personal and academic counseling, crisis intervention, and development of the master schedule, intake coordinator, testing coordinator and the facilitator of the Student Review team. The guidance counselor takes on all of these responsibilities and allows the students advisor to form connections to help students prepare for their future and the workplace. In addition, the advisory period allows all advisors the time to check their student's academic progress toward graduation, attendance and overall well-being of each student.

San Andreas High School has a comprehensive College and Career Center to assist students with a variety of information. All students have access to the College and Career



center where students can get information and assistance on the following topics: post-secondary opportunities, job shadowing and internships, vocational or trade school information, and college entrance testing information. This resource is extremely valuable to the students, parents and the community. The College and Career center is responsible for creating and maintaining close relationships with community members in order to give San Andreas High School students the opportunity for real world application of the skills that they are learning at San Andreas High School.

San Andreas High School has a program called Student Review to which staff members can refer a student that is having difficulty with personal and/or social issues. At Student Review, the team identifies the areas of concerns, and tries to create an implementation plan to assist the student. This ongoing monthly assessment allows the staff to quickly try to assist any student who has encountered some difficulty in his/her lives and to develop a plan to get the student to be successful in all areas-personal, academic, social etc.

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

- Student Review Team-monthly meetings to discuss students that are having issues at school or away from school are vital to the success of the continuation student
- Two safety coordinators along with Parent Advisory committee reviews campus safety procedures to ensure that San Andreas High School is a safe, clean place to learn
- The commitment from the District Office as well as San Andreas High School to allot monies to campus awareness days to promote unity amongst students and staff
- Daily advisory programs are being used to connect with students.
- The addition of a full-time school guidance counselor who specializes in scheduling, college entrance requirements, crisis counseling and interventions and many more tasks assists students in earning a high school diploma and transitioning to post- secondary opportunities was crucial

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

- Personal growth plans for all students need to be developed which ensure that each student meets district and state graduation requirements and prepares the student for post-secondary opportunities highlighting the students' wants, needs and interests.
- Finding funding to increase the number of hours for the personnel in the College and Career Center is highly recommended.

- Continue to assess the needs of all students and provide instruction and/or programs to assist students in meeting the ESLRs, and district and state graduation requirements
- Additional support for providing individual counseling is recommended.
- There is a need to address the community perception of the San Andreas High School in terms of academic rigor and quality of education.

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

- San Andreas Website, parent newsletter and minutes from the Parent Advisory/Site Council, Back to School Nights and open houses
- Progress reports and the master Schedule-class size data
- Discussions with the Leadership team, students, San Andreas High School staff and community members
- Suspension and expulsion data
- Graduation rate
- Surveys from all stakeholders - students, staff and parents
- Student Review Team
- Advisory periods
- Remediation programs for CAHSEE prep and District assessments

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

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.

**General Comments:**

- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

**Schoolwide Areas of Strength** (list numerically)

1. San Andreas has “highly qualified” caring staff who takes an active interest in the students’ academic success and their development as well rounded individuals.
2. The Tamalpais Union High School District Board of Trustees and District Administration support San Andreas High School and its mission for at risk students through funding and staff support.
3. San Andreas has a modernized campus that includes district plans for expansion. These facilities provide a safe environment and are well maintained.
4. San Andreas has competent and enthusiastic personnel in the Career Center.

5. The principal has demonstrated exemplary leadership in the areas of school improvement.
  6. San Andreas has developed support classes for all students needing remediation in order to meet the CAHSEE and/or district assessments.
  7. Staff and faculty have begun to address academic rigor and using assessment data to drive effective instructional practices.
  8. Teachers use field trips and hands-on activities to engage students in the learning process.
  9. Additional instructional time (60 minutes) has been added to the school day for student learning.
  10. San Andreas teachers are sensitive and provide extra support to students who demonstrate academic failure.
  11. The current full time guidance counselor has created stability for students and staff and has had a significantly positive effect on the school culture.
  12. Parents have become crucial partners in the support of San Andreas mission statement.
  13. The school did an exceptional job in involving all stakeholders in the WASC self-study process.
- **Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.***
    - ✓ Areas already identified by the school in the action plan sections
    - ✓ Areas to be strengthened within the already identified areas
    - ✓ Additional areas identified by the Visiting Committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.

**Schoolwide Critical Areas for Follow-Up** (list numerically)

1. There is a continuing need to align curriculum and instruction with standards and assessments like CAHSEE and the CST's.
2. The ESLRs in the areas of Health and Life Skills need curriculum development.
3. Professional development plans need to be made for the school and individual staff members that focus on student needs as identified by assessment data, research and observation.
4. All students need a personal growth plan to assist them to graduate and explore possible career options.
5. Student performance data needs to be analyzed by faculty on a timely basis so that instruction can be modified to improve student performance.
6. There is a need to address the community perception of the San Andreas High School in terms of academic rigor and quality of education.

