



San Andreas High School

**191 Alvarado Street
Hollister, CA 95032**

March 30 - April 1, 2020

**ACS WASC/CDE Focus on Learning Accreditation
2018 Edition (2019-2020 SY Visits)**

Submitted to:

Western Association of Schools and Colleges

and

California Department of Education

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Due to the small size of the staff and school community at San Andreas High School, most of the self-study work was completed as a committee of the whole. As part of their regularly-scheduled weekly professional collaboration time, classified and certificated staff together examined student achievement data, assessed the school program and evaluated and updated the schoolwide action plan.

As will be noted elsewhere in this report, San Andreas has experienced significant staff turnover in the last year and 71% of the teaching staff were new to the organization in the 2019 - 2020 school year. Therefore the self-study relied upon the institutional memory of the remaining long-term staff as well as on administrators and staff at the county office, which serves in the capacity of a district for this school.

The timeline for the self-study is described in the table below.

Month	Task #	Action	Participants	Product in Self Study
Feb 2019		Develop draft plan and timeline; identify coordinator; Key Staff attend Self Study training webinar	Leadership Team	

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March 2019	1: Progress Report	Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self study.	Leadership Team, All Stakeholders	Chapter I: Progress Report on schoolwide action plan, including integrated growth areas for continuous improvement
April 2019		Continued work on Chapter 1	Classified and Certificated school staff, principal	Input for Chapter 1
May 2019	2: Student/Community Profile	Refine the student/community profile based on the analyzed and disaggregated data;clarify the schoolwide learner outcomes and major student learner needs	Leadership Team, All Stakeholders	Chapter II: Student/Community Profile
Aug 2019	3: Assessment of Program	Analyze the quality of the school program in relation to the WASC criteria with an emphasis on the identified major student learner needs and related schoolwide learner outcomes	Classified and Certificated school staff, principal	Chapter III: Self-Study Findings: Notes/evidence for informational sharing between Home Groups and Focus Groups; Self Study Report, Chapter IV "Self Study Findings"; Pertinent evidence available for review by visiting committee
Sept 2019		Ongoing work on Chapter 3	Classified and Certificated	Input for Chapter 3

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			school staff, principal	
Oct 2019	4: Identification of Major Student Learner Needs	Summary of identified major student learner needs based on profile and group analysis and findings	Leadership Team, All Stakeholders via Home and Focus Groups	Chapter IV: Summary of Identified Major Student Learner Needs
Nov 2019		Ongoing work on Chapter 4	Classified and Certificated school staff, principal	Input for Chapter 4
Dec 2019	5: Refinement of the Schoolwide Action Plan	Revise the comprehensive schoolwide action plan; define schoolwide and subgroup growth targets; Establish on ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan	Leadership Team, All Stakeholders via Home and Focus Groups	Chapter V: Schoolwide Action Plan
Jan 2020		Finish Self Study Report	Coordinator	
Feb 2020		Feb 7: Mail completed SAHS report to WASC Visiting Committee	Coordinator	Completed SAHS Self Study Report
March 2020		March 30 - April 1 WASC Team Visit	Coordinator, School Visiting Committee	
April				

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2020				
May 2020		No later than 6 weeks following the visit, submit and updated action plan to WASC incorporating growth areas for continuous improvement left by the visiting committee	School Visiting Committee	Updated action plan
June 2020		Create schedule/plan to implement and monitor the schoolwide action plan and its impact on student learning.	Leadership team; school staff	Ongoing progress reports for school and district

Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

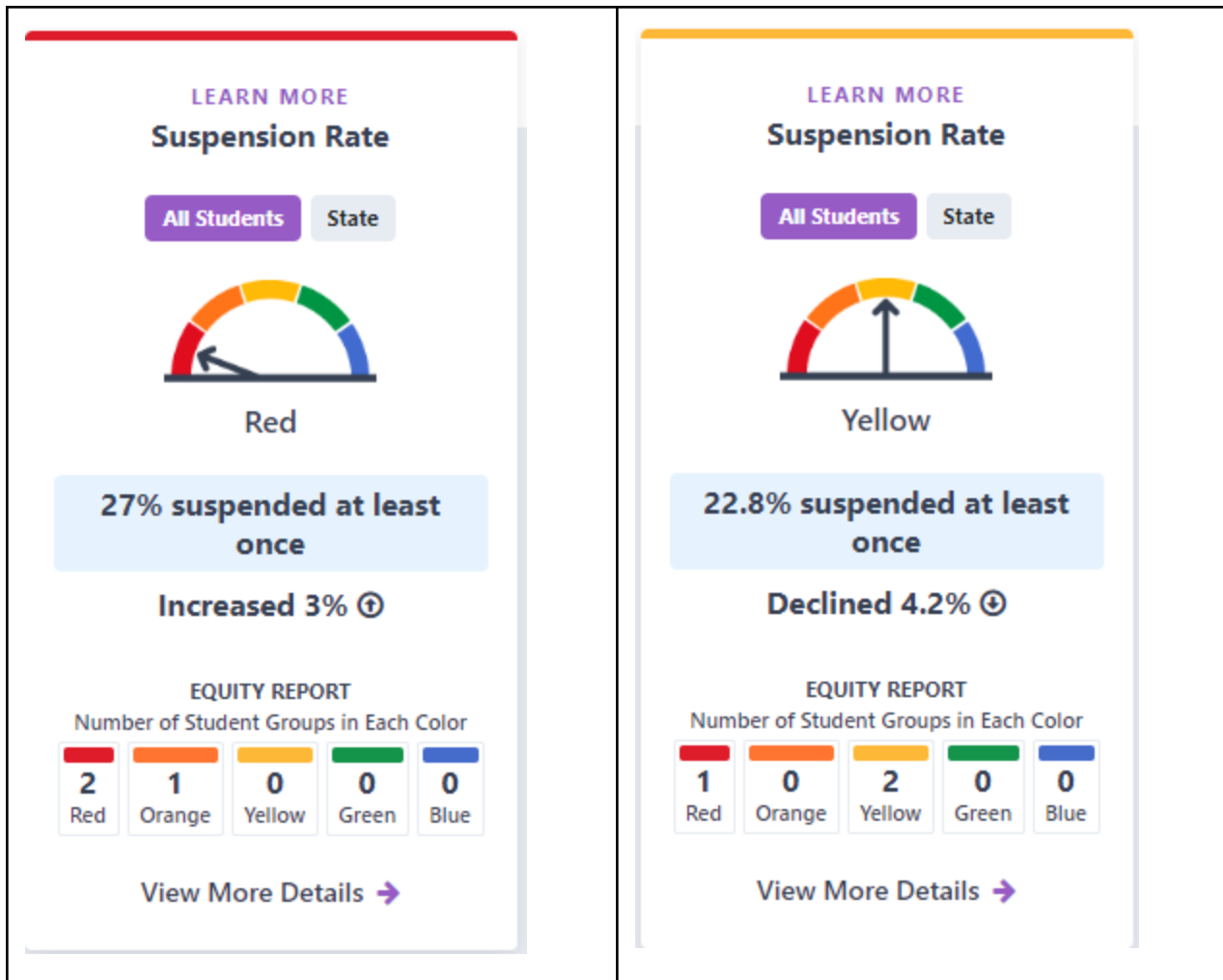
Review of Dashboard Indicators

A brief analysis of the California Dashboard indicators follows. Please note that the Dashboard only assigns performance colors to student groups with more than 11 students. Therefore, due to the small number of students enrolled in San Andreas High School, not all indicators will show performance colors or rates. In addition, alternative schools have only been included on the Dashboard since 2018, so only two years of comparison data is presented.

Suspension Rate

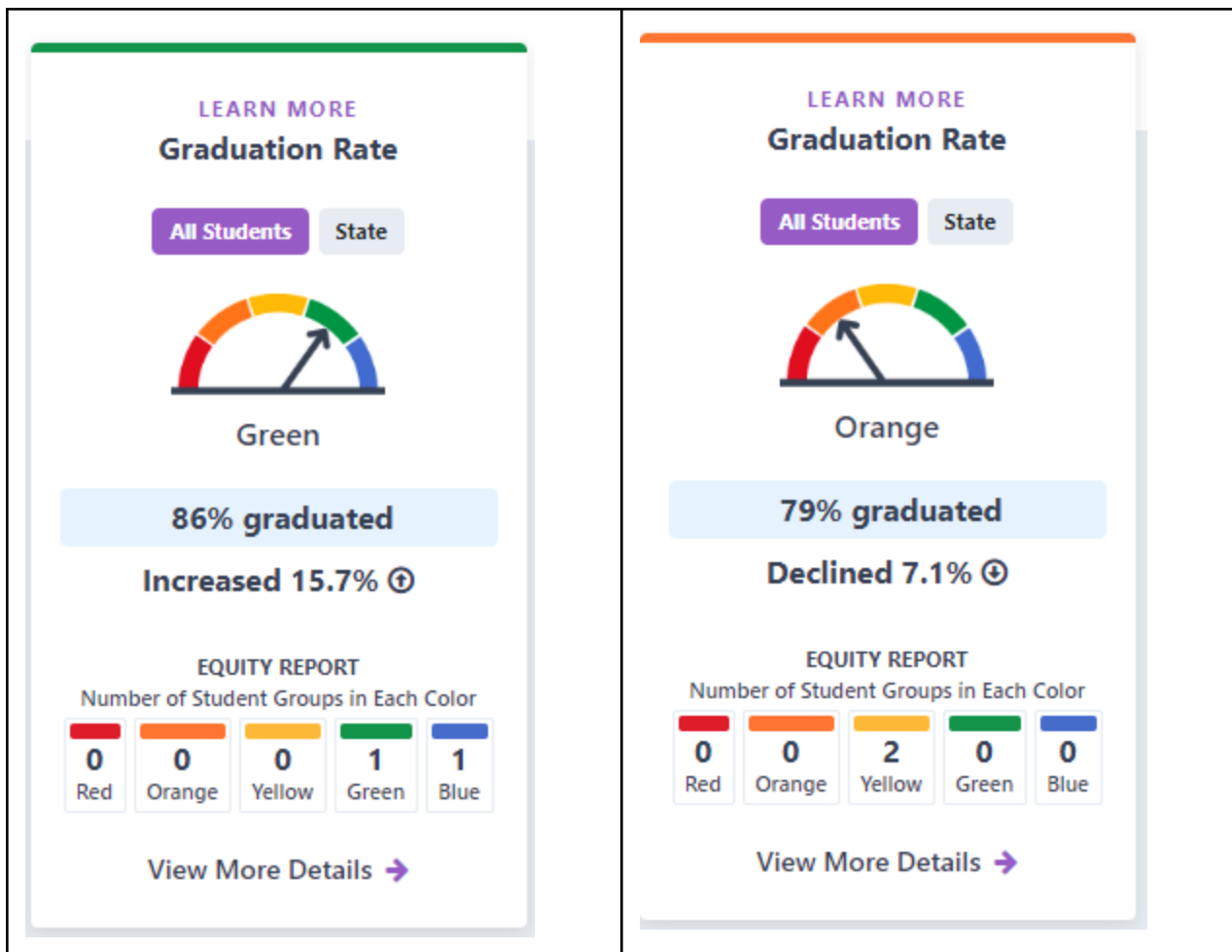
Last year (2018 - 2019) San Andreas was identified for Comprehensive Support and Improvement (CSI) under the federal Every Student Succeeds Act (ESSA) This ranking was based in part on the school's 2018 overall suspension rate of 27% with an overall red performance color.

The 2019 suspension rate improved to 22.8%, dropping 4.2% and raising the overall performance color to yellow. In 2019 36.4% of English Learners were suspended at least once, representing a 10% increase over 2018. However, the suspension rates of two other student groups declined: Hispanic students down 3.4% to 25.2% and socioeconomically disadvantaged students down 8.1% to 24%. It is worth noting that the state average for suspension is 3.4%. This is an area of focus in the schoolwide plan.



Graduation Rate

The graduation rate at San Andreas declined from 86% in 2018 to 79% in 2019 even though the number of graduates increased from 43 in 2018 to 57 in 2019.



English Language Arts

The following chart shows how well 11th grade San Andreas students are meeting grade-level standards on the English Language Arts Smarter Balanced Summative Assessment. Student group performance is expressed as a “Distance from Standard” which measures how far, on average, students are from the lowest possible score for a ranking of Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. Only numerically-significant (more than 11 students) student groups are represented.

Student Group	2018	2019

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All Students	150.2 points below standard	152.2 points below standard
English Learners	153 points below standard	150 points below standard
Hispanic	144.7 points below standard	156.6 points below standard
Socioeconomically Disadvantaged	158.1 points below standard	151 points below standard

Mathematics

The following chart shows how well 11th grade San Andreas students are meeting grade-level standards on the Mathematics Smarter Balanced Summative Assessment. Student group performance is expressed as a “Distance from Standard” which measures how far, on average, students are from the lowest possible score for a ranking of Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. Only numerically-significant (more than 11 students) student groups are represented.

Student Group	2018	2019
All Students	215.7 points below standard	230.2 points below standard
English Learners	226 points below standard	239.7 points below standard
Hispanic	220.2 points below standard	232.2 points below standard
Socioeconomically Disadvantaged	220.1 points below standard	232.2 points below standard

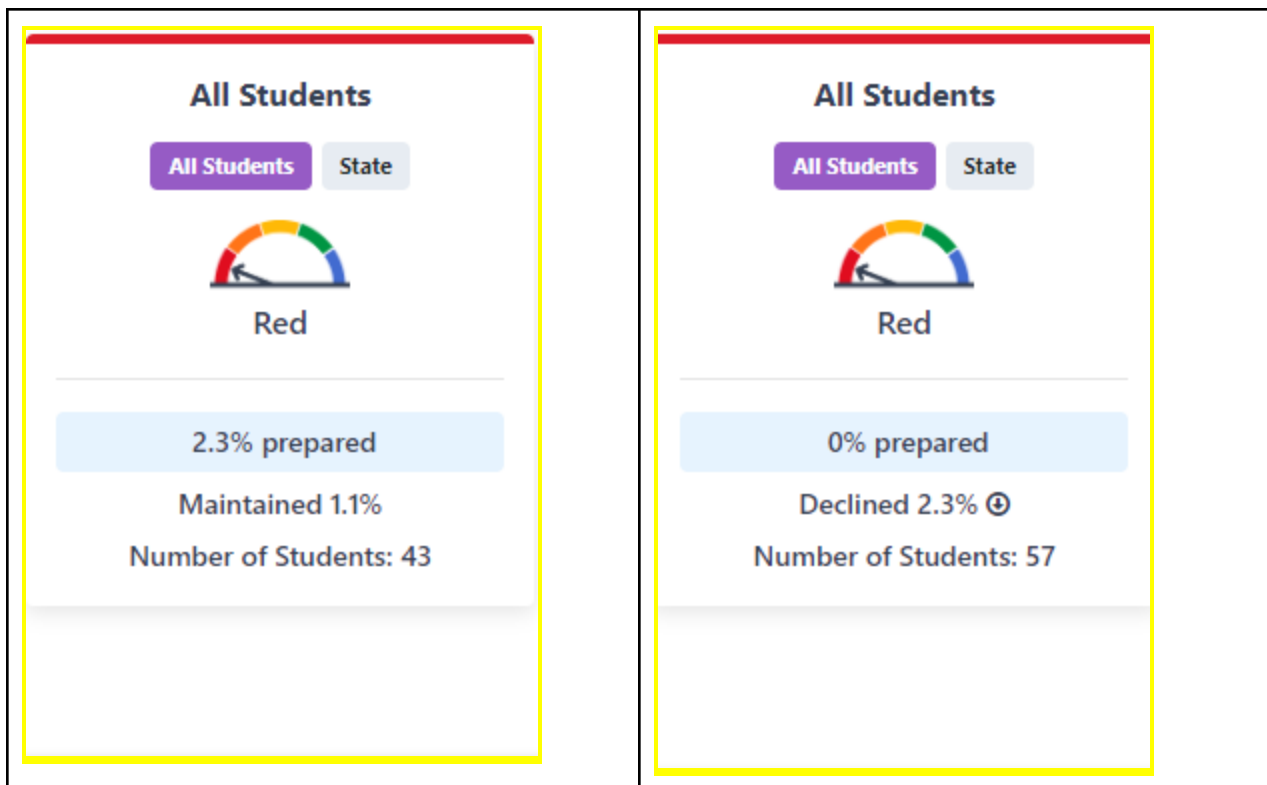
English Learner Progress Indicator

The English Learner Progress Indicator is a new metric in the 2019 Dashboard which represents the percentage of current EL students making progress towards English language proficiency.



College/Career Indicator

The College and Career Indicator is another area for which San Andreas was identified for CSI. The indicator incorporates the percentage of students who have scored Met or Exceeded Standards on both ELA and Math, as well as having completed a CTE pathway or fulfilled the CSU/UC a-g coursework requirements, or earned a passing score on two AP exams or completed two semesters of college coursework. In 2018 2.3% of San Andreas students were considered to be college or career ready; in 2019 that number dropped to 0%. This is an area of focus in the schoolwide plan.



Section 1: Significant Developments Since the Last Self-Study

Staffing

San Andreas Continuation School has made significant changes since the last visit in 2014, especially with regard to staff. Although San Andreas Continuation School is part of the San Benito High School District, it is operated by the San Benito County Office of Education through an MOU. In January 2015, Mr. Mike Sanchez retired as County Superintendent of Schools. Mrs. Krystal Lomanto, formerly the Principal at San Benito High School, was elected Superintendent. There have been a number of additional administrative staffing changes at the County Office that directly affect the continuation high school, including changes in personnel responsible for fiscal services, human resources, curriculum and instruction, special education and student support services.

Most significantly for San Andreas Continuation High School, there have been frequent changes in the administrative leadership of the school site itself since the last full self-study. Mrs. Colleen Grimes, who served as Principal for 4 years, retired in June 2016. Mrs. Grimes was followed by Mr. David Burke, who was formerly an Athletic

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Director and Vice-Principal at North Monterey County High School and a former Principal of North Monterey County Middle School. Mr. Burke served until the end of the 2016 -2017 school year when he was succeeded by long-time San Andreas teacher Mr. Charles Oles. Mr. Oles served as principal for the 2017 - 2018 school year. In October 2018 he went on a medical leave and for the remainder of the 2018 - 2019 school year Ms. Lisa Jelinek, formerly the principal of Rancho San Justo Middle School in Hollister, served as a substitute principal. Ms. Jelinek was formally hired as principal in July 2019 and continues to lead the school.

Changes in certificated and classified staff have been no less dramatic. In 2014-15, the staff included seven teachers, including one RSP teacher, and three instructional aides, with one aide assigned to the Special Education Department exclusively. In addition, there was a part-time library aide. At the end of the 2014-15 school year, one teacher was laid off as well as both of the instructional aides who were not assigned to the Special Education Department. The library aide retired and the position was not rehired. Additional support staff were also reduced that year. In 2015-16, one additional teacher was laid off.

In ensuing years, due to declining enrollment, staff numbers also continued to decline. For example at the time of the last full study, San Andreas served 164 students. At the time of this report, San Andreas serves 98 students. As of the 2019 - 2020 school year, San Andreas employed 7 teachers, with most teachers sharing teaching assignments with the 7th - 9th grade Santa Ana Opportunity School or with Pinnacles Community School. For example, in the 2018 - 2019 school year, there was only one teacher with a “pure” San Andreas schedule. All other teachers taught a mix of San Andreas and Santa Ana classes. In addition, from the 2018 - 2019 school year to the 2019 - 2020 school year, there was a 71% staff turnover in teaching staff with 5 of 7 teachers not returning to the school.

Funding model

While the funding model is not a significant change since the last full self study, it is a unique aspect of the school. The San Benito County Office of Education operates San Andreas on behalf of the San Benito High School District. The high school district pays the County Office to operate the continuation school but student information such as attendance, testing and CalPADS data is reported through the district. The

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funding is a pass-through model based on Average Daily attendance, not enrollment, and the district determines the funding source(s). Unfortunately, many students are referred to San Andreas based on truancy, which can be problematic where funding is concerned. In addition, declining enrollment has a direct impact on funding.

Additional grant funds may be received by application, but the COE does not receive state or federal direct funding from the state (i.e. LCFF, Supplemental/Concentration Grant Funds, Title I, A & D Federal funds, Title II). However, the school did receive ESSA School Improvement Funding after having been identified for Comprehensive Support and Improvement based on student performance indicators.

Enrollment and Instructional Program

Even with the challenges, many positive changes have occurred over the past 6 years. Each student who enters San Andreas Continuation School is provided with an orientation. The school counselor reviews the Student/Parent Handbook and all students are given the Star 360 Reading and Math assessment. Students and teachers then have an opportunity to reflect on the achievement data and set goals related to the academic success of the student. When combining these assessments with academic counseling, students are given tools to address their educational needs while exploring potential post-secondary options.

During the 2018 - 2019 school year, San Andreas was identified for Comprehensive Support and Improvement under the federal Every Student Succeeds Act (ESSA). The performance indicators for which San Andreas was identified were College and Career Readiness with an overall performance color of red and Suspension, also with an overall performance color of red. Actions to improve in these areas are documented in the school plan and include the implementation of restorative justice, the articulation of a CTE computer applications class with a local community college and increased use of formative data to gauge academic progress in ELA and math.

Technology

One area of significant change since 2014 is in the area of instructional technology. Each student has access to a Chromebook during the school day, and students who are supported by the Migrant Education program have a Chromebook and a personal hot

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spot that they can take home for credit recovery work. Students in the Independent Study program use the Acellus online curriculum to complete their coursework. Students engage in online learning through the Acellus courseware and most teachers use Google classroom to organize assignments and communicate about student work. The school now uses the Aeries student information system, including the gradebook function and student portal that allows students and parents to monitor attendance and grades. All classrooms have projection technology and teachers use Go Guardian to monitor student internet use during class time. The principal also uses the Remind app to keep in touch with teachers which is especially helpful in case of an urgent campus situation that requires instantaneous communication.

Special Education services and support

There have been significant changes to the special education services available for students since the time of the last WASC visit. San Andreas used to have a self-contained Special Day Class for high school students with individualized education plans. The Special Day Class students had access to all classes offered at San Andreas High School. Since the last full self study that class has been dissolved and San Andreas no longer offers that level of service to students with disabilities. Instead, special education services for students are now provided by two itinerant Resource Specialist Program teachers who visit campus to provide support to students in their General Education classes, instead of by a full time teacher as in the past.

School climate programs, initiatives and contracted support services

Beginning in 2017 a closed campus policy went into effect. Students were no longer permitted to leave campus for lunch, which allowed students to get to know each other better and gave the newly formed Student Leadership Team a platform to introduce lunchtime activities that support a positive school climate. Members of the Student Leadership Team also participate in various fundraising activities and have worked with the City of Hollister on the McCarthy Park Exploratory Committee to help look into ways that an adjacent park can be enhanced. The student input was very valuable to our community members. The park has since been completed and opened, and serves as a resource for our students for PE classes during the school day.

