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Matt Alexander	Social Studies, Assessment & Accountability Chair
Aurora Chang	Bilingual Education, Support For Student Growth Chair
John Navarro	Science, Powerful Teaching & Learning Chair
Susan Benz	Bilingual Education, Curricular Paths Chair
George Lee	Visual Arts, Vision, Leadership & Culture Chair
Ken Ferro	Special Education
Gail Donovan PhD.	San Francisco Unified School District
Elaine Koury	Administration

Auxillary Members

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Joey Cheung	Class of '99
Anna Borja	Class of '99

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Conrad Benedicto	Social Studies
Cheng Wu	Mathematics
Roger Hansen	Science
John Bagatelos	Physical Education
Robert Tynes	Visual/Performing Arts
Remy Anselmo	Foreign Language
Darrick Broudy	Social Studies
Kate Roth-Williams	English
Fern Cranshaw	Classified Staff
Sharimar Balisi	Counselor
Jacob Moody	Health Services
Christopher Day	English
Richard Garner	Technical Resource
Jenny Bank	Special Education
Roni Howard	Dean
Elmo Conley	ROTC
Richard Fairchild	Special Education Paraprofessional

FOCUS GROUPS

II. Curricular Paths

Susan Benz	Bilingual Education, Focus Group Chair
Lisa Morehouse	English
Diana Caliz	English
Pablo Rodriguez	Social Studies
Jack Pytel	Social Studies
Brian Tucker	Mathematics
Stan DeBella	Science Department
Larry Gray	Physical Education
Joan Bank-	Business/Vocation
Mary Ellen Churchill	Visual/Performing Arts
Rachele Cusigch	Foreign Language
Ruth Loret De Mola	Classified Staff
Ken Ferro	Special Education/Counselor
Michael Cordero	Special Education
Maria Ola Marquicias	Special Education
Javier Gutierrez	Bilingual Education
Doug Stinson	Food Services
Gloria Galindo	Assistant Principal
Margie Clark	Special Education Paraprofessional
Bao Dang	Special Education Paraprofessional
Pablo DeLeon	Special Education Paraprofessional

FOCUS GROUPS

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Rex DeGuia	English
Nancy Kwak	Social Studies
David Binkowski	Mathematics
Kevin, Mullaney	Science
Victor Hakopian	Physical Education
Jeff Reynolds	Business/Career-Vocational
Jeffry Larson	Visual/Performing Arts
Luciano Hernandez	Foreign Language
Jason Reisinger	English
Will Streeter	English
Louisa Flores	Classified Staff
Kate Bamberg	ESL/Bilingual
Jim Feliciano	Special Education
Richard Gamer	Special Education
Michael Gemmet	TSA EDY Programs and Services
Gerry Paratore	ROTC
Janet Dean	Special Education Paraprofessional

FOCUS GROUPS

IV. Support for Student Personal and Academic Growth

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Stephen Brady	English
Alison Dills	Social Studies
Terry McBride	Mathematics
Val Cubales	Physical Education
David Duncan	Business/Career-Vocational
Edward Rodriguez	Visual/Performing Arts
Kate Goka	Foreign Language
Michael Pipkin	English
Cindy Wicker	Mathematics
Stephanie Starling	Classified Staff
Dave Costanza	ESL/Bilingual
Kathy Hamilton	Health Education
Roberto Rodriguez	Counselor
Marrietosh Cunanan	Special Education
Frank Gates	Special Education Paraprofessional
Ed Center	Peer Resource Counselor

FOCUS GROUPS

V. Assessment and Accountability

Matt Alexander	Social Studies, Focus Group Chair
John Quinn	English
Shane Safir	Social Studies
Emmanuel Medina	Mathematics
Diana Theriault	Science
Rocio Ramirez	Physical Education
Linda Spriggs	Business/Career-Vocational
Kristen Pfeifer	Visual/Performing Arts
Roberto Verdeses	Foreign Language
Raul Amador	Mathematics
Catherine Leonida	Mathematics
Nancy Devlin	Classified Staff
Tanya Hart	Counselor
Ken Gonzalez	ESL/Bilingual
Grace Mattioli	Librarian
Bonnie O'Hale	Special Education
Melinda Martinez	Special Education
Gilbert Chung	Assistant Principal
Susana Salinas	Mathematics Paraprofessional
Linda Jean Archambault	Special Education Paraprofessional