## **Chapter V: Ongoing School Improvement (1–2 pages)**

- **Include a brief summary of the schoolwide action plan**

The schoolwide Action Plan developed by the San Andreas stakeholders has four main goals.

1. San Andreas will develop and implement a comprehensive Personal Growth Plan for all students.
2. Improve student performance as measured by:
  - An increased number of students who score at or above proficiency level and meet Annual Measurable Objectives on the CST for English Language Arts, Mathematics, Social Studies and Science.
  - Consistent student success on the CAHSEE language arts and mathematics tests as measured by a 90% or better passing rate by senior year.
  - Consistent student success with District assessments and graduation requirements as measured by a 90% or better graduation rate.
3. San Andreas will provide a variety of ways for students to develop their skills towards becoming effective citizens, self-directed adults and collaborative workers.
4. San Andreas will provide a variety of ways for students to develop their skills towards exhibiting self-discipline, accepting individual responsibility and making healthy life choices

San Andreas staff has indicated the development and implementation of individual Personal Growth Plans for each student is a priority. Such a growth plan would allow students, staff and parents to monitor progress toward high school success and students' post graduation goals. The Visiting Team is recommending that the schoolwide action plan focus on improving student performance in the first years of the plan. It is recommended that timelines for the life skills and health components delay their start times to years two, three or four in order to give time for the changes in academic performance to be implemented. Many of the proposals in the areas of life skills and health will augment programs already started at San Andreas.

**Comments on the following school improvement issues:**

- **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
- **Do the action plan sections address the critical areas for follow-up?**

The action plan does address the critical areas for follow-up. Both the school and the visiting team have identified a Personal Growth Plan for each student and the improvement of student performance measured by the CST's, CAHSEE and Tamalpais District standards as critical areas for focus and immediate attention. Additional improvements can be made in Life Skills Training and the Health Education for students. These matters are currently addressed at San Andreas and improvements to these areas can come to the fore when academic rigor and its relationship to assessments have been addressed.

**Will the action plan steps enhance student learning?**

The action plans' emphasis is enhancing students learning. The staff has had discussion regarding the need to let content standards and assessment data drive curriculum and instruction. There is still some resistance. With the current leadership and a united staff concern for the whole student the school can and will use assessment data in a manner that improves student learning. The Personal Growth Plan will allow each student an opportunity to set their own learning goals and for each student, parent, and staff to monitor their progress. As the school is able to begin work on the Life Skills plans, learning that gives students practical skills for job searches, teamwork and collaboration will also be achieved.

**Is the action plan feasible within existing resources?**

The plan is feasible. As a basic aid district more financial resources are available than in most districts of the state. The District administration and the Board are committed to using their resources to improve the student program at San Andreas. The school has a caring, talented staff who want the best learning for all their students. The district is committed to providing staff development that will help make the aligning of standards and use of assessment data a reality at San Andreas and throughout the district.

### **Is there sufficient commitment to the action plan, schoolwide and system-wide?**

The principal and leadership team are committed as are the majority of the staff to implementing the plan. The plan was developed by all the stake-holders and there was agreement that the plan addresses the critical areas for improvement at San Andreas. Aligning curriculum and using assessment data to drive instruction are still transitional issues as they are in many schools. The effective use of the WASC process at San Andreas has helped them examine alignment and assessment and recognize the value. At the moment energy and interest of all stake-holders is high and if maintained will lead to successful implementation. The District is supportive of the plan and the leadership and staff of the school.

### **Existing factors that will support school improvement**

School leadership and district administrative staff are committed to implementation. Financial resources are available. Parent participation in the self study process demonstrates their commitment and support for the action plan.

### **Impediments to improvement that the school will need to overcome**

There is still some resistance to the changes and work involved in aligning curriculum to standards and using assessment data to drive instructional practices. There is some anxiety that emphasis on academic improvement will distract from relationship building and emotional and social support for their high risk population. The Visiting Team feels both can be accomplished.

### **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The follow-up process is a good beginning. Some methods of reporting progress are general and reflective in nature. Some reporting of specific data and completion of projects needs to be included with specific timetables.

### **Final Comments on the Action Plan**

The Visiting Committee had an extensive conversation with the leadership team regarding redrafting their action plan. We suggested simplifying the timelines to make changes more manageable and less over-whelming. As a result of our discussion, the final action plan you receive from San Andreas may look quite different than the one in the school's self study. The focus and intent have not changed. The critical areas of follow up will be included. All stakeholders are committed to making these improvements.