Because San Andreas has a small staff, there has been a lot of effort put into expanding

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school safety and support for students by entering into agreements with local agencies. The campus houses one full time Juvenile Probation Officer who provides support to San Andreas students who are on probation. There are two case managers from the San Benito County Department of Behavioral Health who are on campus several days each week to meet with students. These services are new since the last self study. In addition, in 2018 a full-time Restorative Justice Coordinator was hired to support the implementation of RJ throughout all of the Alternative Education programs. The RJ Coordinator is an employee of Youth Alliance, a local youth-serving agency with the mission of providing culturally relevant services that strengthen and enrich youth, families and the community.

Beginning in the 2018 - 2019 school year San Andreas staff, along with staff members from other county schools, embarked on Positive Behavioral Intervention and Support (PBIS) training. PBIS is a proactive approach that schools use to improve school climate and promote positive behavior. The focus of PBIS is the prevention of unwanted student behavior, not punishment. As of the writing of this report, the PBIS team is in the second year of a three-year training commitment. Also beginning in the 2018 - 2019 school year, certificated and classified staff engaged in a total of 5 workshops (with the same trainer) on using trauma-informed practices and an understanding of social emotional learning to foster better connections in the classroom, strengthen the school climate and culture and to practice positive self care.

Section 2: Schoolwide Growth Areas for Continuous Improvement

Critical Areas for Follow up from prior visit (2017)

1. Continue to develop and engage in a plan for professional development to transition San Andreas High School assessment and instruction toward California Common Core State Standards (CCSS) implementation.
2. Continue to identify and create formal and informal assessments to measure student ability level and progress, and to better identify student needs, among the student population as a whole and among individual significant subgroups, to change and direct instruction to improve student achievement.

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3. Continue to develop a culture of collaboration that includes staff, students, parents, and other stakeholders to analyze and interpret school data and relevant educational research to inform and direct school programs and build on relevant curriculum and instruction.
4. In future WASC self-study documents include relevant data, organized into school wide and individual sub-groups and chronicled over time, for such topics as EL reclassifications, graduation rates, and discipline rates in order to better facilitate self-study efforts and identify school wide successes and areas for improvement. Furthermore, the WASC Focus Areas need to be incorporated periodically as part of the PLC review and planning process.
5. San Andreas High School staff may want to consider the benefit of developing a mission and vision statement and ESLRs (as well as student and parent handbooks), independent from the other alternative programs within SBCOE if it would help develop a cohesive schoolwide culture of learning and achievement to the specific student population and community it serves.

Section 3: Ongoing Follow-Up Process

While the site action plan that was developed after the last full self-study was based directly on the visiting team's recommendations for growth areas, the current schoolwide action plan was developed in conjunction with and aligned to the County Office LCAP, the areas for improvement from prior visits and with the Dashboard performance indicators for which San Andreas was identified for Comprehensive Support and Improvement (CSI) under the federal Every Student Succeeds Act (ESSA). The current plan was developed by Principal Lisa Jelinek with input from San Andreas staff and COE administrative staff. Goals and objectives in the plan were developed to address areas of need as demonstrated by student performance data. The plan forms the core of the School Plan for Student Achievement (SPSA) and the actions listed in the schoolwide plan mirror the Goals, Strategies and Proposed Expenditures section of the LCAP. Stakeholders provide input to the plan development through a variety of avenues including School Site Council meetings, ELAC meetings, periodic review by site and county office administration and staff review during staff meetings.

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GOAL 1: Increase student achievement and educational access for all Alternative Education students.

Objective	Activities
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Provide a variety of academic supports to students to increase their academic success

1. Provide recognition for student academic progress.
2. Conduct EL student data chats led by academic counselor and guidance technician.
3. Conduct Foster Youth data chats led by academic counselor and guidance technician.
4. Provide students access and training to Aeries portal to self-monitor attendance and grades.
5. Provide long-term Independent Study program
6. Offer Art, Computer and Credit-Recovery course
7. Maintain and replenish standards-based curricular materials and supplies; research NGSS and HSS instructional materials
8. Use nationally and state-normed assessments (STAR 360 and CAASPP) to determine student needs and provide academic intervention and supports (Acellus, IXL, MathLinks)
9. Provide bilingual instructional aide for the classroom environment to support EL students.
10. Provide professional development to teaching staff in the areas of Math, ELA and NGSS instruction; assessment analysis, instructional technology and use of data to inform instruction.
11. Provide a New Teachers Academy for teaching staff who are new to the Alt Ed schools

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<p>Each school will increase communication and provide parents and families with multiple opportunities to interface with staff in an effort to support student success</p>	<ol style="list-style-type: none">1. Family Support Team meetings to review students attendance, grades and behaviors.2. Work with families and community resources to utilize the SARB process to monitor and improve student attendance.3. Communicate with families via a variety of media to provide information about student grades, attendance, behavior, meetings and parent activities.4. Academic counselor will notify parents of EL students of their academic progress, attendance, and reclassification status.5. Host parent events to foster parent connection to and involvement in their student's education<ol style="list-style-type: none">a. Back to School Nightb. Parent conferencesc. College & Career Dayd. Community Resource Knighte. Senior Family Dinner6. Establish School Site Council and ELAC groups and hold monthly (SSC) and quarterly (ELAC) meetings to elicit parent involvement in site decisions and plans.
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Provide behavioral and social emotional support for students to enhance their academic success

1. Provide attendance incentives for students
2. Maintain student leadership team focusing on positive decision-making and creating/hosting involvement activities
3. Review transportation challenges of Migrant and Foster Youth to determine need; develop transportation plan using county resources to improve attendance as needed.
4. Continue implementation of the Restorative Justice program at all sites. Contract with Youth Alliance to employ at Restorative Justice Coordinator
5. Continue to work with the Department of Behavioral Health to provide counseling services.
6. Provide professional learning opportunities to all staff in the areas of trauma-informed practices, social-emotional learning and PBIS.

Objective 1: Provide a variety of academic supports to students to increase their academic success

The actions in this section of the schoolwide plan relate to the following growth areas for continuous improvement:

- Continue to develop and engage in a plan for professional development to transition San Andreas High School assessment and instruction toward California Common Core State Standards (CCSS) implementation.
- Continue to identify and create formal and informal assessments to measure student ability level and progress, and to better identify student needs, among the student population as a whole and among individual significant subgroups, to change and direct instruction to improve student achievement.
- Continue to develop a culture of collaboration that includes staff, students, parents, and other stakeholders to analyze and interpret school data and relevant educational research to inform and direct school programs and build on relevant curriculum and instruction.

This objective was determined based on state and local student performance data, by observation and analysis of the needs of our learner population, and by the ongoing need to provide appropriate, rigorous and standards-based learning opportunities to prepare our students for their next steps after high school. One of the areas for which San Andreas was identified for CSI was the College and Career Readiness Indicator, which showed that only 2.3% of SAHS students (as opposed to 42.2% state-wide) are considered to be college and/or career ready as judged by the state metric.

With each new wave of state standards we strive to provide students with up to date and appropriate standards-based instructional materials and ensure that teachers are prepared to teach the standards. Staff review and use formative student assessment data (STAR 360, IXL, credit accrual) frequently to inform instruction and evaluate student progress and areas for growth. This data is also used for “data chats” in a variety of settings, including one-on-one goal setting conferences with teachers and with the academic counselor.

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As a continuation high school we exist to provide educational options for students who need an alternative to a traditional comprehensive high school. Offering supports such as Independent Study, credit recovery and bilingual classroom staff along with the necessary coaching, encouragement and prodding, allow our students to reach their goal of graduating from high school. Our graduation rate for the 2017 - 2018 school year was 86% and while it dropped to 79% in 2019 it was still significantly higher than the 2017 rate of 70%.

Objective 2: Each school will increase communication and provide parents and families with multiple opportunities to interface with staff in an effort to support student success

The actions in this section of the schoolwide plan relate to the following growth areas for continuous improvement:

- Continue to develop a culture of collaboration that includes staff, students, parents, and other stakeholders to analyze and interpret school data and relevant educational research to inform and direct school programs and build on relevant curriculum and instruction.

The families of students in alternative education settings might not know how best to support their students and the school as a whole. San Andreas strives to involve families in a positive way in their student's education, to help resolve past poor experiences with schools in general and to help their student, as well as others, to reach the goal of graduation. Schoolwide data and information is shared with families in a variety of ways, to elicit their involvement in site decisions and plans as well as to help inform, engage and connect with them.

Parent and Family Engagement

The following information was gathered during parent interviews for the purposes of the Local Indicators regarding family engagement policies and practices as required by the CA Dashboard. Using the Priority 3 Self-Reflection Tool provided by the CDE, parents ranked the County Office (all programs) on the topics of building relationships, building partnerships for student outcomes and seeking input for decision making.

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1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Rating: Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Rating: Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Rating: Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Rating: Full Implementation

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Rating: Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Rating: Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Rating: Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Rating: Full Implementation

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Rating: Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Rating: Initial Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Rating: Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Rating: Initial Implementation

Interviews with a variety of stakeholders demonstrated that the SBCOE has been successful in creating welcoming environments for all families in the community and in developing multiple opportunities for two way communication between families and educators in a language that is understandable and accessible to families. An area of growth for our organization is supporting staff to learn about each family's strengths, culture, language and goals for their children. Because our alternative education programs are very small, we are able to support our staff in this area during weekly staff meetings, weekly work in Restorative Justice and PBIS with a focus on building community and quarterly parent conferences

Objective 3: Provide behavioral and social emotional support for students to enhance their academic success

The actions in this section of the schoolwide plan relate to the following growth areas for continuous improvement:

- Continue to develop and engage in a plan for professional development to transition San Andreas High School assessment and instruction toward California Common Core State Standards (CCSS) implementation.
- Continue to develop a culture of collaboration that includes staff, students, parents, and other stakeholders to analyze and interpret school data and relevant educational research to inform and direct school programs and build on relevant curriculum and instruction.

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- San Andreas High School staff may want to consider the benefit of developing a mission and vision statement and ESLRs (as well as student and parent handbooks), independent from the other alternative programs within SBCOE if it would help develop a cohesive schoolwide culture of learning and achievement to the specific student population and community it serves

As reflected in the school's attendance and suspension rates, developing a schoolwide, cohesive culture of learning and achievement remains a challenge. One performance area for which San Andreas was identified for CSI was the 2018 suspension rate, where 2 of the 3 performance indicators were in the red category with 27% of SAHS students having been suspended at least once. Efforts in the area are gaining ground, though, as the 2019 suspension rate was 22.8%. Actions and initiatives related to this area of need include the implementation of Restorative Justice (RJ) and Positive Behavioral Intervention and Support (PBIS) on campus, as well as a sustained professional development focus on trauma-informed practices and social emotional learning to support our staff in understanding and responding to student behavior. The County Office entered into a contract with a local youth-serving agency (Youth Alliance) to hire a full time Restorative Justice Coordinator who is housed on site. Staff engage in PBIS and RJ work on alternating Mondays. Four staff meetings have been dedicated to social emotional learning with a consultant from Collaborative Learning Solutions, as well as one session on suicide prevention with a presenter from Youth Alliance.

In addition, the school has continued to develop strong partnerships with outside agencies such as Probation and the Department of Behavioral Health Services, resulting in regular on-campus support from these organizations.

San Andreas' School Plan for Student Achievement aligns with the following San Benito County Office of Education LCAP Goals:

Goal 1. Through improved access to the Common Core State Standards-aligned curriculum and instruction, the percentage of students in all groups who reach proficiency in the core subject areas as measured by state targets, the percentage of English learners making annual progress in acquiring English, and the number of students graduating college and career ready will be increased.

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Goal 2. SBCOE will enhance the school safety and climate for students and staff to increase student engagement and success.

Goal 3. SBCOE will increase collaboration with parents, community members, and county service providers to support student success.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

General Background and History

Community

San Andreas Continuation High School is located in the city of Hollister in San Benito County. The county has a long history in agriculture that dates back to 1868. San Benito County is sparsely populated with only approximately 11,000 school-aged children in the entire county. Within the county there is one TK-8 district with 8 elementary schools and two middle schools; one TK-12 unified school district with two K-8 schools and a small comprehensive high school; a high school district serving 3,000 students and several rural K-8 single school districts, including Panoche Elementary, the smallest school district in California with 4 students.

Primarily a mid-sized neighborhood community, Hollister is the closest rural community to Silicon Valley, in Santa Clara County. A significant population growth has occurred in Hollister over the last decade as many Silicon Valley commuters made Hollister home. Census data from 2010 shows Hollister with a population of approximately 40,000 people, 65% of whom are Hispanic or Latino.

Staff description

San Andreas has one administrator (Principal) and seven teachers. Special Education support is provided by two itinerant RSP teachers. The student support staff includes

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one academic counselor, one itinerant school psychologist, and one itinerant speech/language/hearing specialist. There is one Instructional Aide who works with students in the classroom. Clerical staff include a school secretary, a food service supervisor, a custodian, a student supervisor/custodian, a community and family services specialist in the Migrant Education Program and one guidance technician/data clerk. All staff, with the exception of one teacher, are shared with the other alternative education programs operated by the San Benito County Office of Education: Santa Ana Opportunity School, Pinnacles Court School and Pinnacles Community School.

The gender and ethnicity breakdown of the San Andreas staff is as follows:

	Female	Male	Hispanic	Black	White
Certificated	8	4	2	1	9
Classified	5	2	7	0	0

San Andreas has a robust support system of community-based partners including a full-time Juvenile Probation Officer who is housed on campus; a full-time Restorative Justice Coordinator who is also housed on campus; two case managers from San Benito County Department of Behavioral Health who are on campus two days per week; and a visiting teaching artist from the San Benito County Arts Council.

School purpose and WASC accreditation history for school

As a continuation high school, San Andreas serves students who are typically behind in credits, struggling academically and at risk of not graduating from a comprehensive high school. San Andreas is a part of the San Benito High School District. However, the San Benito County Office of Education (SBCOE) operates the school’s program under a memorandum of understanding (MOU) with the high school district and has since its inception, more than 34 years ago. San Andreas is the only continuation high school in the county, with students referred from two comprehensive high schools: San Benito and Anzar, which is in the Aromas San Juan Unified School District. Students enter San Andreas on a rolling basis throughout the school year, sometimes

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as frequently as every week.

Students also enroll into San Andreas from the Pinnacles Court and Community Schools and from the Santa Ana Opportunity School, all of which are also operated by the SBCOE. San Andreas serves students in grades nine through twelve who are age 16 years or older, or who have earned 55 credits or more. Students who are referred to attend San Andreas often need a smaller campus and an opportunity to improve their attendance, academic achievement, and social behavior. Students are referred by their district school at a weekly screening committee meeting. A screening panel (consisting of the principal, guidance counselor, and, when needed, the Director of Special Education) determines eligibility and appropriate program placement for incoming students. Students who come to San Andreas do have the opportunity to return to their school of residence to graduate; however, many, if not most, students choose to remain in the smaller school setting and graduate from San Andreas.

The last full WASC self-study and visit was conducted in 2014 and resulted in a 6-year accreditation. A mid-cycle progress report was completed in 2017.

LCAP identified needs and description of goals, actions and services

San Benito County Office staff are responsible for the development, annual review and revision of the LCAP. In the spring of 2019 parents and community provided input into the proposed goals, actions and services for 2019 - 2020. Stakeholders provided input in writing on each action, selecting from “keep, delete or modify” options and offering comments on the value or usefulness of the action.

The SBCOE LCAP identifies the following areas of need for San Andreas:

- School attendance as measured by the chronic absenteeism rate and the average daily attendance rate;
- Academic achievement as measured by CAASPP ELA and math scores for all students and disaggregated by student groups as well as local formative assessment data (STAR 360, IXL)
- Suspension (CSI) as measured by suspension rates for all students as well as disaggregated by student groups;
- College and Career Readiness (CSI) as measured by CTE course offerings, participation in the work experience program

LCAP goals, actions and services which address these needs include the following:

Goal 1. Through improved access to the Common Core State Standards-aligned curriculum and instruction, the percentage of students in all groups who reach proficiency in the core subject areas as measured by state targets, the percentage of English learners making annual progress in acquiring English, and the number of students graduating college and career ready will be increased.

Actions related to Goal 1

- Provide support for new teachers, including the Induction Program for teachers who qualify for the program.
- Provide a Long-Term Independent Study Program as an option for students who would be successful learning independently.
- Maintain access to courses in Art, Computer (CTE) and online recovery to better prepare students for Careers. Offer additional CTE options in partnership with San Benito High School or other community entity to provide access to CTE courses that meet SBE-approved standards and frameworks.
- Replenish Next Generation Science Standards materials and supplies
- Provide Next Generation Science Standards and Math training for staff
- Purchase Math textbooks
- Provide History Social Science and NGSS training for staff
- Purchase Math textbooks
- Research and adopt a History/Social Science Series
- Provide Standards-based professional learning based on teacher's needs
- Purchase ELA and Math textbooks
- Purchase History/Social Science Textbooks
- Research and adopt a Science Series
- Provide online Opportunities for Credit Recovery, assessment and intervention.
- Continue use of Acellus for credit recovery
- Continue STAR 360 benchmark assessments
- Provide during-school and after-school tutoring to students who are below grade-level (Migrant Ed program)
- Continue Professional Development to Alternative Education Staff
 - Data Analysis
 - Lesson Development & unit design
 - Tier 1,2,3 Supports

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- Grade or emphasis collaboration
- English Learner Strategies
- Restorative Justice
- MTSS
- PBIS

Goal 2: The San Benito County Office of Education will enhance the school safety and climate for students and staff to increase student engagement and success.

Actions related to Goal 2

- Provide attendance incentives for students (e.g., awards BBQ, field trips)
- Maintain the Student Leadership Team focusing on decision-making and creating/hosting student involvement activities.
- The School Counselor and the Guidance Technician meet with each English Learner to review and discuss their:
 - language level
 - placement, if appropriate, into an ELD Program
 - academic status
 - school attendance
 - placement and information about interventions
 - expected transition rate and criteria for exiting out of the ELD Program

- The School Counselor and the Guidance Technician will meet with each Foster Youth to review and discuss their:
 - academic status
 - school attendance
 - graduation requirements
 - placement and information about interventions
 - career and college planning
 - individual needs
- Review Foster Youth and Migrant individual transportation needs/challenges and develop a plan for improving attendance for students affected by lack of transportation. Pay for bus tokens for students with financial need.
- Provide students access and training to the Aeries student portal so students can view their current grades and absences

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- Increase student attendance in school by working closely with the School Attendance and Review Board (SARB)
- Continue implementation of the Restorative Justice Program at all sites. Contract with a Restorative Justice Coordinator.

Goal 3: The San Benito County Office of Education will increase collaboration with parents, community members, and county service providers to support student success

Actions related to Goal 3:

- Provide information about student grades, attendance, meetings and activities to parents through: Aeries Parent Portal BlackBoard Connect (auto dialer) Email Website Social Media Flyers
- The School Counselor will notify parents of EL students, through meetings and personal phone calls, information regarding their child's:
 - language level
 - placement, if appropriate, into an ELD Program
 - academic status
 - school attendance
 - placement and information about interventions
 - expected transition rate and criteria for exiting out of the ELD Program
 - how placement in an ELD program meets the child's needs within the annual IEP, if applicable
- Host events that allow parents to learn more about their student's progress and available opportunities. Events will include:
 - Back-to-School Night
 - Parent conferences (once each semester)
 - "Community Day"—parents are invited to come to school during the school day to take a tour, ask questions and see what it is like to attend their student's school
 - "Community Knight" focuses on educating families about college and careers
 - Career Day
- Partner with San Benito High School District to implement a Parent University

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including 2 courses in each of four areas (Academics, College, Parenting Support, Student Safety)-- dependent on grant funding. Parent University courses will be targeted for parents of students with exceptional needs including students with disabilities, English Learners, low-income students and students who are chronically absent.

School Program Data - Description of Programs

General Education program

All students at San Andreas are enrolled in the General Education program. General Education courses include English, algebra 1, geometry, algebra 2, world history, American history, government, economics, life science, physical science, computer applications, and art. Three teachers also supervise learning labs that are embedded within the regular school day. Students in the learning lab courses use Acellus, an online curriculum, to retake courses that they have previously failed. Use of the online curriculum allows students access to courses such as Spanish that may not be taught at San Andreas due to the small staff size.

Most students take a 6 period day, with classes starting at 8:25 and ending at 2:46. Some students, who may have only a few credits left to earn towards graduation, have a shortened day or modified schedule, while meeting the required instructional minutes for alternative education programs.

Grades are issued on a quarterly basis and each course allows for 2.5 credits to be earned each quarter. Students are able to complete up to 15 credits each quarter.

To graduate, students must complete 190 credits in the following subjects:

Subject Area	Requirements	Credits Needed
English	Grades 9, 10, 11 and 12	40
Math	Math and Algebra 1	25
Science	Life and Physical Science	20

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History/Social Science	World History, US History, Government, Economics	30
Physical Education	2 PE classes	20
Arts	Vocational Art, Computers, Visual Art	20 5 10
Electives	Varies	20

In compliance with Assembly Bills 167/216, 1806 and 2306, San Andreas offers modified graduation requirements for homeless, foster, former court school pupils. Students who transfer to a new school after completing two years of high school and who are homeless, foster or transitioning from a juvenile court school may be eligible to graduate by completing the minimum California state graduation requirements if they are not reasonably able to finish the district graduation requirements by the end of their fourth year of high school. Such students also have the option to attend for a fifth year.

College and career readiness

As evidenced by the school’s CSI status, college and career readiness is an area of improvement. San Andreas has one CTE class, computer applications, that is articulated with a local community college so that if a student enrolls at that college after leaving the continuation school, s/he can receive credit for having taken the class in high school. In addition, Gavilan college offered an on-campus Hi-Step class (Administration of Justice) in the fall of 2019. The Hi-Step class met once a week on site with a Gavilan instructor. Students earn college credit when they successfully complete the course.

With students entering San Andreas at 10th grade or later, it is a challenge to offer a full CTE three course sequence. To be considered a “completer” in a CTE course sequence, a student must pass an introductory course, an “advanced” or second year of the same subject and finally a capstone course, usually in 12th grade. Although expanding our CTE offerings remains a goal, the very small size of the staff and the necessarily tight master schedule make it a challenge.

As a continuation high school San Andreas does not offer AP or IB coursework and

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the content of our general education courses are not a-g approved. Our graduation requirements are not aligned with the CSU/UC minimum admission requirements. However, a-g approved courses are available to all students via the Acellus online curriculum.

The work experience program either needs to be revised to meet the requirements of the state-approved Work Experience Education program or completely re-designed as a Work Readiness program. The Dashboard Alternative School Status (DASS) continues to expand the indicators by which the Dashboard will measure college and career readiness at alternative schools, which provides flexibility in the career preparation options; however, since a student must also score at the Met or Exceeded Standards level on the CASSPP in ELA and Math in 11th grade, improving this metric will remain a challenge.