STUDENT/ COMMUNITY PROFILE COMMITTEE

Eduardo Rodriguez	English, Committee Chair
Jim Feliciano	Special Education
Kevin Mullaney	Science
Diana Caliz	English
Maureen McCarthy	Teen Health Center
Richard Gamer	Special Education
Gail Donovan	District Representative
David Duncan	Leadership Liaison
Barbara Barsetti	Balboa Alumni Association

Auxillary Members

Kate Aranguren	Class of 2000
Lydia Patricio	Parent

PREFACE

Preface

Balboa High School began its WASC self-study process in February 1998, when the Self-Study Coordinator and the Leadership Team were recruited by the principal. In its first meetings, the Leadership Team worked on refining the school's vision statement and developing its Expected Schoolwide Learning Results. Beginning then and continuing through January 1999, the school followed the model self-study process closely: Discipline groups met in early fall 1998 to gather and analyze evidence; focus groups then met to write self-study findings and propose elements of the action plan using the discipline groups' conclusions; and finally the Leadership Team drafted the action plan from the focus groups' recommendations. This school year, WASC discussion groups met for 10 hours during the staff days before school opened, 1 hour 15 minutes each on 17 Wednesdays mornings, 6 half days and 2 whole staff development days. In addition, the Leadership Team has met every Tuesday after school. The final WASC report was reviewed and edited by the faculty and the Leadership Team in early 1999.

Throughout the WASC process, the Leadership Team worked to ensure that all views were respected and that all staff members were fully included. In nearly all cases, discipline group chairs and focus group chairs were able to help their group members reach consensus around important issues. Clear themes emerged from all of the focus groups, and these themes form the core of Balboa's self-study findings and action plan. The Leadership Team believes that the self-study findings and the action plan represent as accurately as possible the true voice of the Balboa community.

It will be clear upon reading the self-study report that the Balboa community believes that the school needs to undergo significant change over the next several years. Balboa's action plan does not endorse the status quo; it is an ambitious blueprint for improvement. Throughout the WASC process, many members of the Balboa community, including the Leadership Team, have supported the proposed changes, while also looking forward to implementing shared leadership at the school (e.g., keeping the WASC committee structure in place, among other steps) in order to ensure that the needed changes indeed take place.

The Leadership Team believes that Balboa's staff is more than sufficiently dedicated, hard-working, and talented to carry out the action plan outlined in this document. With adequate support and with collective leadership that empowers students, parents, and teachers, the school should be able to implement the essential changes necessary to ensure a consistent focus on learning for Balboa students.

Chapter I: Student / Community Profile

Introduction

Founded in 1928, Balboa High School has long been an integral part of its community. As the center for secondary education, it has enjoyed a rich history and tradition while attempting to meet the academic and social needs of a changing and diverse student body. Although reconstitution marks a new chapter in the school's history, many of the challenges facing the staff reflect ongoing community conditions which make Balboa unique in its mission within the San Francisco Unified School District.

Balboa's unique character is reflected as much in its diverse student body and working class neighborhoods as it is in its energetic faculty and ambitious academic program. It is a school that inherits its greatest challenges by right of location. Situated in the southeast sector of the city, the surrounding area is considered inner city, and the high performance goals which Balboa teachers set for students are counterpoised each day with an increasingly strong set of demographic challenges. Unemployment and low income levels afflict many of the families in the school and students are often preoccupied with serious health or safety concerns as well. Twenty-five percent of the present student body — 300-plus students — live in settings where no parent is present. Records in the school's Teen Health Center indicate that these students live in group or foster homes, with distant relatives, or on their own.

The transience of many Balboa families has a strong impact on the life of the school as well. Recent students represent many of the new immigrant groups in the area, and their

families are not only strangers to the educational system but caught up in dire struggles to survive and adapt in a strange land. Far too many students are at Balboa for only a brief period of time, and Balboa's enrollment figures reflect an inordinate number of student "adds and drops" (e.g., this year, to 2/9/99, there have been 518 drops and 511 adds) that mirror the fluctuations in the surrounding neighborhoods. The transience makes community-building efforts difficult and challenges the school to ensure that Balboa students experience a consistent and nurturing school environment where relationships can flourish and deepen over time.

Balboa reflects the challenges that characterize its feeder schools as well. In the present ninth grade, for example, students have significant reading deficits, and a majority of freshmen lack the prerequisite academic skills for a standard high school curriculum. Students not only enter the school with little information about the requirements for achieving successful academic standing, but, many of them also believe that a diploma can be obtained with minimum effort. For some, socializing is the motivation to attend school and graduation is regarded as an unclear end. Homework, class participation, and regular school attendance suffer and the staff must address these three areas of student responsibility to ensure coherence in the academic program.

