



Accrediting Commission For Schools

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RECOMMENDATION FOR A TERM OF ACCREDITATION

Name of School Visited Balboa High School
 Address of School 1000 Cavuga Avenue, SAN Francisco 94112
 Name of School District San Francisco Unified School District
 Form Used in Self-Study Focus on Learning Visit seventh
 Date of Visit 7 - 10 March 1999 Accredited Grade Span 9 - 12 Enrollment 1202

The Visiting Committee's **CONFIDENTIAL** recommendation to the Accrediting Commission is:

<input type="checkbox"/>	A Term Of Accreditation For Six Years: A term of <u>six</u> years with a written Progress Report to the School's governing board on the <u>major</u> recommendations or critical areas listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the WASC Office.
<input checked="" type="checkbox"/>	A Term Of Accreditation For Six Years With A Review: A term of <u>six</u> years with a complete Progress Report on <u>major</u> recommendations or critical areas and one day on-site review by a two member committee to be completed not later than the third year of the six year term.
<input type="checkbox"/>	A Term Of Accreditation For Three Years: A term of <u>three</u> years with a full self-study and a full on-site visit during the third year.
<input type="checkbox"/>	A Term Of Accreditation For One Or Two Years: A term of <u>one</u> or <u>two</u> years (circle one or two) with a complete Progress Report and revisit to serve as a "warning" that unless prompt attention is given to the major recommendations accreditation may be denied.
<input type="checkbox"/>	Denial Of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report.

NOTE: The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school principal.

VISITING COMMITTEE MEMBERS

NICOLE RAMOS-BERAN *Nicole Ramos-Beran*

DANIEL ORDAZ *Daniel Ordez*

HARRIET T. Gray *Harriet T. Gray*

Margaret M. Reuland *Margaret M. Reuland* David Moss *David Moss*
 Type print name Signature COMMITTEE CHAIRPERSON

Date 1 April 1999

Documentation Worksheet

Directions: Complete *individually* by placing checks in the boxes below that represent your ratings. Use this information as all Visiting Committee members discuss criteria/findings and come to consensus ratings.

The Committee member finds that the school meets the specific WASC/CDE Criteria Categories as follows:

WASC/CDE Criteria	Highly Effective	Effective	Minimally Effective
Vision, Leadership & Culture			X
Curricular Paths		X	
Powerful Teaching & Learning		X	
Support for Student Personal & Academic Growth		X	
Assessment & Accountability			X

DOCUMENTATION AND JUSTIFICATION STATEMENT

I. Complete sections A through E:

- State the Visiting Committee rating (Highly effective, effective, minimally effective)

highly effective: The results of the self-study and the visit provide evidence of (1) the achievement of a high degree of student learning with respect to the category of criteria and (2) a strong operable school improvement process not requiring external monitoring.

effective: The results of the self-study and the visit provide evidence of (1) the achievement of student learning with respect to the category of criteria; and (2) the need for some minimal outside monitoring to support the school improvement process.

minimally effective: The results of the self-study and the visit provide limited evidence of (1) the achievement of student learning with respect to the category of criteria and (2) the necessity for outside monitoring to support the school's improvement process

- Provide a brief narrative rationale that describes the degree to which the school supports student learning through each category of criteria. (Refer to Chapters IV & V of the Visiting Committee Report)

The Committee finds that the school meets the specific WASC/CDE Criteria Categories as follows:

A. Vision, Leadership, Culture

Visiting Committee Rating: minimally effective

Supporting Area(s) of Strength: # improved culture

Supporting Critical Area(s) for Follow-up: # communication and shared governance

Narrative Rationale: The school community has worked very hard the past three years to define and activate a vision for Balboa High School. Staff turnover has been a detriment to this process, but reconstitution is a major change in the way the school has been run, and it will take time for the new vision to be absorbed by the Balboa stakeholders.

B. Curricular Paths

Visiting Committee Rating: effective

Supporting Area(s) of Strength: # the Academies, School-to-Career Coordinator

Supporting Critical Area(s) for Follow-up: # coordination, staff gathering place, organization charts, newsletters, course description booklets

Narrative Rationale:

Balboa has recognized the need to establish clear curricular paths, and first on the list is the need to strengthen reading, writing, and computational skills. All freshmen take double math and language arts courses, and graduation and college attendance rates have gone up.