Online instruction

Learning labs that are embedded within the regular school day. Students in the learning lab courses use Acellus, an online curriculum, to retake courses that they have previously failed. Use of the online curriculum allows students access to courses such as Spanish that may not be taught at San Andreas due to the small staff size. In addition, the Acellus courses are a - g approved and provide enrichment opportunities to students who work beyond what is offered in the in-person classes at San Andreas.

Acellus is also used as the primary curriculum in the Independent Study program. All students who enroll in the long term Independent Study (IS) program are assisted with developing a personal learning plan to prepare them to meet their academic, personal and school-to-career goals. Students in IS must meet a minimum of once per week with the IS teacher. Study time at home is counted for school attendance. The student must complete a minimum of 15 hours of school work per week and provide documentation as required by the IS teacher (i.e. writing samples, projects, etc.) Independent Study students participate in the San Andreas graduation ceremony.

Support programs

The San Benito County Office of Education operates San Andreas on behalf of the San Benito High School District. The high school district pays the County Office to operate the continuation school but student information such as attendance, testing

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and CalPADS data is reported through the district. The funding is a pass-through model based on Average Daily attendance, not enrollment, and the district determines the funding source(s). Additional grant funds may be received by application, but the COE does not receive state or federal direct funding (i.e. LCFF, Supplemental/Concentration Grant Funds, Title I, A & D Federal funds, Title II) for the operation of this school. However, the school did receive ESSA School Improvement Funding after having been identified for Comprehensive Support and Improvement based on student performance indicators. The areas for which San Andreas was identified for CSI were college and career readiness and suspensions.

CSI funds have been used for the following programs and initiatives:

Professional Development, Teacher and Administrative Support

Summer professional development days

Release days for unit planning

Social-emotional learning professional development series

New teacher academy summer pre-service days

DigiCOACH walkthrough software subscription

Tablets for walkthroughs

CCEA Membership

Lead Teacher

Principal planning

California Continuation Education Association Conference

Instructional Coaching

Local Formative Assessments and Supplemental Curriculum

IXL subscription

IXL training

MathLinks

Acellus courseware subscription

School Climate Initiatives

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Contract for Restorative Justice Coordinator

Parent Engagement Policy development

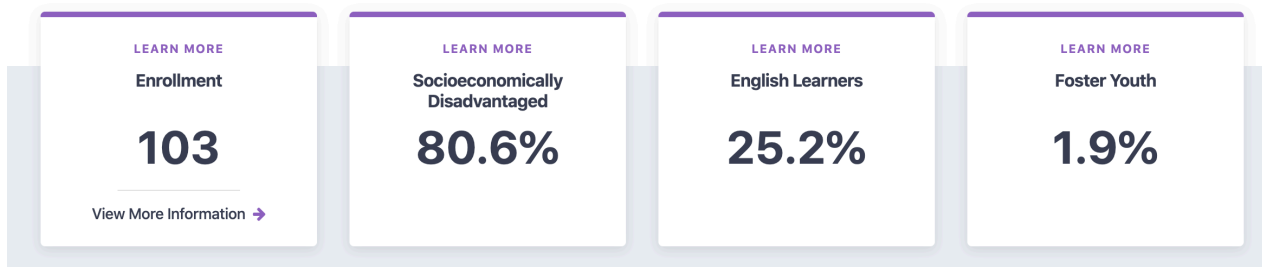
LCAP and SPSA Goals, Actions and Services for High-Need Students

Because the student population of San Andreas is more than 80% low income, all LCAP and SPSA goals, actions and services are principally directed towards unduplicated students.

SAN ANDREAS CONTINUATION HIGH

Student Population

Explore information about this school's student population.



English Learners

The EL population of San Andreas is 25.2%. San Andreas does not receive Title III federal funds to provide EL support, due to the nature of the funding model. However, because staff positions are shared between the various COE programs, San Andreas students are able to benefit from the services of staff who are funded by the other programs such as the Pinnacles Court and Pinnacles Community Schools. Integrated ELD instruction is provided through intentional planning and lesson delivery in each core content area course. The template used for unit and lesson planning specifically asks the teacher to identify instructional strategies to support English Learners' access to the content. The instructional aide who provides support to San Andreas is bilingual and is able to provide assistance in Spanish to English Learners. At present San Andreas does not offer a designated ELD period; however, work is underway to figure out how to work designated ELD into the master schedule, and to consider ways to pay for our teachers to earn supplemental certification to allow them to teach

ELD.

Student ELPAC levels and RFEP criteria are used by the bilingual counselor in her 1:1 data chats with EL students. The same counselor also contacts the parents of each EL to share information about their student's progress in English language acquisition as well as his/her progress towards graduation.

Low income/socio-economically disadvantaged students

More than 80% of San Andreas students are socioeconomically disadvantaged according to the 2019 Dashboard data. San Andreas does not receive Title I or Title II federal funds to provide supplemental support, due to the nature of the funding model. However, because staff positions are shared between the various COE programs, San Andreas students are able to benefit from the services of staff who are funded by the other programs such as the Pinnacles Court and Pinnacles Community Schools.

Services that are principally directed towards low income students (but are available for the whole school) include

- free breakfast and lunch for all students;
- on-campus behavioral health support, case management and linkage to services as needed;
- health screening;
- college field trips;
- work permits;
- Independent Study for students who may need to work or care for others during the school day;
- referral to adult education if graduation through San Andreas is not possible;
- career pathway support through Job Corps and local Center for Employment Training (CET) programs.

Many of our students, in addition to lacking financial resources, have endured significant trauma in their lives. In the last two years much of our professional development has focused on understanding trauma, how it manifests in the classroom, and how we can constructively respond to unwanted student behavior. To that end staff have engaged in professional development in Positive Behavioral

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Intervention and Support (PBIS), Restorative Practices and Restorative Justice (RJ), trauma informed practices, and social emotional learning to better understand and respond to students.

Foster Youth

San Andreas provides direct service to foster youth through compliance monitoring for immediate enrollment, delivery of records, appropriate course scheduling based on transcript evaluation; and awarding partial credit as appropriate for completed coursework. The COE Foster Youth Coordinator is housed at San Andreas and is on hand to provide technical assistance and resources as needed to support our students in foster care.

Foster youth have access to the universal supports available to all students at San Andreas, including free breakfast and lunch, on-campus behavioral health support and referral to services, field trips and credit recovery.

Additionally, the COE hosts an annual foster and homeless youth back to school event to at the beginning of the year to ensure that our vulnerable students have everything they need to start the school year successfully. Throughout the year bus tokens are available as needed for students who are encountering transportation challenges. Another direct support is data chats with the academic counselor. In these meetings, the counselor and student discuss the student's academic status, graduation requirements, course placement, college and career planning, and the student's individual needs.

In compliance with Assembly Bills 167/216, 1806 and 2306, San Andreas offers modified graduation requirements for homeless, foster, former court school pupils. Students who transfer to a new school after completing two years of high school and who are homeless, foster or transitioning from a juvenile court school may be eligible to graduate by completing the minimum California state graduation requirements if they are not reasonably able to finish the district graduation requirements by the end of their fourth year of high school. Such students also have the option to attend for a fifth year.

Other Local Support Programs

Migrant Education Program

The Migrant Education Program provides direct support to students and families in a variety of ways. There are currently 20 students identified for Migrant services at San Andreas.

Migrant students have access to the universal supports available to all students at San Andreas, including free breakfast and lunch, on-campus behavioral health support and referral to services, field trips and credit recovery. Additional services include after school tutoring, chromebooks to take home for credit recovery work, weekly grade checks, home visits and bus tokens for students who are experiencing difficulties with transportation to school. Migrant students and families are served by the community and family services specialist, who also recruits parent participation in the Migrant Parent Advisory Council. This group provides input on the design of the program, evaluates the effectiveness of the services and approves the program budget.

Homeless

Students who are eligible for support under the McKinney-Vento act are, by definition, low income. Therefore they have access to all of the supports and services listed above in the section regarding low income students.

Additionally, the COE hosts an annual foster and homeless youth back to school event to at the beginning of the year to ensure that our vulnerable students have everything they need to start the school year successfully. Throughout the year bus tokens are available as needed for students who are encountering transportation challenges.

In compliance with Assembly Bills 167/216, 1806 and 2306, San Andreas offers modified graduation requirements for homeless, foster, former court school pupils. Students who transfer to a new school after completing two years of high school and who are homeless, foster or transitioning from a juvenile court school may be eligible to graduate by completing the minimum California state graduation requirements if they are not reasonably able to finish the district graduation requirements by the end

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of their fourth year of high school. Such students also have the option to attend for a fifth year.

Services for students with special needs

When a student with disabilities is referred from the comprehensive high school, the COE Director of Special Education reviews the student's IEP first to ensure that San Andreas can provide the same or comparable services described in the plan. If the school can match the services, the referral moves forward through the regular screening process.

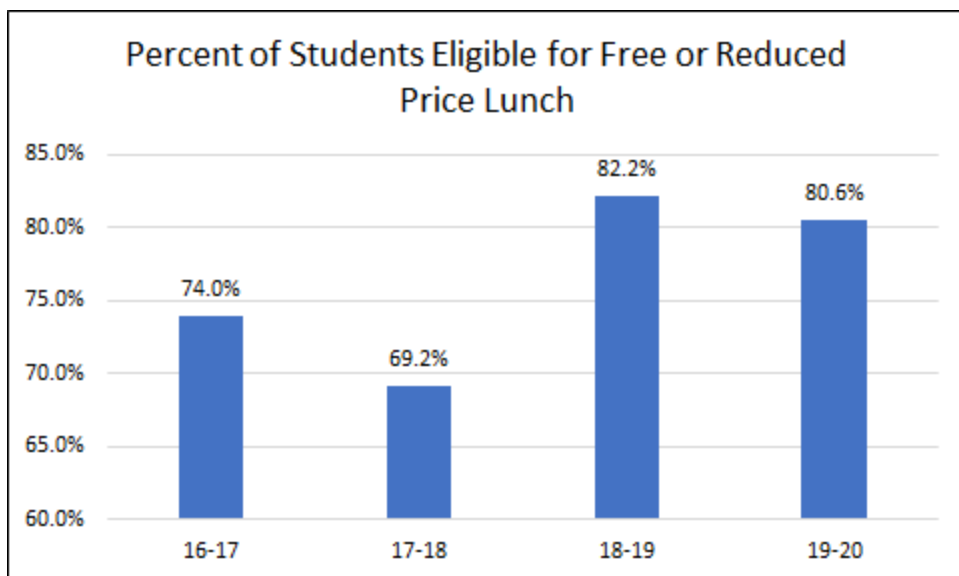
Students with disabilities are enrolled in all General Education classes. Special education services are provided in a push-in model with two itinerant RSP teachers who are employees of the COE. The same teachers provide case management and annually update the student's IEP. Initial and triennial assessments are conducted by a school psychologist who is an employee of the COE.

Demographic Data

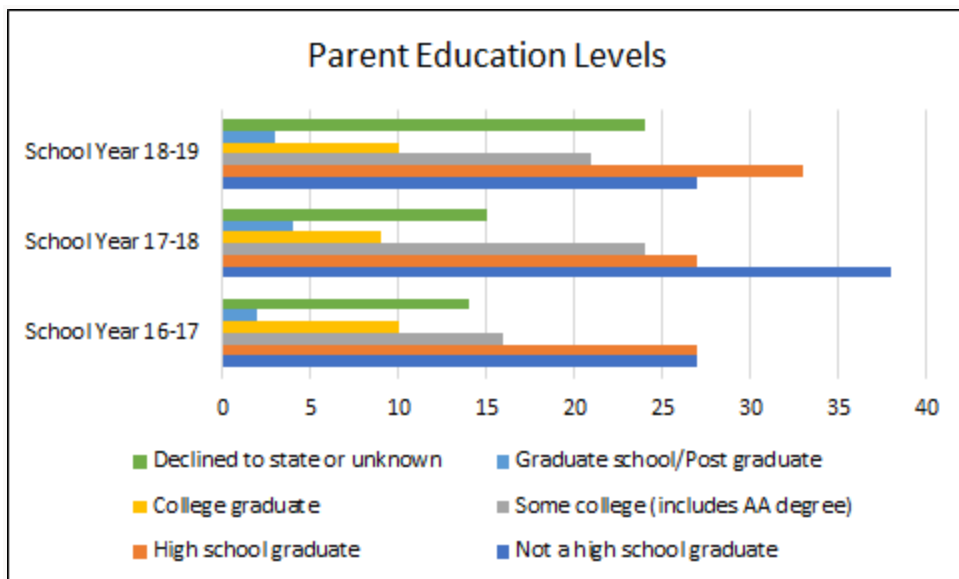
Socioeconomic status

The majority of San Andreas students are socioeconomically disadvantaged or low income. The graph below shows the percent of students for the last four school years who were eligible for free or reduced price lunch. In the 2019 - 2020 school year 80.6% of students were identified as socioeconomically disadvantaged.

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An examination of the education level of San Andreas parents shows that most are either high school graduates or not high school graduates. Only about 10% or less of parents are college graduates; fewer than 5% have graduate degrees.

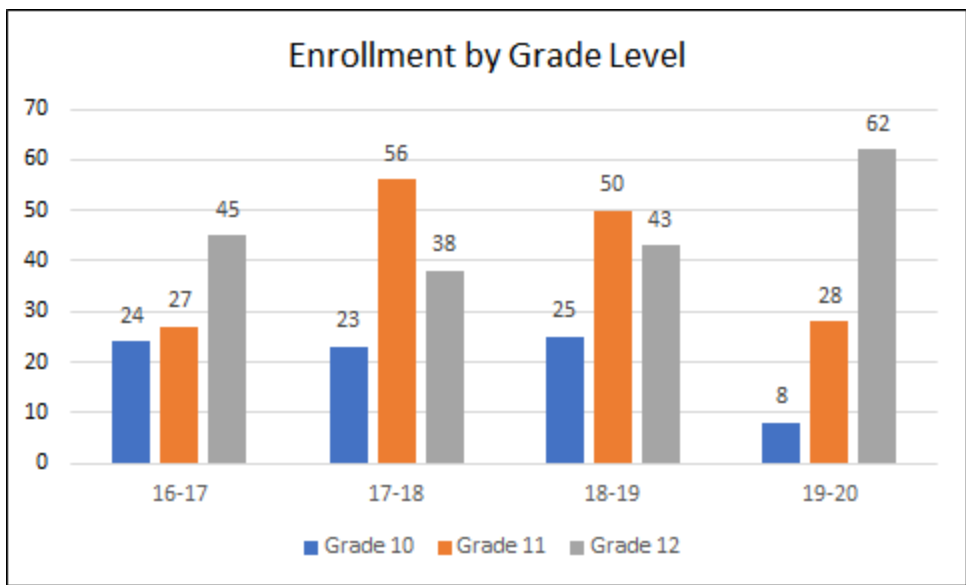


Student enrollment

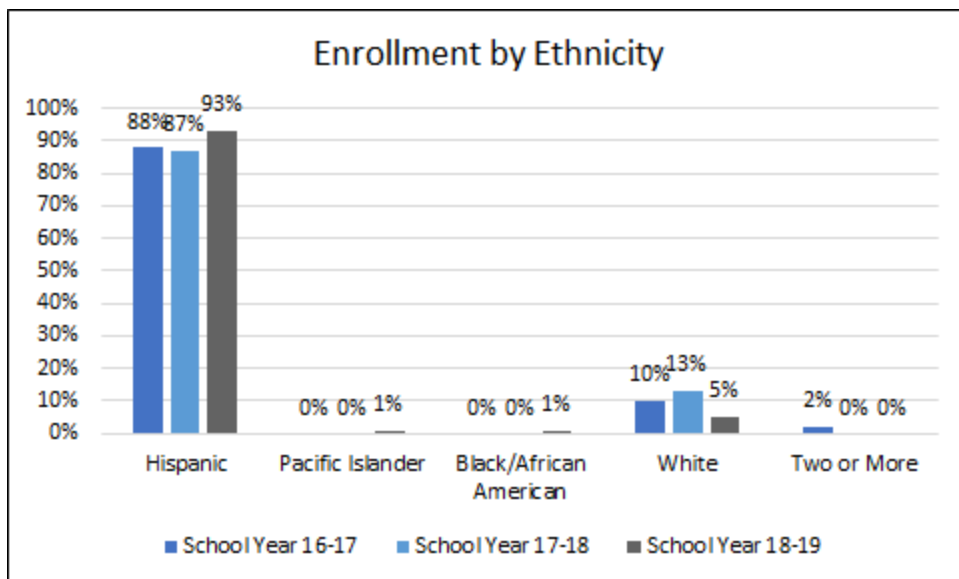
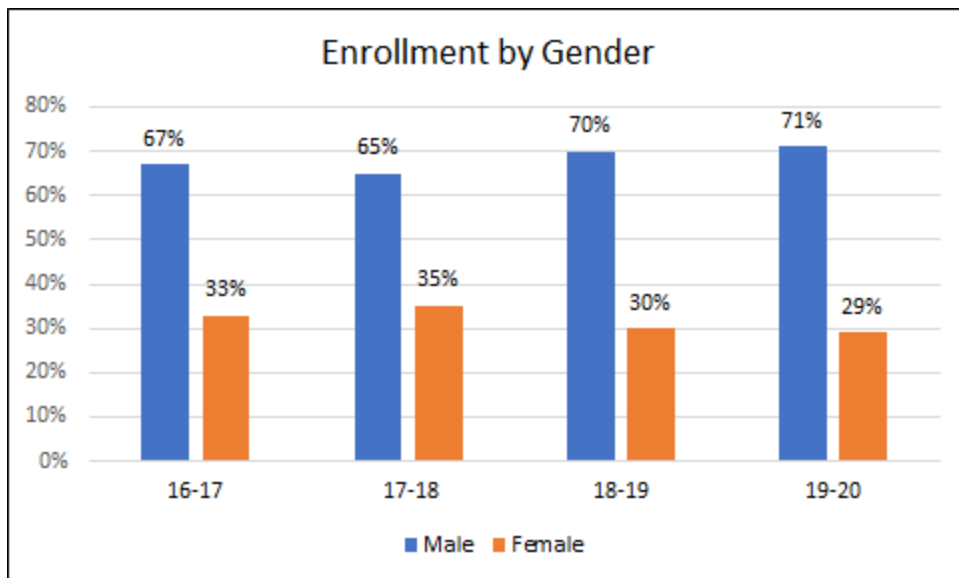
Enrollment at San Andreas High School is fluid and generally ebbs and flows

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throughout the year as students enroll or return to their district high school. Data represented in the chart below is taken from the October census data for each school year. The gender distribution chart shows that 3 times more males than females enroll in the continuation school. Because San Andreas serves students aged 16 and older, most of the student population is in 11th or 12th grade. Spanish and English are the primary languages spoken in students' homes and San Andreas students are predominantly Hispanic.



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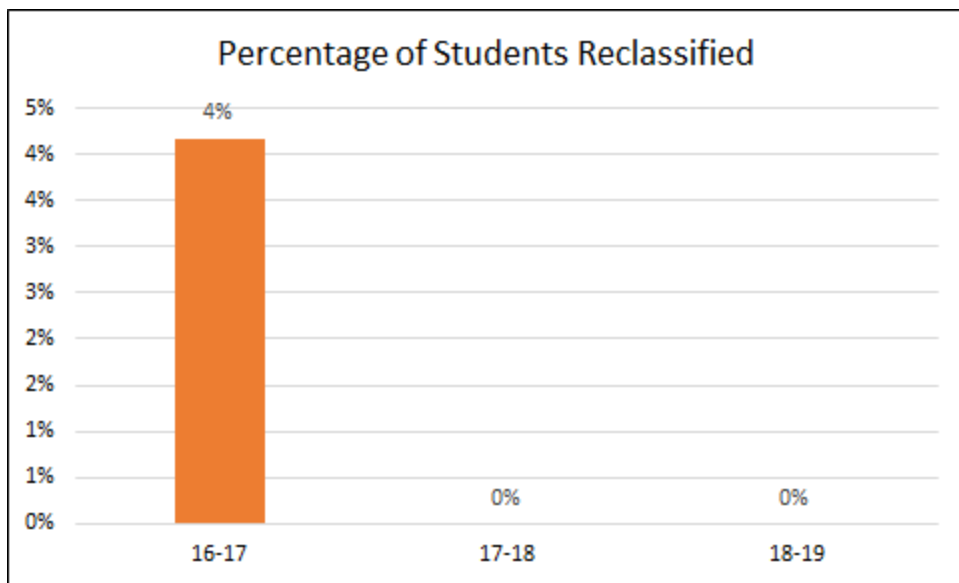
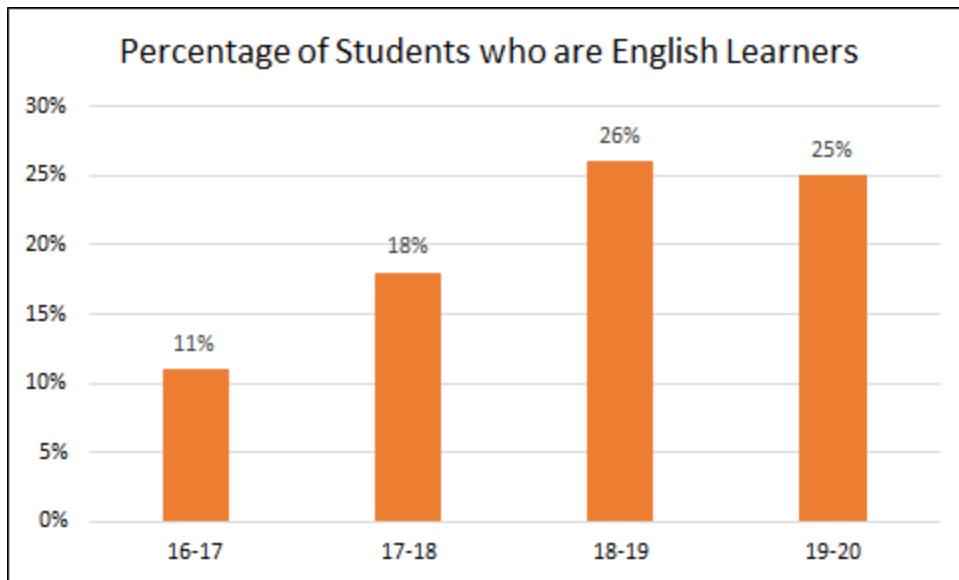


Language proficiency

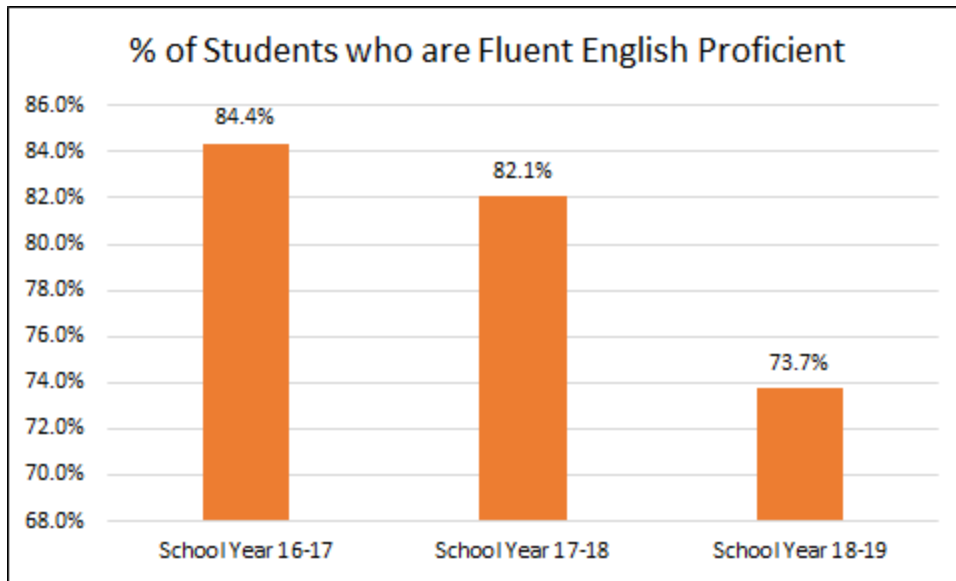
The percentage of San Andreas students who are English language learners has climbed steadily over the last three years as the percentage of students who are considered to be fluent in English has steadily declined. Very few (0 - 4% over the last three years) of students are reclassified as Fluent English Proficient during their time

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at San Andreas.



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Data on Addressing the Eight State Priorities

Information for this section was taken in part from the 2019 - 2020 SARC.

LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)

The charts below address the degree to which teachers are appropriately assigned pursuant to Education Code and fully credentialed in the subject areas and for the pupils they are teaching. Please note that California Education Code section 44865 allows for flexibility in teacher credentialing in the alternative education setting, allowing any credential teacher to teach in a specialized setting such as a continuation school.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	4	2	8	8
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

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Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Five teachers at San Andreas have advanced degrees and there is one teacher who is enrolled in an intern program.

Instructional Materials

All San Andreas pupils have access to standards-aligned instructional materials. Most of the instructional materials in use at the continuation high school align with what is used at the comprehensive high school so that student transition from one program to the other is easier. The high school is piloting a new math curriculum for possible adoption next year; we are piloting those textbooks in a parallel process. New instructional materials need to be researched, piloted and adopted for Science and History/Social Science.

Core Instructional Materials in Use 2019 - 2020 School Year

SpringBoard ELA, College Board

English 10

English 11

English 12

SpringBoard ELD, College Board

SpringBoard Math, College Board

Algebra 1

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Geometry

Algebra 2

Life Science

Biology, Prentice-Hall

Physical Science, Prentice-Hall

History and Social Science

World History, McDougal Littell

US History, McDougal Littell

Economics, McGraw-Hill - Glencoe

Government, Pearson Prentice-Hall

Computer Applications (aligned with texts used at community college)

Word 2016 Comprehensive, Labyrinth Learning

Excel 2016 Comprehensive, Labyrinth Learning

**Supplementary Instructional and Assessment Materials in Use 2019 - 2020
School Year**

Acellus Credit Recovery, International Academy of Science

STAR 360, Renaissance

IXL, IXL Learning

Sufficiency of standards-aligned textbooks and instructional materials is verified annually by the Board of Education. The text of the Board of Education's resolution to verify the use of standards-based materials for the 2019 - 2020 school year follows:

RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Resolution No. 19-20-06

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WHEREAS, the San Benito County Board of Education, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 12, 2019, at 4:00 pm, which is on or before the eighth week of school, and which did not take place during or immediately following school hours, and

WHEREAS, the San Benito County Board of Education provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place and purpose of the hearing, and;

WHEREAS, the San Benito County Board of Education encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing, and to the San Benito County Board of Education at the public meeting, detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the County Office of Education instructional programs, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9 - 12 inclusive;

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THEREFORE, it is resolved, that for the 2019 - 2020 school year, the San Benito County Office of Education has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Facilities

The school facilities at San Andreas are maintained in good repair. The following information was taken from the 2019 - 2020 SARC and incorporates information from the annual Facilities Inspection Tool (FIT). The Santa Andreas Continuation High School Facility Inspection Tool (FIT) reports a rating of 95.58%, or GOOD. This score indicates that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated and/or resulting from minor wear and tear, and/or in the process of being mitigated. Systems, Cleanliness, Electrical, Restrooms/Fountains, Safety, and Structural categories all received a rating of GOOD, while Interior received a rating of FAIR.

LCFF Priority 2 - Implementation of Academic Standards

Information for this section was taken from the Local Indicators section of the CA Dashboard. The ranking scale is as follows:

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

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Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3 Initial Implementation

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

1 Exploration And Research Phase

Visual and Performing Arts

4 Full Implementation

World Language

1 Exploration And Research Phase

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Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4

Full Implementation

Identifying the professional learning needs of individual teachers

4

Full Implementation

Providing support for teachers on the standards they have not yet mastered

4

Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4

Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3

Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4

Full Implementation

Next Generation Science Standards

3

Initial Implementation

History - Social Science

2

Beginning Development

LCFF Priority 3 - Parent Engagement

The following information was gathered during parent interviews for the purposes of reporting the Local Indicators regarding family engagement policies and practices as required by the CA Dashboard. Using the Priority 3 Self-Reflection Tool provided by the CDE, parents ranked the County Office (all programs) on the topics of building relationships, building partnerships for student outcomes and seeking input for decision making.

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1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Rating: Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Rating: Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Rating: Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Rating: Full Implementation

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Rating: Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Rating: Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Rating: Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Rating: Full Implementation

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Rating: Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Rating: Initial Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Rating: Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Rating: Initial Implementation

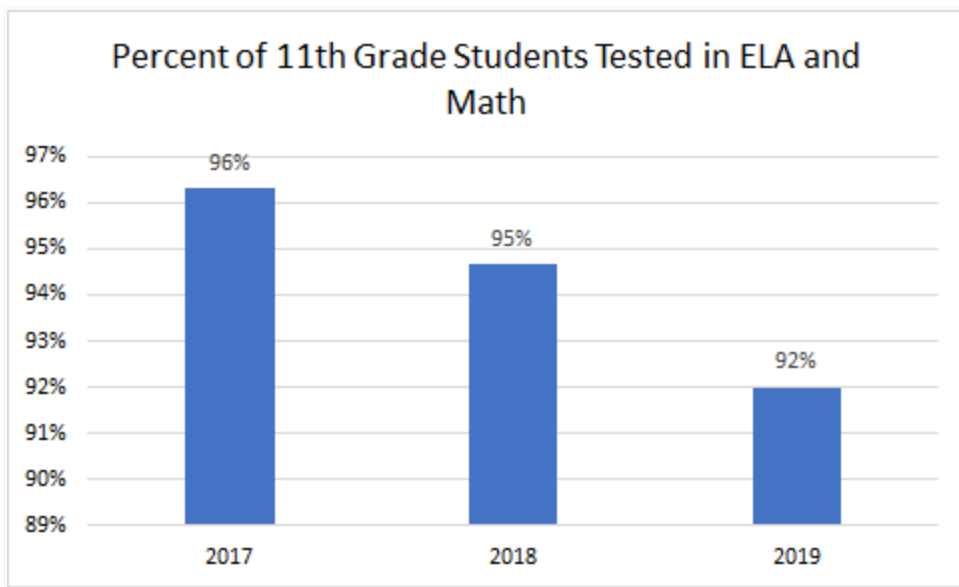
Interviews with a variety of stakeholders demonstrated that the SBCOE has been successful in creating welcoming environments for all families in the community and in developing multiple opportunities for two way communication between families and educators in a language that is understandable and accessible to families. An area of growth for our organization is supporting staff to learn about each family's strengths, culture, language and goals for their children. Because our alternative education programs are very small, we are able to support our staff in this area during weekly staff meetings, weekly work in Restorative Justice and PBIS with a focus on building community and quarterly parent conferences

LCFF Priority 4 - Performance on Standardized Tests

Results from the California Assessment of Student Performance and Progress (CAASPP)

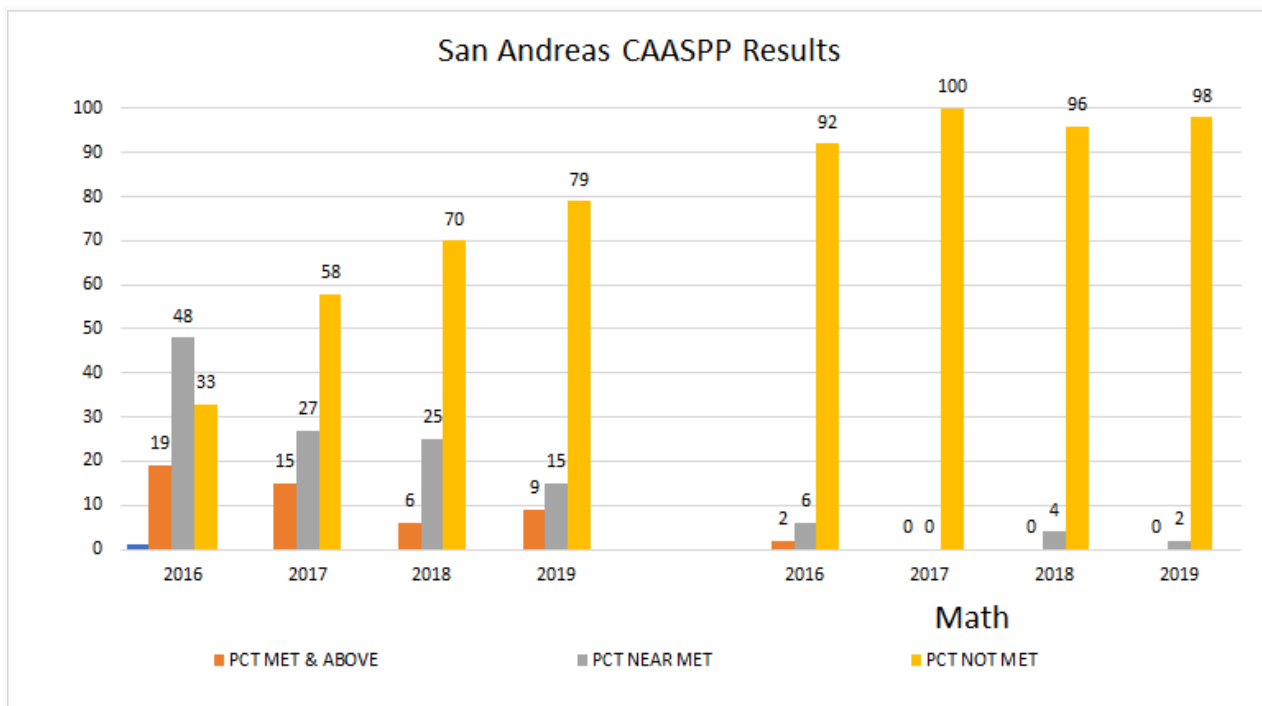
The CAASPP requires a 95% participation rate and that requirement was met in 2017 and 2018 but missed in 2019.

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The following chart represents the performance of 11th grade San Andreas students on the CAASPP in English and Math since 2016. Student performance is generally stronger in ELA than in Math but the percentage of students scoring Standard Nearly Met or Standard Not Met far outweighs the percentage of students scoring Standard Met.

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English Language Arts

The following chart shows how well 11th grade San Andreas students are meeting grade-level standards on the English Language Arts Smarter Balanced Summative Assessment. Student group performance is expressed as a “Distance from Standard” which measures how far, on average, students are from the lowest possible score for a ranking of Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. Only numerically-significant (more than 11 students) student groups are represented.

Student Group	2018	2019
All Students	150.2 points below standard	152.2 points below standard
English Learners	153 points below standard	150 points below standard
Hispanic	144.7 points below standard	156.6 points below standard

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Socioeconomically Disadvantaged	158.1 points below standard	151 points below standard
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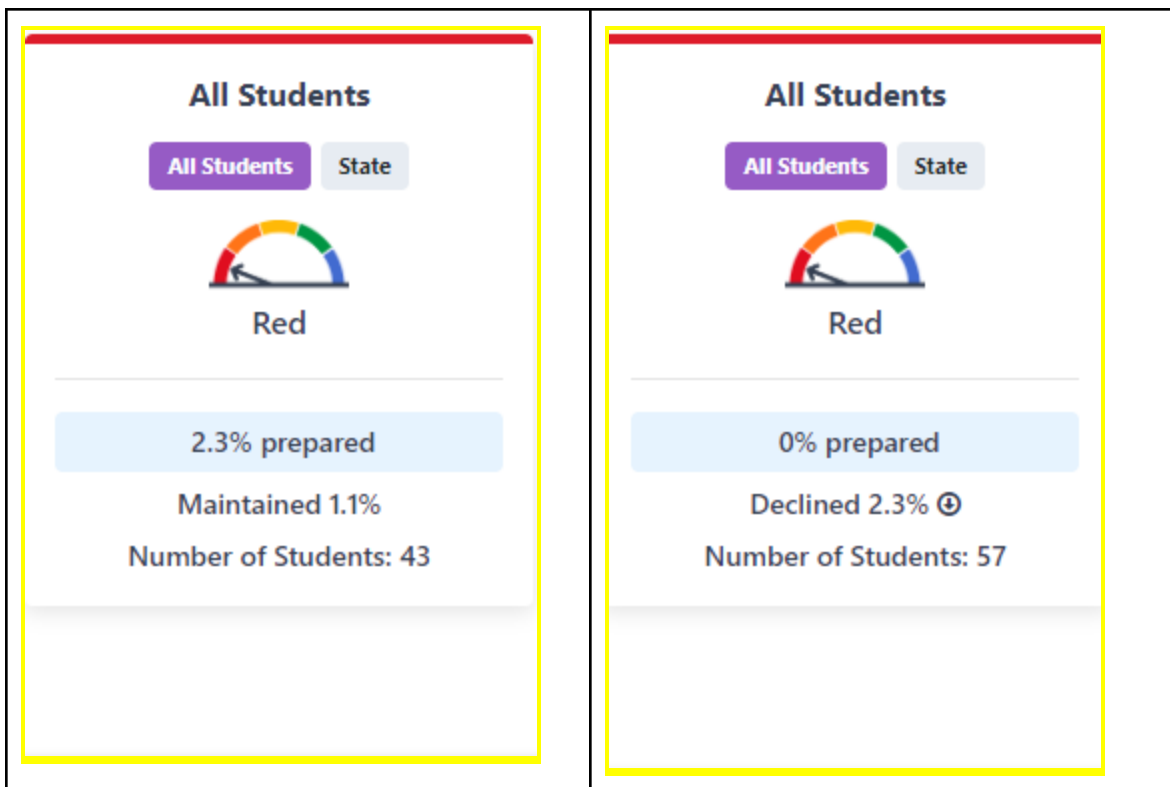
Mathematics

The following chart shows how well 11th grade San Andreas students are meeting grade-level standards on the Mathematics Smarter Balanced Summative Assessment. Student group performance is expressed as a “Distance from Standard” which measures how far, on average, students are from the lowest possible score for a ranking of Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. Only numerically-significant (more than 11 students) student groups are represented.

Student Group	2018	2019
All Students	215.7 points below standard	230.2 points below standard
English Learners	226 points below standard	239.7 points below standard
Hispanic	220.2 points below standard	232.2 points below standard
Socioeconomically Disadvantaged	220.1 points below standard	232.2 points below standard

College/Career Indicator

The College and Career Indicator is another area for which San Andreas was identified for CSI. The indicator incorporates the percentage of students who have scored Met or Exceeded Standards on both ELA and Math, as well as having completed a CTE pathway or fulfilled the CSU/UC a-g coursework requirements, or earned a passing score on two AP exams or completed two semesters of college coursework. In 2018 2.3% of San Andreas students were considered to be college or career ready; in 2019 that number dropped to 0%. This is an area of focus in the schoolwide plan.



English Learner Progress Indicator

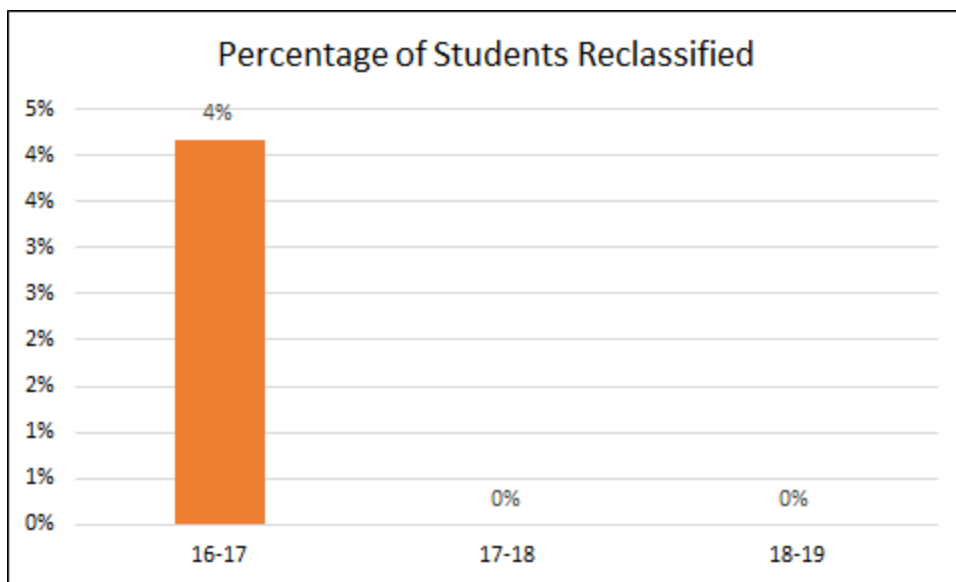
The English Learner Progress Indicator is a new metric in the 2019 Dashboard which represents the percentage of current EL students making progress towards English language proficiency.



A dashboard card for English Learner Progress. At the top, it says "LEARN MORE" in purple, followed by the title "English Learner Progress". Below the title are two buttons: "All Students" (highlighted in purple) and "State" (grey). A light blue box contains the text "16.7% making progress towards English language proficiency". Below this, it states "Number of EL Students: 30" and "Performance Level: Very Low". At the bottom, there is a link "View More Details" with a purple arrow pointing right.

The rate of English learners being reclassified as English Proficient (RFEP) has dropped to 0% since 2017. Long Term English Learners (LTELs) are included in this data.

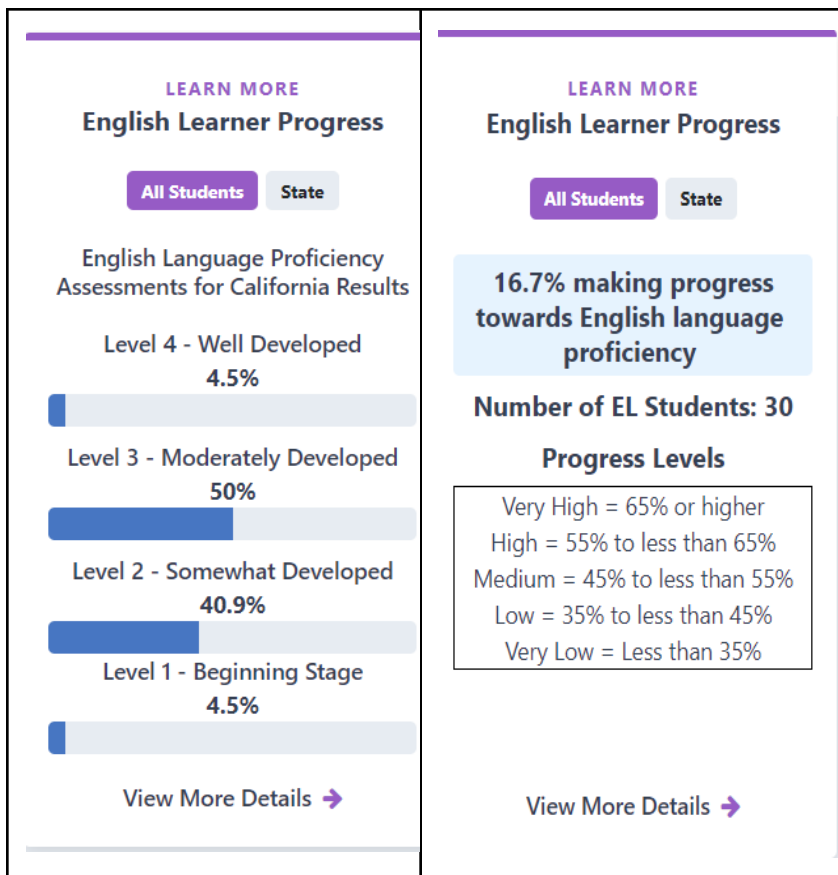
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2018 to 2019 comparison of English Learner Progress

First column is EL scores on the 2018 ELPAC. Right-hand column shows the growth measurement on the 2019 Dashboard, indicating that 16.7% of students tested are making progress towards English Language Proficiency.

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Other Local Assessments, As Applicable

Baseline Star 360 local formative assessment (August 2019)

At the beginning of the 2019 - 2020 school year, 64 students in grades 10 through 12 were assessed with the Star 360 Assessment in Reading and 50 students were assessed in Math. Student performance levels are categorized as At/Above Benchmark, On Watch, Intervention and Urgent Intervention and assigned a percentile ranking for each level. Fifty-one percent of the students who were assessed scored as needing urgent intervention in reading and 46% needed urgent intervention in math. Baseline results were as follows:

August 2019 Reading Results - Numbers of Students at Each Performance Level

Grade	At/Above	On Watch	Intervention	Urgent Intervention
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	Benchmark <i>(at/above 40th percentile)</i>	<i>(at/below 39th percentile)</i>	<i>(at/below 24th percentile)</i>	<i>(at/below 9th percentile)</i>
10	0	0	0	2
11	4	0	3	10
12	5	6	13	21

August 2019 Math Results - Numbers of Students at Each Performance Level

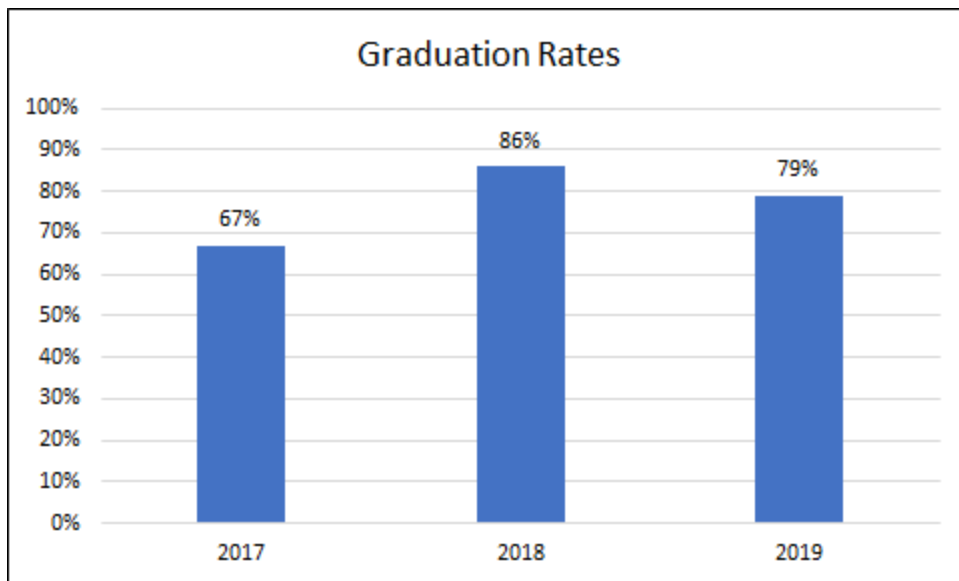
Grade	At/Above Benchmark <i>(at/above 40th percentile)</i>	On Watch <i>(at/below 39th percentile)</i>	Intervention <i>(at/below 24th percentile)</i>	Urgent Intervention <i>(at/below 9th percentile)</i>
10	0	0	2	0
11	2	2	4	6
12	5	6	6	17

The chart below represents the number of D and F grades for the last three marking periods. It is evident that the number of D and F grades rises dramatically at the end of the year (fourth quarter). This data illustrates the challenge of keeping students motivated and engaged through the end of the school year.