C. Powerful Teaching and Learning

Visiting Committee Rating: effective

Supporting Area(s) of Strength: # project-based learning

Supporting Critical Area(s) for Follow-up: # advanced placement and honors courses

Narrative Rationale:

The new teachers at Balboa are well-grounded in project-based learning, and most students are engaged and on-task. There is a high degree of collaboration among staff, but there is clearly a need for more. As the Digital High School is implemented, and as the School-to-Career Coordinator becomes familiar with all that Balboa has, a greater collective sense of powerful teaching and learning should become evident.

D. Support for Personal and Academic Growth

Visiting Committee Rating: effective

Supporting Area(s) of Strength: # teacher on special assignment, the Academies, new

Supporting Critical Area(s) for Follow-up: # assistant principals

Narrative Rationale:

coordination of programs, attendance/tardy policies

Balboa has done a great deal to provide more support for student personal and academic growth. The Balboa Teen Health Center is a model for any urban high school, the Academies allow connecting the disciplines for greater relevance, and the full complement of assistant principals promises support for staff and student alike.

E. Assessment and Accountability

Visiting Committee Rating: effective

Supporting Area(s) of Strength: # staff sees need for professional development

Supporting Critical Area(s) for Follow-up: # need matrix/template for assessment

Narrative Rationale:

Balboa knows it needs professional development on how to use data to design curriculum and improve student learning. The staff also knows it needs to do a better job of matching the ESLR's with the day-to-day curriculum. The action plans address this need, and the staff is poised to take the next steps in reconstituting Balboa.

II. Summarize the Visiting Committee's findings for these accreditation expectations.

- The Committee finds that the school meets the accreditation process expectations as follows:

- 1) The school has the capacity to implement a schoolwide action plan resulting in ongoing improvement.

Narrative: As staff turnover decreases, the Balboa staff clearly has the capacity to implement a schoolwide action plan that will result in ongoing improvement. The initial action plan is too ambitious, but they know that and they have already begun to glean the critical elements from the action plan and create a more doable one, with short term goals and gains tied realistically to long term vision.

- 2) The school has addressed the recommendations of the previous Visiting Committee.

Narrative: Inasmuch as Balboa has been reconstituted, the Committee feels that in many ways the recommendations of the previous visiting committee are either irrelevant or definitely addressed. In fact, reconstitution can be said to be both a direct and indirect outgrowth of the previous committee's observations and suggestions. The previous committee's recommended term of accreditation is testimony.

- 3) The school's self-study was appropriately developed with the involvement of individuals as required by WASC.

Narrative: The self-study was a thorough, candid, and representational document that was well-supported by the evidence, interviews, observations, and careful reading. Parents and students were somewhat under-represented, but, again, reconstitution has made it difficult to include those elements of the Balboa community. However, recent progress has been made, and more efforts are on the horizon. The involvement during the visit was very high and very informative.

III. Provide a brief narrative which summarizes the Visiting Committee's rationale for the recommended term: (If there is an unresolved minority opinion please indicate and explain.)

- term options seriously considered
- reasons for the *term recommended*

In the comments reflect upon the following:

- the schoolwide degree to which students are learning
- the capacity of the school to implement, monitor, and accomplish the action plan

The Committee seriously considered two terms: a 3 and a 6R. The debate was whether or not the Balboa community had the human and financial resources to take the next steps in reconstitution. The committee ended up feeling strongly that the school does in fact have these resources, that the resolve is there, that the leadership is there (especially the principal and focus group leaders), and that the extra time would be a definite asset in their plans to improve learning for Balboa's students. The turnover rate of staff and students has made the reconstitution process problematic, but things are settling down, the vision is clarifying, the community is getting on board, and the culture has improved so radically that the shorter term, we felt, would be more depressing and detrimental. Students are doing better. They are coming to school more often and better prepared. They are being held accountable. They are safer. They are graduating at a higher rate and going on to more education and training. We feel they need the 6R to have a better chance to succeed, to fulfill the promise of reconstitution.