Year and Quarter	Number of D's	Number of F's
19-20 Quarter One	47	67
19-20 Quarter Two	67	74
18-19 Quarter Four	120	122

LCFF Priority 5 - Pupil Engagement

Graduation rate performance category



The graduation rate at San Andreas has usually been an area of strength; however the grad rate declined 7.1% from 2018 to 2019, dropping from a green performance color to orange.

Chronic absenteeism performance category

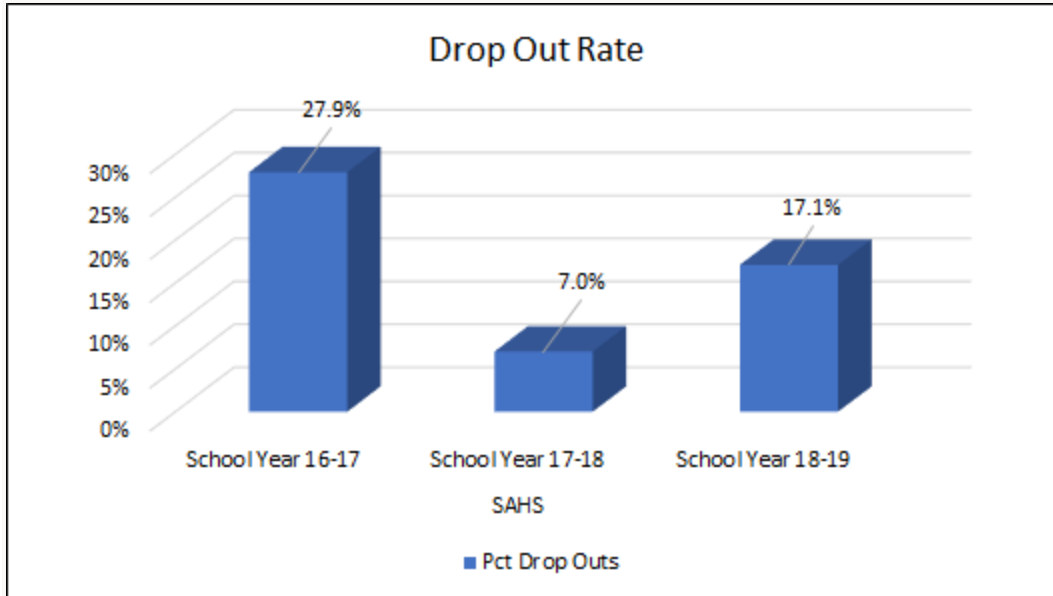
Chronic absenteeism is defined as a student missing 10% or more of school days for any reason (e.g. illness, suspension, court date, etc). The high rate of absenteeism at San Andreas is an urgent concern, because students cannot learn when they aren't in school. In addition, the school is funded based on Average Daily Attendance, so there is also a significant fiscal impact when students are chronically absent.

Chronic Absenteeism		
		San Andreas HS
	SY2016-17	63.00%
	SY2017-18	80.00%
	SY2018-19	53.80%

High School Drop Out Rate

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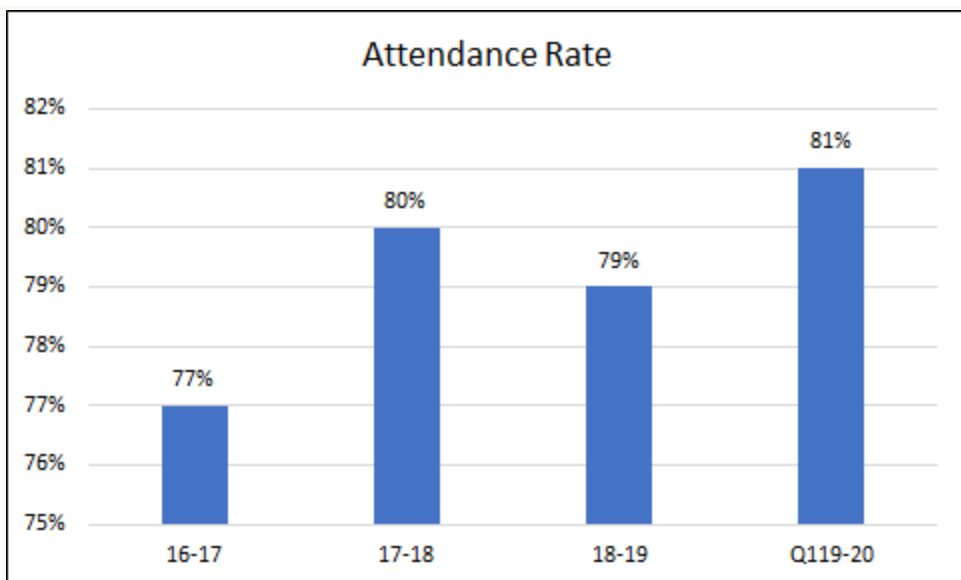
In the 2016 - 2017 school year 27.9% of students who enrolled in San Andreas subsequently dropped out. In 2017 - 2018 that rate dropped to 7.0% but climbed again in 2018 - 2019 to 17.1%. It is worth noting that the drop out calculation includes students who attend high school for four full years but who fail to earn enough credits for a diploma. These “non-grads” may eventually finish their education in an adult school, GED program or community college, but for the purposes of graduation rate calculation, they count as drop outs. Similarly, students who move and transfer to another school may count as a drop out if their enrollment in another school is never confirmed (usually by a student record request).



Average daily rate of attendance

The average daily rate of attendance has fluctuated from a low of 77% in the 2016 - 2019 school year to a high of 80% in 2017 - 2018. The rate displayed for 2019 - 2020 is only for the first quarter.

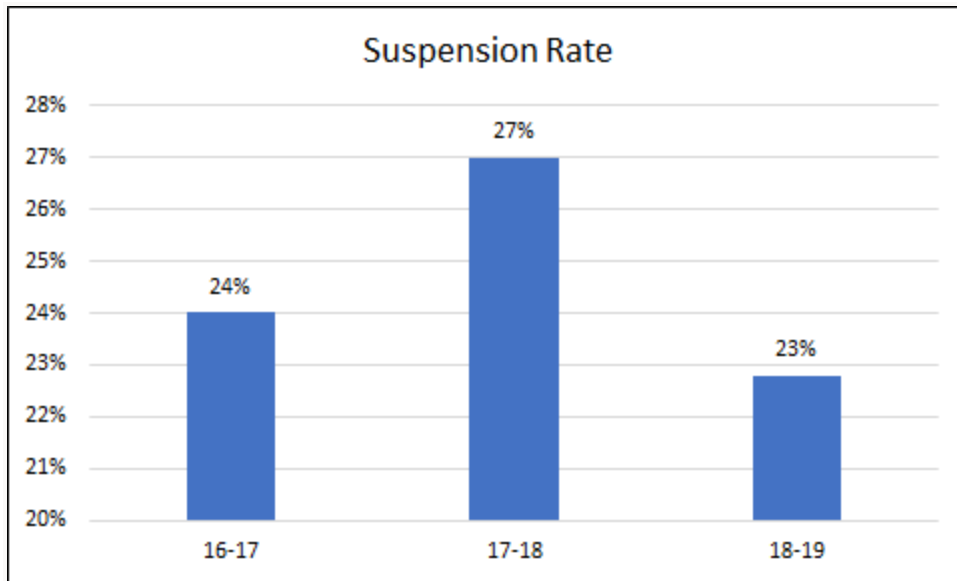
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LCFF Priority 6 - School Climate

Suspension rate

Students who are referred to San Andreas often face behavioral challenges as well as academic obstacles. The average suspension rate in the state hovers around 3.4%, so this data shows that our school has a suspension rate that is eight times higher than the state average.



California Healthy Kids Survey or other School Conditions and Climate Surveys

Local Climate Survey Summary

During the 2017-18 school year, the San Benito County Office of Education (SBCOE) administered the California Healthy Kids Survey (CHKS) to students in grades 7, 9 and 11 at each of its four sites. The CHKS is administered every two years and will be administered again during the 2019-20 school year. Results will be shared, if available, at the time of the visit. In the chart below, the “NT” column represents the responses of San Andreas students. The other data is from San Benito High School. Major areas of need include substance abuse, truancy, depression and a low rate of school connectedness. Bright spots include a belief that the school is safe and that adults hold high expectations for the students. It is worth noting that student indicators may reflect the climate or culture at San Andreas or San Benito High School, depending on how long the student had been enrolled at San Andreas when s/he took the survey.

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Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	–	18	14	3	A4.6
Academic motivation [†]	–	36	25	13	A4.6
Chronic truancy (twice a month or more often) [§]	–	2	6	29	A4.2
Caring adult relationships [‡]	–	22	22	12	A4.5
High expectations [‡]	–	34	31	17	A4.5
Meaningful participation [‡]	–	12	9	1	A4.5
Facilities upkeep	–	13	8	2	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	–	60	55	37	A5.1
Experienced any harassment or bullying [§]	–	28	28	12	A5.2
Had mean rumors or lies spread about you [§]	–	31	29	22	A5.3
Been afraid of being beaten up [§]	–	11	9	3	A5.4
Been in a physical fight [§]	–	9	7	8	A5.4
Seen a weapon on campus [§]	–	14	15	11	A5.6
Been drunk or “high” on drugs at school, ever	–	3	11	32	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	–	11	26	51	A6.5
Current binge drinking [¶]	–	2	9	20	A6.5
Very drunk or “high” 7 or more times	–	4	13	48	A6.7
Current cigarette smoking [¶]	–	1	3	14	A7.3
Current electronic cigarette use [¶]	–	5	7	23	A7.3
Experienced chronic sadness/hopelessness [§]	–	32	39	37	A8.4
Considered suicide [§]	na	15	17	25	A8.5

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Strongly agree.”

[‡]Average percent of respondents reporting “Very much true.”

[§]Past 12 months.

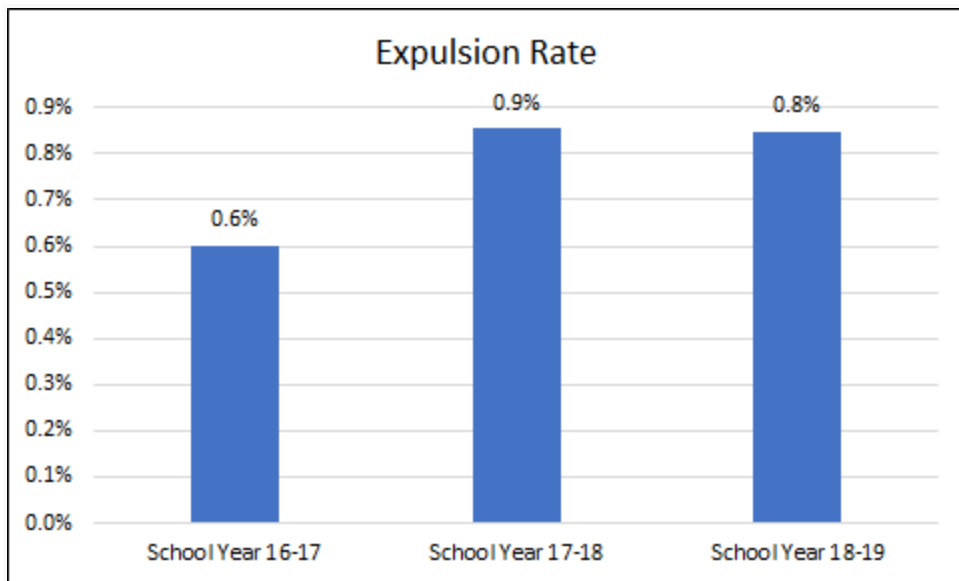
[¶]Past 30 days.

Expulsion rate

The expulsion rate at San Andreas tends to be low, reflecting 1 - 2 student expulsions

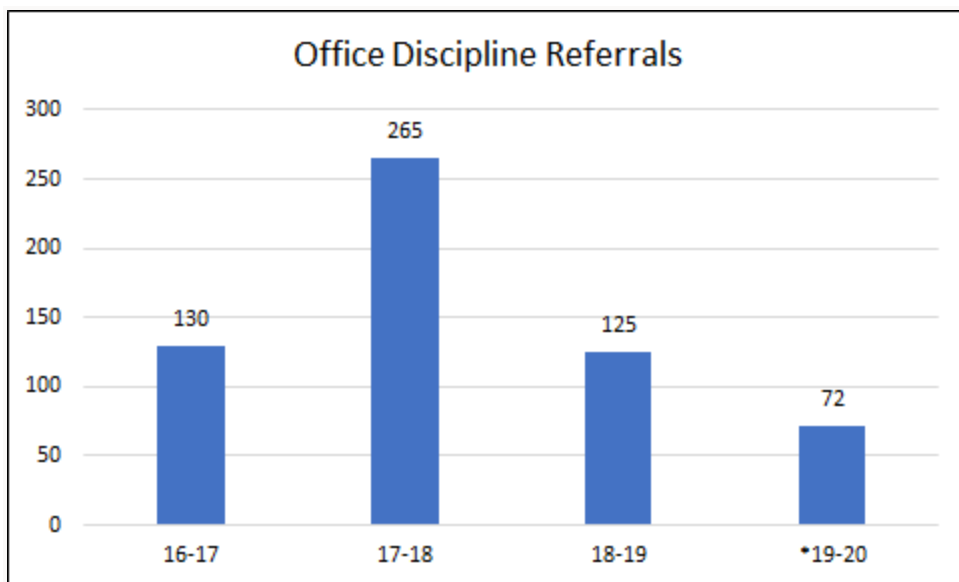
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each year. At the date of this writing there have been no expulsions in the 2019 - 2020 school year.



Discipline referrals

Referrals to the office for discipline reasons seemed to peak in 2017-2018 with 265 referrals. The rates for 2016 - 2017 and 2018 - 2019 are similar, with 130 and 125 referrals respectively. There have been 72 discipline referrals in the first semester of 2019 - 2020.



Student participation in co - and extra- curricular activities

As a small continuation school we are not able to offer many co-curricular or extra-curricular activities. However, there have been some opportunities this year for students to participate in field trips, provided they meet the attendance and GPA eligibility requirements.

- Yo Puedo Latino Male leadership Conference at San Benito High School (in town)
- Field trip to Monterey Peninsula College and the Monterey Bay Aquarium

Other local measures including survey of pupils, parents, and teachers on the sense of safety and school connectedness

While gathering stakeholder input during the annual update and revision of the LCAP, the following information was provided by parents, students and staff.

In small-group stakeholder meetings, students unanimously expressed their appreciation for the one-on-one meetings with the school counselor to review their academic progress and graduation status. Students also expressed concerns about the structure of the online Acellus courses, primarily with the embedded videos. Students also expressed an interest in a more robust work experience program.

Parents provided important information about the best ways to communicate with them, including by text messages and social media. One identified area of

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improvement was that parents needed more education and support to be able to access the Aeries parent portal to monitor their students' grades and attendance. When asked about possible topics for Parent University classes, parents identified post-secondary options, mental health, drugs, gangs and suicide prevention as particular topics of interest. In addition, parents expressed interest in having more field trip options for students, more career exploration and increased access to mental and behavioral health services on campus.

School staff echoed the need for increased mental health counseling support on campus, as well as the value of the Restorative Justice focus.

LCFF Priority 7 - Access to a Broad Course of Study

College/Career Indicator

The College and Career Indicator is another area for which San Andreas was identified for CSI. The indicator incorporates the percentage of students who have scored Met or Exceeded Standards on both ELA and Math, as well as having completed a CTE pathway or fulfilled the CSU/UC a-g coursework requirements, or earned a passing score on two AP exams or completed two semesters of college coursework. In 2018 2.3% of San Andreas students were considered to be college or career ready; in 2019 that number dropped to 0%. This is an area of focus in the schoolwide plan.

As a continuation school we do not have UC a-g approved coursework outside of what is available through Acellus.

LCFF Priority 8 - Other Pupil Outcomes

A copy of the school budget and per pupil expenditures per pupil can be found in the Appendices.

Summary of Implications of Data:

San Andreas High School is a continuation high school, with students placed in our program due to credit deficiency, truancy or behavioral issues at the comprehensive high school. Students arrive at our school with substantial gaps in their academic skills and a need for a high level of social emotional support. According to our climate and culture survey, the majority of stakeholders have a positive perception of San Andreas High

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School. Our school is a safe and supportive environment with well qualified staff; and the majority of our students feel well connected and supported. While San Andreas students have access to credit recovery options and academic supports, our graduation rate has declined to 79% and 98% of our students scored below grade level in math in our most recent SBAC testing. Climate surveys and daily interactions with students indicate that our many of kids have significant substance abuse and/or mental health needs. Eighty percent of our students are low income and lack resources to help them address their challenges. Twenty-five percent of our students are English Learners, but our we were ranked “very low” in EL progress. In this self-study, we will examine the issues that are unique to our San Andreas student population and our continuing improvement process.

Preliminary Critical Academic Needs:

Based on the description and data in the profile, the preliminary critical student learning needs have been identified as follows:

1. Increase academic achievement as measured by course grades/credit accrual, CAASPP scores and graduation
2. Increase levels of social-emotional and behavioral health support so that students can be ready to learn
3. Adopt and implement current, engaging curriculum and instructional materials that are at an accessible level for our students.

Important Questions

1. What kinds of academic supports are in place for all students but especially for students who need additional assistance, such as English Learners and students with disabilities?
2. How are we doing with social emotional and behavioral supports for students and how can the school community strengthen our knowledge ?
3. How well are we preparing our students for life after high school?

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the major student learner needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas Continuation High School has a mission and vision statement that was developed by students, 	<ul style="list-style-type: none"> ● SARC ● SPSA

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<p>parents, faculty and staff.</p> <ul style="list-style-type: none"> ● The Mission and Vision statements were redesigned in the summer of 2019 by all stakeholders, led by Principal Jelinek. ● The Purpose, Vision and Mission statements are included in the agenda for each weekly staff meeting. ● With the implementation of PBIS the current staff will revisit and update the statements during the 2019-20 school year, taking into account the student profile data, input from parents and families and the long-range goals of the school as described in the SPSA and LCAP. ● The mission and vision statements appear in our School Accountability Report Card (SARC), in our School Plan for Student Achievement (SPSA) and the County Office of Education’s website. ● The graduation rate for 2019 was 79%, declining 7.1% from the 2018 rate, which was 86%. The 2018 rate represented a 15.7% increase over 2017. The volatility in these rates represents the small number of students that factor in to this rate. ● According to the CA Dashboard, only 2.3% of our students in 2018 and 0% in 2019 were considered to be college and career ready upon graduation. This rating will affect the long-term goals of the school and will substantially drive discussions about the purpose of the school. ● Students are made aware during orientation and 	<ul style="list-style-type: none"> ● Mission and Vision Statements ● Weekly staff meeting agenda ● CA Dashboard public data
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<p>given a school handbook that includes the school's mission and vision when they enroll.</p> <ul style="list-style-type: none"> • There is a consistent belief among teachers and staff that each student is capable of achieving high levels of literacy, critical thinking, and socially-responsible behavior, which drives the mission and vision statements of the school. 	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The staff meets twice a week for staff meetings, PLC meetings and professional development. The small staff and small school setting allows for a high level of staff participation in the development of the mission, vision, and schoolwide learner outcomes statements. • The entire school community participates in the annual review of the School Plan for Student Achievement, which reflects the school's budget as well as student performance data which informs our expected learner outcomes • Input on school topics is collected from families, students and staff at School Site Council (SSC) meetings. A draft is written, which is then reviewed, revised and finally approved by the SSC and the County Board of Education. This document reflects the needs of the students, after a careful analysis of demographics, assessment results, current conditions and future requirements. 	<ul style="list-style-type: none"> • Staff meeting schedule • Staff meeting agendas • SSC meeting agenda • BOE meeting agenda • SPSA • SARC

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<ul style="list-style-type: none"> • Community-based partners, such as our Restorative Justice Coordinator, Probation Officer, Behavioral Health Case Managers, San Benito Arts Council teachers and executives, and Youth Alliance staff members all provide informal input into the purpose, vision and mission (the why, what and how) of the school, based on their interactions with our students and families. • Both the SPSA and SARC are reviewed and approved by the County Board of Education. Both documents explicitly state the school’s vision, mission, and expected learner outcomes (in the form of goals, objectives and activities). • County Office administrators work closely with the site leadership to analyze student performance data and evaluate schoolwide learner outcomes, especially in light of the 2019 CSI designation. 	
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Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The vision and mission statements are understood by students and their families. Presenting the information to the school community, such as during School Site Council meetings, elicits general consensus on the form and content of the statements. The statements are translated into Spanish for school community members whose primary language is Spanish. As a school we invite all stakeholders and community 	<ul style="list-style-type: none"> • Flyers for meetings • School newsletters mailed home • Public notice of meeting • Meeting agendas

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<p>members to be a part of the process to discuss and create the vision and mission statements as well as the learner outcomes.</p> <ul style="list-style-type: none"> ● The vision and mission statements are reviewed in the student handbook when a student enrolls and goes through orientation with their parent or guardian ● Expected learner outcomes are communicated to and reinforced with families through parent conferences, phone calls from the academic counselor and/or teachers and special events such as Back to School Night and Attendance/Academic award nights. ● Parents are invited to meetings through direct mailings from the school, personal phone calls by staff members, an automated dialer/recording service, texts and emails. All messages are in English and Spanish. Students also take flyers home to their families. Notices of meetings are also posted in the school's front office window. 	<p>and minutes</p> <ul style="list-style-type: none"> ● Orientation packet ● Student Handbook
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Because SAHS is a school operated by a County Office of Education, the governing board is not as directly influential on the operation of the school as it would be in a traditional district. When issues of direct concern to SAHS are on the Board of Education Agenda, representatives of staff, parents and students may attend and request speaking time during the public comment section. ● Parents participate in the school's governance through the School Site Council, the Migrant Parent Advisory Committee and ELAC. An invitation to participate in the School Site Council is included (in Spanish and English) in the student orientation packet. ● The Board of Education meeting schedules and meeting agendas are posted on the SBCOE website so that the community may identify which 	<ul style="list-style-type: none"> ● BOE Agendas and minutes ● SBCOE website page with Board information ● BOE meeting dates ● SCC Agendas and minutes ● ELAC Agendas and minutes ● Orientation packet

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Board member represents their supervisorial district.	
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A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas uses online instruction for a variety of purposes, including enrichment, credit recovery, independent study and routine class activities. ● All students have access to Chromebooks (1:1) in each classroom. Some programs such as Migrant Education allow students to take Chromebooks home to allow students greater access to the online credit recovery curriculum. ● All coursework in the Independent Study program is completed online. ● At orientation all students sign a Technology Use Agreement which outlines the student's responsibilities for the use of school property, which includes physical items such as Chromebooks, intangible items such as online assessments and services such as Internet access. ● The majority of the staff use the Go Guardian program to monitor students' online activity while in class ● The student handbook states that the use of computers is a privilege and may be withdrawn or 	<ul style="list-style-type: none"> ● Technology Use Agreement ● Student Handbook ● IS master contract

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<p>revoked for violation of school policies.</p> <ul style="list-style-type: none"> • The student handbook contains a statement about the potential consequences of cyber bullying and/or the inappropriate use of electronic devices. • Teachers consistently reinforce expectations for use of technology in the classroom. 	
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Relationships between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Because SAHS is a school operated by a County Office of Education, the governing board is not as directly influential on the operation of the school as it would be in a traditional district. When issues of direct concern to SAHS are on the Board of Education Agenda, representatives of staff, parents and students may attend and request speaking time during the public comment section. • The San Benito County Office of Education's LCAP, which is reviewed and approved by the Board, represents the organizational decisions, expectations and initiatives that guide the work of the school. • The San Andreas SPSA, which is also approved by the Board, documents goals, actions and services that are directed by the County Office 	<ul style="list-style-type: none"> • LCAP • SPSA

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and that are specific to this school (as opposed to the other programs operated by the COE).	
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Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Directions for using the Uniform Complaint Procedures are posted in the school's main office; in the student handbook; in classrooms; and on the COE's website. ● Parents receive information on the use of the UCP in the Annual Parent Notification document that they receive in their student's orientation packet. ● The principal is the first point of contact for a complaint; if a complaint cannot be resolved at the closest level to the issue it is elevated to the Deputy Superintendent then the Superintendent. 	<ul style="list-style-type: none"> ● UCP flyer/poster ● Student handbook ● Staff handbook ● COE website ● Annual Parent Notifications (in orientation packet)

3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The school community of San Andreas is committed to a data-driven cycle of continuous improvement. The primary vehicle for this collaborative work is the weekly staff meetings, which routinely focus on the analysis of student formative and summative assessment data. 	<ul style="list-style-type: none"> Data observation/analysis protocol worksheet Staff meeting schedule RJ implementation

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<ul style="list-style-type: none"> ● Teachers are provided with release time for standards-based curriculum planning. Curriculum and instructional decisions and plans are based on formal and informal student performance data. ● The implementation of initiatives such as Positive Behavioral Intervention and Support (PBIS) and Restorative Justice are analyzed and evaluated on an ongoing basis, by teams made up of school staff, community-based partners, and COE administrative staff including the County Superintendent of Schools. ● County Office staff provide support in developing and adhering to an annual assessment calendar that incorporates mandatory state testing as well as local formative assessments such as STAR 360 or IXL. ● County Office staff also provide support in training teachers and other school staff to administer required assessments such as the ELPAC and the CAASPP. ● Parent participation is a challenge but outreach efforts are made on an ongoing basis to engage our families in the school improvement planning process. Opportunities for parent input include surveys, in-person meetings, LCAP input meetings, School Site Council and ELAC meetings and Migrant PAC meetings. 	<p>guide</p> <ul style="list-style-type: none"> ● RJ meeting agenda ● PBIS team roster ● Unit plans ● Assessment Calendar ● Parent newsletter
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School Action Plan Correlated to Student Learning

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A3.2. Indicator: The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The current school action plan reflects the LCAP, the CSI areas for improvement, the Dashboard indicators and the areas for growth from the last full WASC self-study and from the mid-cycle progress report. ● As part of the annual LCAP review and revision process, school staff provide input on the goals, actions and services that directly influence the day-to-day operations of the school. This input is also reflected in the SPSA so that the LCAP and SPSA mirror each other where appropriate. ● Routine data analysis provides a real time needs assessment that is then used, among other measures, to inform the review and revision of the school plan. ● Staff periodically review the school plan to assess progress towards goal, add or revise metrics or revise actions as necessary. 	<ul style="list-style-type: none"> ● LCAP ● SPSA ● Copies of action plan with staff comments ● Mid-cycle progress report

Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
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<ul style="list-style-type: none"> ● Especially with a small staff, shared decision-making and consensus building is critically important. Each staff meeting begins with all classified and certificated staff together for the first 30 minutes so that any updates, changes, announcements or other relevant information reaches everyone. ● Consensus is reached through administrator-facilitated conversations during staff meetings. Concerns are discussed, spheres of influence are determined and next steps are determined to improve student engagement, behavior and academic progress. The agreements are documented through the meeting minutes which are written by the school secretary and maintained on file in the main office. ● Following the PBIS implementation protocol, staff worked collaboratively to develop a common behavior matrix, define positive interactions with students and identify ways to positively support families. ● The employee evaluation process (certificated and classified) begins with a collaborative goal-setting conference between the employee and the supervisor. Employees are later asked to reflect on their progress towards their goals as part of the end-of-year summary evaluation. The employee's goals should directly relate to student learning and support. ● School and County Office administrators use the DigiCoach platform to provide feedback on 	<ul style="list-style-type: none"> ● Spheres of influence notes ● Staff meeting minutes ● Employee Goal Setting Form (certificated and classified) ● DigiCoach report ● Staff meeting agenda
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<p>classroom walkthroughs and questions for reflection. The observation rubric for the digital platform was customized to San Andreas' areas of focus: PBIS; Checking for Understanding; Schema; Learning Environment; and Delivery of Instruction.</p>	
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas has a highly effective internal communication structure. ● The principal sends out weekly staff newsletters on Monday mornings. The content varies based on the school calendar but typically offers information about campus presentations, when the principal will be off campus, guest teachers, and schedules for on-site support (RJ Coordinator, case managers) ● Staff meets twice a week (Mondays and Thursdays). A portion of each meeting is set aside to discuss staff concerns. ● The principal uses the Remind text app to notify teachers of meetings, urgent student issues, safety concerns or facility issues. ● Site and COE administrators work collaboratively with classified and certificated union leadership to resolve differences among the staff or administration. 	<ul style="list-style-type: none"> ● Staff (Monday) newsletters ● Certificated collective bargaining agreement ● Classified collective bargaining agreement

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas Continuation High School has an effective hiring process and follows all employment practices as defined by the SBCOE Human Resources Department and the State of California. ● Job applicants must submit an application and, depending on the job category, a resume, cover letter, letters of recommendation, transcripts and professional references. ● All employee candidates are fingerprinted and candidates whose fingerprints do not clear the LiveScan process are not hired. ● Because San Andreas is an alternative education 	<ul style="list-style-type: none"> ● COE Fingerprinting form ● Redacted employee application packet ● Classified blank job application ● Beginning of the year employee packet/folder ● Ed Code (or other) describing credentialing flexibility for alt ed ● New Teacher Academy agenda

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<p>school, the credentialing requirements for classroom teachers are less stringent than a comprehensive high school.</p> <ul style="list-style-type: none"> ● On an annual basis the staff is provided with pertinent COE policies, procedures and expectations for the new school year. The packet of information also contains each employee’s job description and notice of the employee’s primary evaluator. ● In the 2019 - 2020 school year the New Teacher Academy was developed to provide an orientation for teachers who are new to San Andreas. ● Interns are supported by on-site support providers. 	
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Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas has a somewhat effective system to support teacher and staff needs. It is a challenge to recruit, hire and retain staff in the alternative education setting. Therefore, San Andreas is committed to providing effective professional development support in a variety of ways. ● The SBCOE has hired an instructional coach for 	<ul style="list-style-type: none"> ● New Teacher Academy schedule and agenda ● SpringBoard training information ● IXL training agenda

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<p>Math. The coach is a retired high school teacher with extensive experience in teaching math. Math is typically a content area in which it is extremely difficult to find qualified teachers. Because the alternative education setting allows teachers to teach outside of their credential area, we sometimes have math instructors who are not math-credentialed and who need the 1:1 support of a veteran teacher for unit planning, instructional strategies and assessment.</p> <ul style="list-style-type: none"> ● Students in the alternative setting often come to us with significant trauma (past and ongoing) in their lives. During the 2018 - 2019 school year the SBCOE brought in a trainer from Collaborative Learning Solutions to present on Social Emotional Learning. During the 2019 - 2020 school year the training was expanded to 4 sessions with a focus on understanding trauma and how it manifests in the classroom; developing appropriate strategies to respond to students' SEL needs; fostering teachers' classroom leadership role; and planning with SEL in mind. ● At the beginning of the 2018- 2019 school year, the SBCOE brought in a trainer for a half-day workshop on Trauma Informed Practices in Schools (TIPS). ● San Andreas is in its second year of Positive Behavioral Intervention and Support (PBIS) implementation. The Tier One team has attended 6 days of training so far and are working on the foundational agreements with all staff. Staff work on PBIS implementation every other Monday, 	<ul style="list-style-type: none"> ● Agenda, materials and sign in sheets from SEL trainings ● Agenda from TIPS training ● PBIS training schedule, material from year one tier one presentation; Monday PBIS schedule ● Monday RJ schedule ● Sample BELIEF module ● Sample PROTECT module ● CLIC/HSS info ● Math Talks schedule ● Induction eligibility criteria ● Suspension rate data
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alternating with RJ implementation.

- San Andreas is committed to employing restorative practices and the restorative justice process with our students. Every other Monday staff engages in training with the Restorative Justice Coordinator, who trains staff to lead community-building circles in their classrooms and to eventually lead harm-repair circles in a smaller setting. This is the second year of RJ implementation.
- Prior to the start of the 2019 - 2020 school year, San Andreas held its first New Teacher Academy. This 3-day session was designed to welcome all teachers (even those with previous experience) to working in alternative education. The workshops presented nuts-and-bolts information about the organization, but also provided an orientation to RJ, PBIS, trauma-informed practices, unit planning and lesson planning. This academy was funded with CSI dollars with the specific purpose of supporting teacher effectiveness.
- As new curriculum or assessment programs are adopted, teachers receive training to ensure that they are successful in its uses. In the 2017 - 2018 school year, teachers received training on the SpringBoard Math and ELA curriculum. In the 2019 - 2020 school year they received training on using IXL for student assessment. Because of the small staff where only one or two people may receive training in a particular area and because of the high turnover, there is a need to develop a process to effectively train new staff on curriculum

<p>and assessment.</p> <ul style="list-style-type: none">● Staff also receive training on supplementary materials such as BELIEF modules for ELD and PROTECT modules which focus on education and prevention of human trafficking. Again, there is a need to provide new staff with training and/or refresh training for veteran staff.● San Andreas teachers participate in local subject-specific communities of practices, such as the History and Social Science community of practice and Math Talks.● Thursday staff meetings often focus on data analysis to inform instruction and on high leverage instructional practices. Frequently revisiting topics in the staff meetings allows teachers to try a strategy in the classroom and then reflect on its effectiveness in the next week's staff meeting.● Fidelity of implementation is assessed through walkthroughs but there is not yet a system to document and analyze the effects of professional learning on student performance. Detailed outcome analysis is a challenge when there is no true PLC structure in place because each subject (with the exception of English) is taught by a single teacher.● Teachers who are eligible for formal induction support receive it through the SBCOE. Interns are supported by an on-site peer coach.	
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A4.2. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
N/A - San Andreas does not have any staff members who serve students solely in an online environment.	N/A

Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● In the 2019 - 2020 school year, site and COE administrators began using an online walkthrough tool, DigiCOACH, to evaluate teacher practice. The tool was customized to focus on initiatives such as PBIS and critical areas of focus such as a positive learning environment and delivery of instruction. Teachers receive immediate feedback in the form of an email and all observer feedback is compiled into reports that can quantify how many teachers have been observed, what kinds of feedback and coaching has been given, what areas are consistently observed in the classroom and what areas are not. The walkthrough process is separate from the employee observation and evaluation process. As the process is new this year, there is not yet enough data to determine the effectiveness of professional development on student learning, but that is the goal of the initiative. ● One clear area of growth is the suspension rate which went from 27% in 2018 to 22.8% in 2019 (red to yellow on the Dashboard). When students are not in school they cannot learn; therefore a 	<ul style="list-style-type: none"> ● DigiCOACH reports ● Sample DigiCOACH email ● STAR 360 data

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<p>drop in suspension rate indicates an increased amount of time in the classroom for nearly a quarter of our students.</p> <ul style="list-style-type: none"> • Individual student progress in ELA and Math can be measured by STAR 360 growth. 	
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Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • San Andreas has an effective and fair supervision and evaluation process. • The principal is responsible for supervising and evaluating certificated and classified staff members. In case of dispute the COE administrators can serve as secondary evaluators. • The principal must (and does) have an Administrative Services credential, which authorizes the holder to evaluate certificated staff • Evaluation process complies with the Collective Bargaining Agreements for both Certificated and Classified staff. • The administration follows a progressive discipline approach when addressing substandard employee performance. 	<ul style="list-style-type: none"> • Slide from HR presentation with evaluation deadlines • Certificated and classified CBAs with evaluation sections highlighted • Progressive discipline presentation, FRISK manual

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<ul style="list-style-type: none"> ● The principal and COE administrators receive regular training and information from the COE Human Resources department ● The certificated evaluation process includes a goal setting conference, at least one classroom observation (two for new staff) and a summative evaluation before May 1st. New teachers may be observed over a 5-day period in a survey observation. ● The classified process includes a goal setting conference, at least one on-the-job observation and a summative evaluation before May 1st. 	
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A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
N/A - San Andreas does not have any staff members who serve students solely in an online environment	N/A

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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Staff believe that these decisions are driven by the SBCOE and not site based. ● Resource allocations are made by the school administration in collaboration with the COE administration. School Site Council and ELAC are also included in the development of the LCAP and the SPSA. ● Staffing is determined by the COE based on student enrollment, graduation requirements and master schedule. ● Class offerings are driven by graduation requirements, CAASPP data, trend data on student credit/course gaps and student enrollment. 	<ul style="list-style-type: none"> ● LCAP ● SPSA (CSI plan) ● Master Schedule ● Credit recovery course ware lists ● Staff input on LCAP goals, actions and services ● SpringBoard ELD order; science equipment order; computer application

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<ul style="list-style-type: none"> ● School administration allocates teachers to subjects and courses by balancing student graduation requirements, overall class sizes and and credit recovery needs. ● The COE invests in professional development to support creating a trauma-informed, culturally responsive school climate. ● The COE invests in professional development in support of improving educational practices, focusing on strategies to engage students while teaching to key standards that appear on standardized tests. ● Staff provide input on the goals, actions and services for San Andreas students that are documented in the LCAP. The SPSA/school wide plan is aligned to the LCAP. School-level expenditures must be approved by the School Site Council. ● The COE invests in curriculum, instructional materials, and supplementary materials often based on staff requests. For example, when a teacher requested supplementary materials for her ELA class, the COE Director of Curriculum and Instruction purchased the materials. New science equipment was purchased at the start of the 2019 2020 school year based on input from the science teacher. New computer application textbooks were purchased to align with the curriculum used at the community college to support articulation with the college. The 	<p>textbook order; Art supplies order</p> <ul style="list-style-type: none"> ● Acellus order; training
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<p>articulation process, along with the textbook request, was driven by the instructor of the course. Supplies for the Art classes are provided at the request of the teacher.</p> <ul style="list-style-type: none"> • San Andreas students are often behind on credits when they come to the school. The COE has invested in Acellus online courseware (\$10,000) and professional development for the IS teacher, who attended a 3 day training in Missouri during the 2019 - 2020 school year. 	
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Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The school budget is developed at the COE level with input from the school administration. • The budget is given to the school and reviewed with the persons responsible for generating purchase orders and monitoring expenditures (the principal and school secretary). • Requests for purchase orders originate with the school secretary before routing through an approval process • Funds cannot be spent or reimbursed without the Superintendent's approval. • Stipends for additional work outside of the 	<ul style="list-style-type: none"> • San Andreas Budget • CSAM Account codes guidance sheet • Purchase Order process • Sample Purchase Order • Process for Stipends • Conference and Mileage authorization

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<p>classroom must be agreed upon and authorized in advance of the work being started. The stipends are paid out in December and June.</p> <ul style="list-style-type: none"> • Extra time for hourly employees must be agreed upon and authorized in advance of the work being started. Timesheets for hourly employees are approved by the principal and submitted to the COE accounts payable department for processing. • Travel to conferences and meetings must be authorized in advance and the expenditure amounts estimated before travel. A Purchase Order for the travel must be opened before the travel is undertaken. 	<p>and reimbursement form</p> <ul style="list-style-type: none"> • Certificated and classified time sheets
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Facilities Conducive to Learning

A5.3. Indicator: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • San Andreas maintains clean and safe facilities for learning. • All classrooms have been recently updated with lights, painting, and some have new AC/Heat. Some rooms are waiting for roof repairs to happen outside of the instructional calendar. A new perimeter fence enhances security. • The COE employs 1 custodian and 1 	<ul style="list-style-type: none"> • 2019 - 2020 FIT report • Campus map • SARC • Schedule of annual maintenance

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<p>maintenance worker (1.5 FTE) to support the alternative education programs housed on this campus.</p> <ul style="list-style-type: none">● In compliance with the Williams case, the COE uses the Facilities Inspection Tool (FIT) , provided by the Office of Public School Construction, as an evaluation of facilities. The FIT is used to determine whether a facility is in "good repair," as defined by being clean, safe, and functional. The inspection is conducted by an independent contractor who is not an employee of the COE. Results of the FIT are published annually as part of the school's School Accountability Report Card (SARC). The overall ranking of San Andreas' facilities was Good for 2019 2020.● In the summer prior to the 2019 2019 school year a new perimeter fence was installed on campus. The fence allows people to leave from the inside but is locked from the outside, preventing anyone from walking onto campus from the street. All visitors to campus must enter through the school office.● The campus has a kitchen which allows staff to provide brunch and lunch to all students, as well as to prepare and serve food for special events such as academic awards nights.● New heating units have been installed in or are scheduled to be installed in all classrooms in the 2019 - 2020 school year.● Bathrooms in the main office, which students, visitors and staff use, were remodeled in 2018 -	
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<p>2019</p> <ul style="list-style-type: none"> ● Construction on the park adjacent to the school campus was completed in the spring of 2019. The San Andreas campus has a gate into the park, which allows for staff and students to use the park for PE. This arrangement was part of the original vision for the park, which incorporated input from San Andreas students. A sign in the parking lot reminds park visitors not to park in the school parking lot during work hours. ● Fire extinguishers are inspected annually and serviced as needed. ● The buildings and grounds are maintained on a regular schedule. ● The campus has bike racks inside of the perimeter fence so that students may securely store their bikes during school time. 	
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Instructional technology support is provided by the COE department of technology staff. The department offers a searchable “knowledge base” on the COE website for common questions. For direct technical assistance, employees may put in a help request through an automated system or email their request to the help desk. 	<ul style="list-style-type: none"> ● IT Help Desk ticket ● IT Tech Support page from SBCOE website ● Tech purchase invoice/PO

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<ul style="list-style-type: none"> ● Support for systems such as Google classroom, CAASPP testing and local formative assessment system is provided by the COE Coordinator of Instructional Support. Employees may contact the Coordinator directly for assistance. ● Purchases of curriculum, instructional materials and assessment programs are handled through the COE Department of Educational Services. Some purchases are made based on teacher request (such as science equipment) while others are made to match the curriculum used at SHBSD to ensure a smooth transition between schools. Ed Services staff work with the school administration, teachers, fiscal department and vendors to purchase new materials. ● The COE Board of Education annually certifies that San Andreas has a sufficiency of instructional materials through the Williams process ● The SBCOE and San Andreas follow the CDE-approved process for curriculum adoption. ● The SBCOE Ed Services staff uses the state-approved process for evaluating NGSS instructional materials for consideration for pilot and adoption. ● Annual renewal of consumable workbooks (SpringBoard) and site licenses (Acellus) is handled through the Ed Services department 	<ul style="list-style-type: none"> ● Invoices from instructional material purchases (current year) ● Sample teacher request for new materials ● SBC Board of Education policy for sufficiency of materials ● SBC Board of Education policy for instructional materials adoption ● NGSS TIME training overview ● SpringBoard order; Acellus renewal
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<ul style="list-style-type: none"> ● To keep current with any curriculum changes at San Benito High School, the COE Director of Curriculum and Instruction communicates regularly with the SBHSD Director of Curriculum and Instruction. Such communication has resulted in the parallel pilot at San Andreas of the new math curriculum under consideration at the high school. ● Purchases of instructional technology equipment are handled by the COE Technology Department and/or San Benito High School. 	
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Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5. Prompt: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Resources are available and used appropriately to hire, nurture and retain well-qualified personnel for all programs. ● San Andreas teachers are appropriately credentialed in the subjects they teach. ● 4 teachers and the school counselor have advanced degrees. ● In the 2019 - 2020 school year the New Teacher Academy was developed to provide an orientation for teachers who are new to San Andreas. 	<ul style="list-style-type: none"> ● SARC report ● New Teacher Academy Agenda ● PD Calendar, flyers ● Thursday PD schedule

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<ul style="list-style-type: none"> ● Interns are supported by on-site support providers. ● In the 2019 - 2020 school year an instructional coach was hired to support San Andreas math and science teachers. ● Induction support is provided for eligible teachers. ● Salary is not comparable to Hollister School District or San Benito High School ● Early release Thursdays are used for on- and off-site professional development. ● The COE invested \$12,000 in a four-session SEL professional development series. San Andreas staff attended all of the trainings. 	
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Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● In the spring of 2019 the school’s SPSA was explicitly aligned with the LCAP goals, the CSI areas for improvement and the recommendations of the last WASC visiting committee. The school principal, COE Director of Curriculum and Instruction and the Assistant Superintendent for Educational Services were directly involved in this 	<ul style="list-style-type: none"> ● LCAP ● SPSA

<p>process. The SPSA was approved by the School Site Council and the Board of Education.</p> <ul style="list-style-type: none">• The San Benito COE is a very small county office, and has staff who are either housed at the campus or who visit campus every day. Coordination and communication between the school site and the COE happens on a daily basis. Any expenses, programs or initiatives that arise that weren't in the LCAP to start with are documented by the COE LCAP writer (the Director of Curriculum and Instruction) for inclusion in the next LCAP update and revision.• As a formal process, the SPSA and the LCAP are updated and revised simultaneously in the spring, each plan informing the other. Progress towards plan goals is reviewed quarterly. Formative data is collected throughout the school year and stakeholder input is gathered in the spring.• As noted elsewhere, the COE operates the San Andreas Continuation High School program on behalf of the San Benito High School District. As such, the COE does not receive state or federal funding for the program. The resource decisions documented in the LCAP, therefore, reflect the expenditure of "other local revenue" with the exception of grant funding received directly by the COE.	
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
N/A	N/A

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
N/A	N/A

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
N/A	N/A

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

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Findings	Supporting Evidence
N/A	N/A

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
N/A	N/A

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
N/A	N/A

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
N/A	N/A

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

The San Benito County Office of Education has a well-established system of governance and a leadership philosophy that encourages investment in staff development. Systems have been established and function reasonably well to respond to the needs of our students. The County Board of Education is active in their role and members often visit campus and attend events to interact with staff and students. The site principal is supported by the administrative staff of the COE, some of whom have offices on campus.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

Vision and Purpose

San Andreas has a solid vision and mission to support our students. The vision and mission are integrated into the work of the school and are revisited as appropriate.

Governance

The county Board of Education is well established, functional and dedicated to supporting quality Alternative Education programs. Online curriculum is used judiciously and appropriately. The Uniform Complaint Process is in place and implemented appropriately. Board members visit the campus for events and attend the graduation ceremony.

Leadership

The small staff allows for shared decision-making that is grounded in and driven by data. The weekly meeting schedule supports consistent data analysis and implementation of school climate initiatives such as PBIS, RJ and SEL. The school and COE administrative staff have a strong working relationship with the

certificated and classified bargaining units..

Staff

The COE follows a legally-compliant hiring process. The inaugural New Teacher Academy at the start of the 2019 - 2020 school year provided an orientation and “onboarding” for teachers who were new to the school. Professional development has focused on trauma informed practices and social emotional learning to support teachers in creating the conditions for learning.

Resources

The school engages in legally compliant, transparent and ethically sound business practices. The facilities are clean, well-maintained and conducive to a positive learning environment.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Vision and Purpose

While the staff are familiar with the vision and mission statements of the school, it is less likely that the students, family and community are as familiar. The school no longer has a list or statement of formal student learner outcomes (formerly ESLRS).

Governance

Because the school is operated by a County Office of Education, its programs and policies may be less Board-driven than a school in a traditional district and therefore the role of governing board may be less familiar to staff, students and families. It is a challenge to recruit parents to participate in the governance of the school and participation numbers on school-level advisory groups is typically very low.

Leadership

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Although it is not uncommon in alternative education programs, having one administrator shared between four programs poses challenges in terms of scheduling, workload and effectiveness. The school plan could be better aligned to student learning needs as identified by performance data.

Staff

Recruiting, hiring, nurturing and retaining qualified staff is a challenge in the alternative education setting. There is a need for an orientation process that possibly includes an introduction to the curriculum, instructional materials and assessment tools for each content area as well as to the schoolwide climate initiatives such as PBIS and RJ.

Resources

Staff believe that resource allocation decisions are made at the County Office level and may not reflect the day-to-day experience of the school staff.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The common unit planning template for all content areas incorporates the following research-based elements: <ul style="list-style-type: none"> ○ Habits of Learning Taxonomy ○ State Standards ○ Statement of Learning Objectives ○ Curriculum Framing Questions ○ Student Assessment Plan & Timeline ○ Visual Ranking Elements ○ Accommodations for SWD, EL and Gifted ● The Springboard ELA textbooks, used in grades 10 - 12, uses Wiggins and McTighe's Understanding by Design instructional model to backwards map what students need to know and be able to do in order to meet the standards. ● Teachers engage in subject-specific professional 	<ul style="list-style-type: none"> ● Sample unit plan ● SpringBoard Teacher's Editions ● History and Social Science Community of Practice information ● Math Talks

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<p>development such as the History and Social Science regional Community of Practice and Math Talks.</p> <ul style="list-style-type: none"> ● The SpringBoard Math textbooks (Algebra 1, Geometry, Algebra 2) challenge students to build relevant critical thinking skills in math through the following shared instructional principles: <ul style="list-style-type: none"> ○ Close Observation and Analysis ○ Evidence-Based Writing: ○ Higher-Order Questioning ○ Academic Conversation 	
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● There have been many changes to the state standards since the last full self study. While the CCSS for ELA and Math were adopted well before the last study, there have been recent changes to the standards or framework in other content areas. ● All ELA courses are aligned to the CA Common Core State Standards for ELA. The instructional materials used in the courses are standards-aligned and published by the College Board. Unit and lesson plans are based on standards. 	<ul style="list-style-type: none"> ● SpringBoard ELA text and sample unit and lesson plans ● SpringBoard math text and sample unit and lesson plans ● Online NGSS-aligned materials, sample unit and lesson plans ● HSS CLIC sample

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<ul style="list-style-type: none"> ● All math courses are aligned to the CA Common Core State Standards for mathematics. The instructional materials used in the courses are standards-aligned and published by the College Board. The instructional materials used in the courses are standards-aligned and published by the College Board. Unit and lesson plans are based on standards ● All science courses are aligned to the Next Generation Science Standards (NGSS). Standards-aligned instructional materials are under consideration and the teacher uses NGSS-aligned online materials for planning and instructional purposes. Unit and lesson plans are based on standards. ● History and Social Science classes are aligned to the state standards (1999) and to the History and Social Science Framework (2016). The current History and Social Science teacher has participated in the local community of practice for the Content, Literacy, Inquiry and Citizenship (CLIC) project which is based in the HSS Framework. New instructional materials need to be reviewed and purchased. Unit and lesson plans are based on standards and the Framework. ● The grade 9 Health class is based in the Health Standards and Framework, and in compliance with CA Healthy Youth Act ● The SpringBoard ELD Curriculum is based on the ELD standards 	<p>material</p> <ul style="list-style-type: none"> ● Acellus course list ● Course syllabi
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<ul style="list-style-type: none"> ● PE coursework is based on the 2006 Physical Education Model Content Standards ● While none of our “in person” courses are a-g aligned, the online courseware we use for credit recovery does offer a-g approved classes. This allows for student enrichment and college-prep course work on an individual basis. ● As noted elsewhere our work study program needs to be revised and updated to meet the criteria of the state-approved model and to better align to the College and Career Readiness indicator on the CA Dashboard. 	
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B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Acellus is a fully accredited learning program for distance learning. There are courses for elective and core classes. ● Seniors, juniors and some sophomores are allowed to take classes on Acellus. Acellus is the primary curriculum for the Independent Study program. ● Acellus is used during Learning Lab classes which are scheduled during the school day for credit recovery. 	<ul style="list-style-type: none"> ● Acellus.com ● Acellus course list ● IS master contract ● Master Schedule

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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Continuation high school students are typically credit deficient and have significant gaps in their learning. What we teach and how we teach it reflects this reality. ● San Andreas teachers are well informed about the performance level and abilities of our students. Their units and lessons are designed with the goals of increasing skills and improving performance on the state assessment for those students who will be tested as well as earning credits towards graduation. ● The school plan specifies the use of state- and nationally-normed assessments (STAR 360 and CAASPP) to determine student needs and provide academic intervention and supports (Goal 1 Objective 8) ● Although improved performance on the ELPAC and improved redesignation rates are included in the SPSA as metrics by which to measure academic success, (Goal 2) San Andreas does not currently offer a designated ELD course as required. ● Local formative assessment data, such as STAR 360, is routinely analyzed in staff meetings. 	<ul style="list-style-type: none"> ● Alt Ed 2019 - 2020 Goals and Objectives ● SPSA ● Master Schedule ● STAR 360 results ● CAASPP data ● Gav articulation agreement

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<p>Teachers use these assessment results, among other measures, to inform instruction.</p> <ul style="list-style-type: none"> • The CA Dashboard College/career readiness indicator is very hard for our alternative education students to meet. A ranking of “ready” required that the student demonstrate ELA and Math proficiency on the CAASPP as well as meet one or more other metrics such as passing AP tests, completing a CTE course sequence. San Andreas’s CCI rate is currently at 0% and is an area of growth for our school. • The CTE computer applications class is articulated with Gavilan Community College. Students can receive college credit for the course work completed at San Andreas High School. This is a step in the right direction. 	
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • There is no evidence of cross-curricular units or common assessments among disciplines, although with such a small staff and limited course offerings it could be done. • Speaking, reading, writing and listening are incorporated into all discipline areas. 	

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with

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feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas has a partnership with the San Benito County Arts Council to provide arts education. ● In previous years San Andreas has contracted with the local YMCA to provide PE instruction when there was no PE teacher on staff ● As a continuation school our entrance and exit criteria is determined in collaboration with the comprehensive high schools. We do not have feeder schools in the traditional sense. ● Students who graduate with a diploma from San Andreas are able to enroll in a local community college. ● We do not currently have a method to conduct follow-up studies with our graduates. 	<ul style="list-style-type: none"> ● SBCAC agreement ● YMCA agreement ● Screening schedule ● Screening agenda

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● All students are informed and guided by the school counselor, principal and their teachers regarding post-secondary options ● San Andreas provides opportunities for students, parents and staff to collaborate in the development and monitoring of a students personal plan and meetings with counselors and teachers ● College and career presentations are held throughout the academic year. Many representatives from trade schools, community colleges and military recruiters visit SAHS to make presentations to students. ● As a reward for positive attendance and academic progress, students may attend field trips to local colleges. 	<ul style="list-style-type: none"> ● ASVAB results ● Master schedule ● Career fair ● Presenters ● Parent conferences ● Counselor calls to parents ● Speaker calendar ● Field trips ● PODEMOS flyer

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<ul style="list-style-type: none"> • Students with IEPs have extra support through the Workability program for assistance with filling out job applications, obtaining a driver's license, job skills, and interview skills. • LULAC, local Latino leadership community group, comes to 11th grade classes every other week to present PODEMOS college and career readiness curriculum 	
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • All classes are open to all students at San Andreas; in other words there are no prerequisites aside from grade level that would prevent a student from having access to a course. • Students with disabilities, foster youth, low income students, Migrant students and students who are English Learners receive additional support to ensure access to the general education curriculum. • Many classes are supported by an instructional aide to facilitate student success. • Special education support is provided in a push in model where the RSP teacher works in the general education classroom to provide targeted support to students with disabilities . 	<ul style="list-style-type: none"> • Master Schedule • Migrant Ed tutoring flyer • Counselor calls to families of foster youth • Counselor calls to families of English Learners • RSP teacher schedule

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have*

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access to courses that meet the UC “a-g” requirements, including lab courses.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Acellus is a fully accredited learning program for distance learning. There are courses for elective and core classes. ● Seniors, juniors and some sophomores are allowed to take classes on Acellus. Acellus is the primary curriculum for the Independent Study program. ● Acellus is used during Learning Lab classes which are scheduled during the school day for credit recovery. 	<ul style="list-style-type: none"> ● Master Schedule ● Acellus courseware list

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The educational experience at San Andreas is highly individualized and parents, students and staff collaborate to develop student graduation plans. Students may choose to work toward returning to the comprehensive high school to graduate or to remain at San Andreas through graduation. This choice is driven by student and family preference but also by the realities of the different graduation requirements at each school and a student’s credit accrual status. ● When the school counselor schedules students at the beginning of the school year she completes an individual plan for each student based on what 	<ul style="list-style-type: none"> ● SAHS Graduation requirements ● San Benito High School Graduation Requirements ● Student transcript with counselor notes ● Aeries counseling notes

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<p>classes he or she needs and based on the master schedule. SAHS operates in a four quarter grading period. Student schedules are adjusted accordingly as credits are completed throughout the academic year.</p> <ul style="list-style-type: none"> ● State and local assessment data are reviewed for plan development ● The counselor and or principal also conducts “data chats” with students every time we do a transcript review to make sure their schedule of classes will support their goals (graduation, military, trade school, etc). Student goals change over time, so the counselor meets with them to update their plans. ● The school counselor and guidance tech also meet with ELs to review each student’s language level, placement, academic status, interventions needed, career and college planning, re-designation status and seniors for grad status. ● The counselor meets with Foster Youth to discuss the student’s academic status, graduation requirements, interventions needed, career and college planning and individual needs. ● Parent conferences are held in the fall semester. 	<ul style="list-style-type: none"> ● School calendar showing parent conferences
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<ul style="list-style-type: none"> • Annual IEP meetings are held for students with disabilities to update their progress towards goals, address academic support needs and plan for the transition out of high school. Parents, Gen Ed teachers and the student participate in these meetings. • Parents have access to the Aeries student information system to see their child’s grades and attendance. 	
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Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • This is an area of need, as the 2019 Dashboard data shows that 0% of San Andreas students are considered to be college and career ready by the state’s metric. • Students are informed and guided by the school counselor, teachers and the principal regarding post-secondary options. • College and career presentations are held throughout the academic year • Students with IEPs have access to the WorkAbility and Transition Partnership Programs (TPP) through San Benito High School. 	<ul style="list-style-type: none"> • WorkAbility program information through San Benito High School • College and Career Presenter list • PODEMOS flyer

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| <ul style="list-style-type: none">● The CTE computer applications class is articulated with Gavilan Community College. Students can receive college credit for the course work completed at San Andreas High School. This is a step in the right direction.● LULAC, local Latino leadership community group, comes to 11th grade classes every other week to present PODEMOS college and career readiness curriculum | |
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Students who come to the continuation high school are generally behind in credits, have significant gaps in their learning and weak academic skills. San Andreas offers a high level of individual attention and support to help students meet their academic and post-secondary goals. However, there are some systemic issues, such as the tradition of using the same instructional materials as the comprehensive high school, that affect the school's ability to address student needs. There is a belief among the teachers that the curriculum in use does not match the academic skill level of our students and that they need additional support and/or different materials. New materials are under consideration for math and history/social science.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- The textbooks for ELA and math are new, standards-aligned, and matched to what is used at the comprehensive high school.
- The common unit-planning template incorporates a variety of research-based elements.
- Acellus has a broad course offering for credit recovery and enrichment.
- Students have the opportunity to work towards credit recovery in a regularly scheduled class during the school day.
- There is a high level of individual attention and support for students from the school staff.
- New instructional materials are being reviewed and purchased.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Up-to-date science textbooks and materials need to be researched and purchased.
- A solution must be found to offer required designated ELD instruction.
- The work experience program needs to be modernized and brought into compliance with state requirements.
- More could be done to solicit business and community partnerships to support and extend learning.

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Using unit plans teachers are able to create lessons that are engaging for all learners. These plans are adjusted as the teacher works through the given topic. ● Using Google classroom teachers are able to share with students the latest work and communication back and forth. ● The faculty differentiates instruction and evaluates its impact on student learning. ● All courses use standards-based, challenging instructional materials. ● Use of white boards, equity sticks and other checking for understanding strategies ensure that teachers are responding to student needs so that all students can achieve the expected schoolwide learning results. 	<ul style="list-style-type: none"> ● Unit plans ● Sample Google Classroom ● Student work samples

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<ul style="list-style-type: none"> • Students with special needs have the support of two visiting resource teachers. 	
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • On-line learning requires a minimum score of 70% to move on. • Teachers hand out class syllabi during the first week of school • Learning objectives aligned to state standards are posted daily in each classroom • Project and writing assignments are introduced with a scoring rubric • Teachers engage in 1:1 data chats/goal setting conferences with students. 	<ul style="list-style-type: none"> • Course syllabus • Project/rubric samples

C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Student use of Chromebooks ● PowerPoint/Google Applications for presentations ● Projection units/Promethean board ● Document cameras ● Google classroom ● Computer applications ● San Benito Arts Council visiting artist is a guest teacher in Art classes ● Checking for understanding strategies such as 	<ul style="list-style-type: none"> ● Equity sticks ● Lesson plans incorporate differentiation ● Unit plans that incorporate multiple modes of learning

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equity sticks	
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Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Based on range of abilities, students complete work that requires problem solving, discussion and group collaborative work ● Students in history and social science classes engage in structured debates on current topics ● Students in science classes conduct laboratory experiments ● Visual art projects that can be submitted to the county-wide Art Show 	<ul style="list-style-type: none"> ● Photos of Great Depression poster group assignment

Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Students demonstrate analytical skills by annotating informational text ● Students generate work that demonstrates structured learning of writing lab reports, papers, problem solving 	<ul style="list-style-type: none"> ● Student work ● Folders, binders and planners to maintain organization ● Graphic organizers ● Project outlines with rubrics ● Lab reports

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<ul style="list-style-type: none"> • Students use graphic organizers in their classes to help them organize ideas and concepts so they can respond to critical thinking prompts and problem solve • Students review rubrics of expectations prior to preparing a project or report 	
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Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • There is a 20-credit vocational education graduation requirement that is fulfilled through Acellus online coursework (2 classes) in the area of career exploration. • In general there is little to no access in terms of formal activities and established local programs. • Students who are eligible and interested may be assisted with an application to the Job Corps Center in San Jose. Job Corps is a residential career training program that helps eligible young people ages 16 through 24 complete their high school education, trains them for meaningful careers, and assists them with obtaining employment. • Students with disabilities have access to the 	<ul style="list-style-type: none"> • Graduation requirements • Career exploration classes on Acellus • Student schedule showing career exploration class • San Jose Job Corps Center • Work permit application

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<p>WorkAbility and Transition Partnership Programs through San Benito High School.</p> <ul style="list-style-type: none"> • The school authorizes work permits to students who meet the attendance and grade requirements. 	
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C2.4. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Our online students are San Andreas students completing their coursework in an Independent Study setting. As such they have access to the same opportunities as students enrolled in the general program. 	<ul style="list-style-type: none"> • Acellus course list • IS master agreement

**ACS WASC Category C. Standards-based Student Learning:
Instruction:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

In summary, the tools to identify student learner needs are in place and can be identified as a gap that needs focus. San Andreas needs to look at new instructional material that will be more adaptable to our student population. The classroom technology is very good for the population to be successful.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Unit plans, syllabus and the teacher initiatives to adapt lessons to appropriate levels in each classroom and subject are done very effectively. The teachers are able to assess each class and be diligent and effective on what requirements need to be met. Review of the classes actually required and adjust to each students needs

Category C: Standards-based Student Learning: Instruction: Areas of Growth

The areas of growth are real world experience and CTE classes. The classes online are outdated and there should be a review of what other options are available for online college and career classes. Options for work experience should be explored and community service. Instructional training in all classes should be an option, and not just math, there are many EL students would need more focus and an integration of subjects could be an option. The students goals should be reviewed from the beginning and a focus on their success.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas has a fairly strong practice to collect, disaggregate, analyze and report student performance data to all stakeholders. ● All students are assessed with STAR 360 in ELA and math at the beginning of the school year to collect baseline data. The same assessment is administered 4 more times during the school year. Student performance data is shared with all teachers and analyzed during staff meetings using a data analysis template. 	<ul style="list-style-type: none"> ● SARC ● SPSA ● LCAP ● STAR 360 Data ● Data analysis forms ● Assessment Calendar ● IXL ● Monday reports ● Alt Ed presentation to Board ● PBIS meeting

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<ul style="list-style-type: none">● Individual students are assessed with STAR 360 in ELA and math upon enrollment and this baseline data is provided to their English and math teachers as an indication of the student's level in each subject area. New students enroll at San Andreas on a weekly basis.● The principal, with support from the COE staff, collects, disaggregates and publishes student performance data in required reports such as SARC, SPSA and LCAP. Each of these reports are developed with and reviewed by site-level stakeholders, then presented to the Board of Education for approval and adoption.● The principal presented information about the Alternative Education programs to the Board of Education in December 2019. The presentation included a detailed 3-year comparison on the following: Enrollment and Attendance Trends, Active Enrollments, Attendance Rates, Learners, Discipline, Office Referrals, Suspensions, Star 360 Instructional Reading Level and Math Grade Equivalent, CAASPP Results, and Graduation Rates. She also highlighted on Intervention & Supports offered such as: Restorative Justice Coordinator, Two Case Managers from Behavioral Mental Health, Community Solutions, Recognition Dinner for Attendance and Academics, College and Career Fair, Presentation Calendar and PBIS.● The school counselor communicates directly with parents of EL students to report on their progress towards graduation.	<p>agenda</p>
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<ul style="list-style-type: none"> ● Parents have access to the Aeries student information system so they can view their student's attendance and grades. ● The principal collects and publishes attendance data on a weekly basis. ● Student progress reports are mailed home quarterly. Parents are notified if their student is at risk of not graduating. ● Student discipline data is collected and analyzed as part of the PBIS and RJ implementation. 	
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Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas teachers use a traditional 100 point grading scale to evaluate student performance. ● All teachers have agreed to accept late work; however, the way that the late work is graded (penalty/no penalty) depends on the teacher. ● During the August 2019 pre service days teachers agreed on the percentage range for a grade of A, B, C etc. ● Some teachers use weighted grades and some use total points. The grading method is the 	<ul style="list-style-type: none"> ● Grading policy ● Letter grade cut points/percentage documentation ● Course syllabus ● Acellus grades ● STAR 360 data

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<p>teacher’s choice so long as they fall within the agreed-upon percentage range .</p> <ul style="list-style-type: none"> ● Student performance levels and growth are also measured by periodic STAR 360 performance benchmark assessments ● Students completing work in the Acellus courseware must demonstrate proficiency at 70% before advancing in the course. The students' work is graded by the system. 	
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Earning a high school diploma is the primary goal of most San Andreas students. Evaluating progress towards this goal is primarily accomplished by transcript review. Students can earn 2.5 units per class per quarter. ● Data from standardized state tests can also be used to evaluate student progress, but only 11th graders take the CAASPP and only English Learners take the ELPAC. Local measures are more meaningful and immediate. ● All teachers use the Aeries gradebook. Students are encouraged to access the gradebook to monitor their own progress. 	<ul style="list-style-type: none"> ● Student transcript ● CAASPP data ● ELPAC data ● Aeries gradebook ● Migrant grade check form ● Graduation rate data

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<ul style="list-style-type: none"> • Teachers administer the STAR 360 local assessment to all students multiple times during the school year. Incoming students are also assessed upon enrollment using the STAR 360 system so that teachers have baseline performance information when the student starts class. • Course grades are monitored and the families of students who are at risk of not graduating are notified before the start of the 4th quarter. • Students in the Migrant Education Program complete weekly grade checks to stay apprised of their grades. • The school counselor meets individually with EL and foster youth to monitor their progress. The counselor also shares information from these meetings with the student's family. • The school's graduation rate is the ultimate evaluation of whether a student met the expected outcome (a high school diploma). 	
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence
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<ul style="list-style-type: none">● Students are assigned to online courses based on their transcript requirements for graduation. The students advance through the courses at their own pace. Some work on it in a class setting (Learning Lab) or at home (Independent Study Contract or just trying to get ahead at home.● Acellus (the online courseware) will not allow a student to progress unless they show 70% mastery. If a student does not reach 70% the program will go into 'Recovery' lessons to review or back teach concepts and then student is assessed again. Students can sometimes get caught up in this recovery loop, so it is important that a teacher is able to be available (in person or through the messaging in the program) to either reteach or reset student to exam review. Once a student shows 70% mastery the course will continue. Students may also retake exams for a higher grade if they want.● Acellus assigns grades based on the assessments built into the program, whether it's a lesson assessment or a unit exam, midterm, or final. As students progress they see their course grade in percentage format, as well as their GPA.● Students in Independent Study receive a grade and partial credit each term.	<ul style="list-style-type: none">● Acellus progress report● Acellus calendar of time spent online per course
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<ul style="list-style-type: none"> • Students in the Learning Lab will only receive a grade and the credits once they complete the course, but are also given a pass or fail for the learning lab that term. 	
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Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Because program structure and purpose are determined by the County Office of Education there is not a lot of flexibility or leeway to make changes at the site level without going through a lengthy Board approval process. • Ongoing progress monitoring on schoolwide plan during staff meetings • Weekly staff meeting time to collaboratively discuss graduation requirements, master schedule changes to meet student needs, homework and grading policies and course completion. • Release time for curriculum planning and planning days occurred in June and August 2019, and in January 2020. The days were used to prepare lessons for changes in master scheduling and 	<ul style="list-style-type: none"> • Staff meeting minutes • LCAP and SPSA stakeholder input

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<p>courses offered.</p> <ul style="list-style-type: none"> • Through the annual update process for the SPSA and LCAP, which happens annually each spring, all stakeholders have the opportunity to engage in collaborative conversation regarding the goals, objectives and actions documented in these plans and to propose changes or modifications to them. 	
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Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The master schedule and course offerings are driven by student needs. As such, the master schedule may change during the school year. • High suspension rates in 2017 - 2018 and 2018 - 2019 resulted in a 4-session professional development series focused on trauma-informed practices and social emotional learning for all ed staff. • Based on daily interactions and conversations with students, there has been an increased focus on allocating resources to provide mental health services. As an example, during the first week of January alone, the principal called emergency services 4 times to place students on a 5150 hold. Having two Behavioral Health case managers on campus is a step towards providing a robust level 	<ul style="list-style-type: none"> • Master schedule • Year to date suspension rate

<p>of on-campus mental health support.</p> <ul style="list-style-type: none">● High levels of suspension rates and office discipline referrals have resulted in the implementation of restorative practices and restorative justice. This initiative is supported by the County Superintendent of Schools, who functions as the district superintendent for this school. The County Office pays for the cost of hiring the RJ Coordinator.● In response to consistently low math scores on the CAASPP and local assessments, the COE has hired a math coach to support more effective math instruction.● In order to support rigorous and NGSS-aligned instruction in science courses, the COE has hired a science coach to support the teachers in unit planning, instructional delivery and assessment.● IXL results are used in math for skill building practice and for daily oral language review of grammatical skills and syntax in English. These standards-based activities are frequently used as transitions or “do nows” at the start of class.● Teachers use STAR 360 performance data to inform instruction as well as to reteach and review strands in math and English.● Teachers have access to student ELPAC scores to understand EL student levels. This data informs grouping and differentiation in the classroom.	
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas has a fairly strong practice to collect, disaggregate, analyze and report student performance data to all stakeholders. ● All students are assessed with STAR 360 in ELA and math at the beginning of the school year to collect baseline data. The same assessment is administered 4 more times during the school year. Student performance data is shared with all teachers and analyzed during staff meetings using a data analysis template. ● The principal, with support from the COE staff, collects, disaggregates and publishes student performance data in required reports such as SARC, SPSA and LCAP. Each of these reports are developed with and reviewed by site-level stakeholders, then presented to the Board of Education for approval and adoption. 	<ul style="list-style-type: none"> ● SARC ● SPSA ● LCAP ● STAR 360 Data ● Data analysis forms ● Assessment Calendar ● IXL ● Monday reports ● Alt Ed presentation to Board ● PBIS meeting agenda

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<ul style="list-style-type: none">● The principal presented information about the Alternative Education programs to the Board of Education in December 2019. The presentation included a detailed 3-year comparison on the following: Enrollment and Attendance Trends, Active Enrollments, Attendance Rates, Learners, Discipline, Office Referrals, Suspensions, Star 360 Instructional Reading Level and Math Grade Equivalent, CAASPP Results, and Graduation Rates. She also highlighted on Intervention & Supports offered such as: Restorative Justice Coordinator, Two Case Managers from Behavioral Mental Health, Community Solutions, Recognition Dinner for Attendance and Academics, College and Career Fair, Presentation Calendar and PBIS.● The school counselor communicates directly with parents of EL students to report on their progress towards graduation.● Parents have access to the Aeries student information system so they can view their student's attendance and grades.● The principal collects and publishes attendance data on a weekly basis.● Student progress reports are mailed home quarterly. Parents are notified if their student is at risk of not graduating.● Student discipline data is collected and analyzed as part of the PBIS and RJ implementation.	
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D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Acellus (the online courseware) will not allow a student to progress unless they show 70% mastery. If a student does not reach 70% the program will go into ‘Recovery’ lessons to review or back teach concepts and then student is assessed again. Students can sometimes get caught up in this recovery loop, so it is important that a teacher is able to be available (in person or through the messaging in the program) to either reteach or reset student to exam review. Once a student shows 70% mastery the course will continue. Students may also retake exams for a higher grade if they want. ● Acellus assigns grades based on the assessments built into the program, whether it’s a lesson assessment or a unit exam, midterm, or final. As students progress they see their course grade in percentage format, as well as their GPA. ● Students in Independent Study receive a grade and partial credit each term. ● Students in the Learning Lab will only receive a grade and the credits once they complete the course, but are also given a pass or fail for the 	<ul style="list-style-type: none"> ● Acellus progress report ● Acellus calendar of time spent online per course

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learning lab that term.	
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.)*

Findings	Supporting Evidence
<ul style="list-style-type: none"> With a small staff we have one teacher for each subject area. Therefore analysis of assessment data is done on an individual basis as part of a site-wide collaborative team during weekly meetings. Unit plans incorporate a student assessment plan and timeline that captures formative and summative assessments for a unit of study. Staff review STAR 360 results throughout the year to track patterns and trends and to inform curricular and instructional decisions as appropriate. 	<ul style="list-style-type: none"> Unit plan template STAR 360 assessment data

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> San Andreas has very effective systems, both 	<ul style="list-style-type: none"> Parent notification

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<p>formal and informal, for monitoring student progress.</p> <ul style="list-style-type: none"> ● Students know that the school counselor (Elena) is always up to date on their grad status and what an individual student needs to do to achieve their academic goal (graduation or return to comprehensive high school). Students are given a copy of their transcript with a clear list of what they need to do in order to graduate. ● The principal (“Ms. J”) has informal, daily one-to-one interactions with students and reinforces behavioral, academic and social expectations. ● Some teachers conduct one-to-one “data chats” with students to review their performance, set goals and evaluate their progress towards goals. ● The lead teacher holds meetings with seniors in the spring semester to set clear expectations and a “game plan” for earning their diplomas. ● 85% of parent in the 2018 - 2019 survey indicated that their student knew what they needed to do to graduate ● The Guidance tech and counselor meet with students who have D’s and F’s ● Parents are notified verbally and in writing when students are at risk for not graduating. 	<p>letter</p> <ul style="list-style-type: none"> ● Migrant grade check form ● Student transcript ● Senior meeting agenda ● Parent survey data
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<ul style="list-style-type: none"> • Students in the Migrant Education Program compete weekly grade checks with the assistance of the Migrant program staff • The principal meets individually with the families of students who are critically at risk of not graduating. 	
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

San Andreas staff use standards-based assessment data to evaluate the academic program and make changes to address learning gaps and outcomes. A variety of assessments are used to evaluate learning including projects and performance tasks that may incorporate real world situations. Teachers use assessment data to reflect on the quality of their instruction and the quality of their assessment.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Areas of strength- staff agrees that: formative and summative assessments are completed on a regular basis. Teachers know their students ability in the classes in regard to social emotional learning and can work with the STAR 360 scores. Students are brought in for updates on transcripts and grades on a regular basis, as soon as anything changes, the updates are made in the system to keep staff aware.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Possible areas of growth to discuss include better communication about and identification of EL students so that teachers know which of their students are English Learners and have up to date information about their language acquisition level. There could be a stronger focus on frequent, small, formative assessments and using that information to drive instruction. Strong relationships with students need to be developed in order to inspire them to do their best on standardized assessments so that we get accurate data on program effectiveness and/or student performance.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● A written invitation to participate in the School Site Council, ELAC and the Migrant PAC is in the orientation packet (in English and Spanish) and is reiterated regularly in school newsletters. All parents, including those of students on Independent Study, are encouraged to participate and are welcome to join at any time. ● When asked, parents stated that they preferred to be contacted by text or email rather than by a phone call. School staff uses a communication module within the student information system to send texts and email in addition to phone calls to families. ● Bilingual staff make personal phone calls to parents to invite them to family engagement activities. Fifty percent of the front office staff is 	<ul style="list-style-type: none"> ● Orientation packet ● Flyer for homeless and foster back to school event ● Parent notification letters for conferences and events ● Scholarship applications

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<p>bilingual and their schedules are staggered to ensure that there is a bilingual staff member available at all times.</p> <ul style="list-style-type: none">● A back to school event for homeless and foster youth and families brings in community agencies and organizations to support families in need.● Back to school night is held annually to welcome families to campus, introduce them to the teachers and let them visit their student's classrooms● Parent conferences are held in the fall semester with bilingual staff (as needed) to translate● Parents are invited to celebrate their student's successes with quarterly awards dinners● Parents of seniors have informational meetings to prepare for graduation● The Migrant family resource coordinator personally connects and communicates with families● Teachers contact parents directly to speak about student academic progress and behavior● Community involvement includes the San Benito Arts council artist in residence who provides direct instruction in Art class.	
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<ul style="list-style-type: none">• The local League of United Latin American Citizens (LULAC) has a long standing relationship of providing support to Latinx students on campus.• Two community-based organizations, the Women’s Club of Hollister and the Kinship Center, provide annual scholarships	
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E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The school safety plan is updated annually by staff and approved by the Board of Education. Plan includes staff roles and responsibilities which are practiced during drills. ● San Andreas uses the Big 5 Emergency Response Protocol that is in use in schools throughout the county. Students who come to us do not have to learn a new response protocol. ● Staff are trained on the response protocol for student fights and have watched Keenan videos on the best way to respond ● Facilities are inspected annually for safety and results are documented in the FIT report ● Grounds and Maintenance staff maintain the 	<ul style="list-style-type: none"> ● Current Safety Plan ● Grounds and Maintenance schedule ● Technology use agreement ● Uniform Complaint Procedures ● Student/Parent Handbook ● Keenan Video list ● SARC with FIT report ● Evacuation routes ● SEL training dates and principles ●

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<p>facilities on a regularly scheduled basis</p> <ul style="list-style-type: none">● A biannual safety inspection of the physical plant is conducted by an outside consultant● San Andreas conducts quarterly fire drills and evacuation routes are posted in each classroom and school offices.● Earthquake Drills are conducted biannually● The Fire Marshall conducts an annual inspection and provides support as needed.● All fire extinguishers are inspected monthly● All staff participate in annual training (at a minimum) for child abuse detection and reporting, blood borne pathogens and sexual harassment● Suicide awareness and prevention training is provided to certificated and classified staff annually● Training has been provided in trauma - informed practices● Classified and certificated staff engage in a series of trainings in social emotional learning training in 2019 - 2020● In 2018 - 2019 a new perimeter fence was installed which allows students out but prevents	
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<p>anyone from coming on to campus unless the enter through the main office</p> <ul style="list-style-type: none"> ● Functional security cameras are installed throughout campus and are slated for upgrade ● The principal uses the Remind text app for emergency notifications to staff ● The campus has a functional PA system that can be heard in all rooms ● The campus has functional fire alarms that are audible throughout campus ● Students and staff sign a Technology Use Agreement for cyber safety ● The school uses the Uniform Complaint Procedures to provide a means to file complaints ● There is a process through unions to address employee safety concerns 	
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High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● San Andreas has a very strong focus on creating 	<ul style="list-style-type: none"> ● RJ implementation

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<p>a safe, caring, and supportive environment for students.</p> <ul style="list-style-type: none"> ● The RJ Coordinator facilitates classroom-based community building circles. The philosophy of restorative justice is grounded in indigenous practices of inclusion, community health and harm repair. Some teachers who are comfortable with the process lead circles in their own classrooms. Because many of our students are already involved in the criminal justice system, it is important to demonstrate that we take a different approach to addressing student behavior. ● The staff is beginning to implement PBIS and an implementation team is finishing their second year of PBIS training. ● With such a small school staff members get to know students well and have developed relationships with students where the staff member can become the “trusted adult” that a young person needs. ● Teachers and other staff can easily communicate immediately with counselor and principal for student concerns and follow up ● Student discipline data is reviewed quarterly or more often if there is an uptick in behaviors ● School policies are continually reviewed and updated as needed within the school year based on trends, incidents and student need 	<p>manual</p> <ul style="list-style-type: none"> ● SEL principles ● PBIS basics ● Dashboard data
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<ul style="list-style-type: none"> ● Students develop positive relationships with classified staff as well as with teachers and administrators. ● There is a need to look specifically at EL discipline data and to address disproportionality. Dashboard data shows that ELs are suspended at a significantly higher rate than other student groups. ● Teachers have been trained in trauma-informed practices and work to create calm and predictable classrooms where students can focus on learning 	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● The staff on site at SAHS are a unique cohesive caring community. As a small staff with students that struggle academically or social emotionally we are fortunate all professionals support each other and the students daily with after school check in. Often this is done right at dismissal. Staff walks out with students at the end of the day and greet parents as the egress occurs. ● At parent dinners for attendance and academic recognition events, students and parents are greeted by county site and community members with validation of their students achievement. ● Staff members volunteer to stay and work student 	<ul style="list-style-type: none"> ● Weekly Staff newsletter ● Weekly Staff RJ Circle ● Thursday Staff and PD sessions ● School Dismissal observation ● District provides high quality professional development several times to staff.

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<p>celebration dinners and holiday lunches, which are also sometimes attended by parents. Staff members serve food, help set up and decorate for the events.</p>	
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<ul style="list-style-type: none"> The student population is 87.4% Hispanic and 80.6% low income. The course offerings are limited so there is little risk that students are disproportionately scheduled into less rigorous classes than their peers. There are no advanced or AP courses. There are no special education classes or classes only intended for ELs. There is only one CTE course. Student schedules are driven by their credit recovery needs and graduation requirements. 	<ul style="list-style-type: none"> Master schedule Sample student schedules

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<ul style="list-style-type: none"> • Some classes are smaller than others simply due to the number of students who need that class (e.g. Algebra 2). Classes such as Government and Economics, which are state graduation requirements for 12th graders, tend to be larger. • There is a limit in the statute as to the number of continuation high school students who may be enrolled in independent study. The program is capped at 10% of the overall enrollment of the school. • Pregnant or parenting teens are encouraged to remain enrolled in the 6-period, general education program, but are welcome in the Independent Study program if that is a better fit for them. 	
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Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • One of the benefits of being a small school is that we are able to provide a highly personalized system of support for each student. School leadership and staff are very aware of the high levels of trauma in our student’s lives, as well as their demonstrated areas of academic need, and respond accordingly. • Supports are based on student’s academic, language acquisition and social emotional needs as ascertained by interview at orientation, 	<ul style="list-style-type: none"> • Suspension rate data • Cell phone policy • Individual student safety plans/accommodations • Schedule of behavioral and mental health support services on campus

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<p>transcript review, initial assessments and individual conversations with students, families and support personnel such as probation officers, therapists and resource teachers.</p> <ul style="list-style-type: none"> ● The staff is in year 2 of PBIS training and is working to implement Tier 1 supports for all students. Due to the high staff turnover the implementation has been delayed a bit but is still moving forward. ● All students have access to universal supports and opportunities such as access to the school counselor’s services, individualized course scheduling and graduation plan, credit recovery or enrichment options, restorative justice, college/career presentations and field trips, progressive discipline policies, parent conferences, academic and attendance awards, substance abuse counseling, and free lunch. ● Some students are supported more intensively by actions such as EL and foster youth progress monitoring by the counselor, Migrant weekly grade checks and tutoring, special education push-in support, small group counseling, and modified daily schedules. ● A few students have highly individualized supports such as probation, education-related mental-health services (ERMHS), workability, transportation support, free school supplies, and one-to-one counseling and mentoring. 	<ul style="list-style-type: none"> ● PBIS training schedule
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<ul style="list-style-type: none"> • The school is working toward systematizing the support structure. For example, a referral process, with clear entry and exit criteria, needs to be developed, along with sustainable ways to document the services students receive. 	
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Students typically start in the full-day program and then transfer into the Independent Study program. Therefore, all students have an orientation to the school’s staff, supports and resources. • The Independent Study teacher meets with students on a weekly basis to evaluate their academic progress. Students who do not demonstrate the ability to work successfully on their own may be returned to the on-campus program. 	IS Master Agreement

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Most of our students arrive at our school needing services at the Tier 2 or Tier 3 levels. The Tier 1 universal supports help create an atmosphere where learning can take place for most students, but many students still need an elevated level of support in order to be successful. • Alt Ed students come to us at risk of not graduating -- they are credit deficient with gaps in their learning and academic skills. Any graduate is 	

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<p>a success and is, at least in part, a demonstration of the success of our multi-tiered system of support.</p> <ul style="list-style-type: none"> • Students who wish to return to the comprehensive high school are supported in that goal, and their return is counted as a “win” as the criteria for going back to the comprehensive high school are rigorous. • Many of our students have significant behavioral health needs. When we are able to connect them to services and help ensure that they actually engage in the support, it is a success. 	
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E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Students on independent study are still supported by the school academic counselor as well as by the IS teacher. Even though they are not on campus during the school day they do have access to the site-based support services. Unless there is a safety concern, IS students also have access to college and career presentations and field trips. 	

Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Because we are a small alternative education 	Field trip permission slips

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<p>program, our co-curricular and extra curricular activities are limited. However in the 2019 - 2020 school year there were two field trips; one to Monterey Peninsula College and the Monterey Bay Aquarium, earned by meeting attendance and academic goals and a walking field trip to San Benito High School for Yo Puedo Latino Male Leadership Conference.</p>	
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E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Unless there is a safety concern, IS students also have access to college and career presentations and field trips. 	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

In summary - the major student needs are to have intervention and smaller size classes, most of our students come to our school due to many issues and many need more help in the classroom to be successful at school. Having smaller class sizes would help the students learn in a more adaptable environment, the teacher would be able to spend more time with each student, assessing their needs and meeting them. The second item is to have an intervention room, because when students come to school in a frame of mind that is not conducive to learning and can disrupt the whole class, it is unfair to the ones who want to learn. It would help the students to have a space to go to to be able to come down from their high, or to be in a place that they can learn for a short time with a one on one teacher. The next important item to address student learning is the curriculum. Based on our student population, we need curriculum that is age appropriate, and grade level that is more in line for our students who may be at a low reading level, or math level. Having the same ELA and Math books as the comprehensive high school is not setting up the students for success. The Social studies books are 14 years old.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

The school culture is personalized for each student. The staff can help the students with their academic success one on one. Each staff member has the ability to share ideas and help the students. We as a school are a community and know the students very well. We all work together to be supportive of each individual student. We come together to celebrate successes for quarterly dinners and awards, we have guest speakers for arts and future careers. We have a positive environment that works together very well and comes together as a support system for our students.

San Andreas High School ACS WASC/CDE 2019 - 20020 Self-Study Report

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

The areas of growth include more classroom support for each student, and more counseling support. Both of these are necessary for our students to be successful in life.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

1. Intervention classes for students (including smaller class sizes) for ELA, math and ELD
2. Behavior prevention and intervention to address suspension rates and time spent away from instruction
3. Curriculum that is more accessible to our student population
4. Consistent on-campus mental health support for students
5. More support for teachers in classroom to support all students
6. More comprehensive program to prepare students for college/career and life after high school

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

All Students

- 23% of students were suspended for at least one day in 2018 - 2019 (state is 3.4%)
- 53.8% of all students are chronically absent, missing 10% or more of school days
- The average attendance rate on any given day is 79%
- The average CAASPP scores for 2018 - 2019 were 152.2 points below standard for ELA and 230.2 points below standard for math
- None of our students (0%) were considered to be college or career ready in 2019
- 80% of our students come from low income homes
- There was a 17% dropout rate in 2018 - 2019
- Half of our students need urgent intervention in reading and math when they arrive at San Andreas

English Learners

- 25% of the student population are English Learners
- 36% of students who were suspended for one or more days in 2018-2019 were ELs
- English learners scored 150 points below standard in ELA and 239.7 points below standard in math on the 2019 CAASPP
- We have a “very low” performance level in EL progress toward English proficiency - only 16% of our ELs are making progress
- No students have been redesignated English proficient in the last two years
- 91% of our ELs scored at levels 2 and 3 (somewhat to moderately developed) on the 2019 ELPAC
- EL enrollment has more than doubled since the 2016 - 2017 school year (11% to 25%)

Based on this data our students need

- More academic support in ELA and math
- Behavioral and mental health support
- Stronger integrated and designated ELD instruction

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

The School Plan for Student Achievement for the 2020 -2021 school year will be completed, approved by the School Site Council and by the Board of Education by June 30, 2020. The SPSA and LCAP are developed at the same time and in collaboration between site administration, stakeholders and COE staff.

As a result of the work done during this self study, the following proposed actions will be documented in the SPSA and equally reflected in the COE LCAP.

- Explore modifications to the instructional schedule to address academic and behavioral intervention needs for all students
- Pursue opportunities to enhance on-campus mental health services
- Create a cohesive plan for college and career readiness that includes academic intervention for ELA and math as well as updated and enhanced work readiness experiences.
- Collaborate with all stakeholder to create a plan to better serve our English Learners.
- Determine a wider variety of disciplinary options and alternatives to suspension.

Appendices:

- A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link**
- B. Results of student questionnaire/interviews**
- C. Results of parent/community questionnaire/interviews**
- D. The most recent California Healthy Kids Survey**
- E. Master schedule**
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>**
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>**
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
- I. California School Dashboard performance indicators**
- J. School accountability report card (SARC)**
- K. CBEDS school information form**
- L. Graduation requirements**
- M. Any pertinent additional data (or have on exhibit during the visit)**
- N. Budgetary information, including school budget**
- O. Glossary of terms unique to the school.**