The profile that emerges from the various sources tapped for the WASC Self-Study — teacher observations, records in the Teen Health Center, statistical data in District

publications, and surveys — is consistent, telling, and challenging. In many and varied ways, Balboa is, indeed, a “school on the move.”

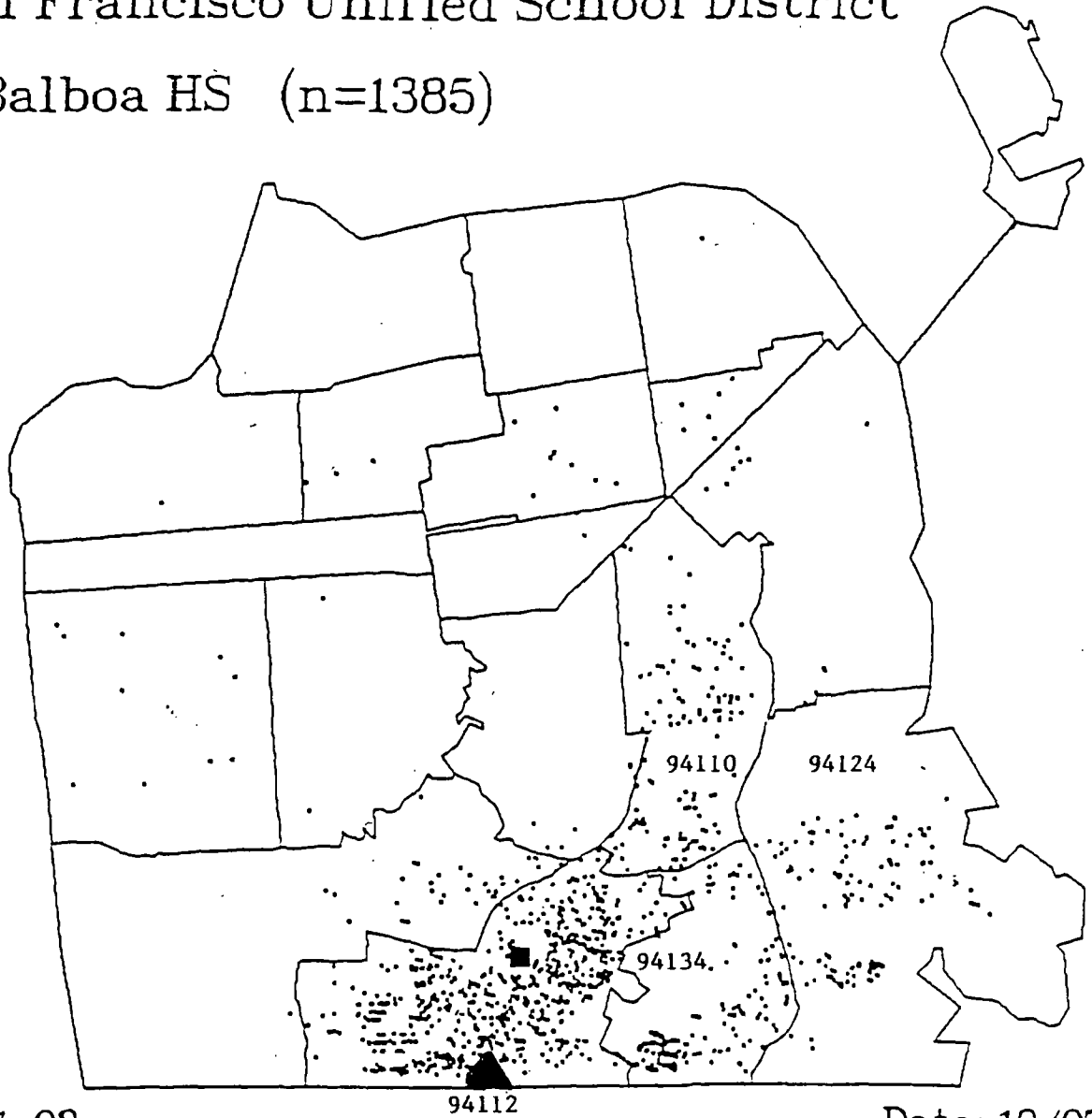
Demographics of the School Community

Physical Parameters of the Community. The physical parameters of the Balboa community are qualified and described statistically by zip code, neighborhood, and city sector. The information is often used to identify and describe Balboa’s most pressing characteristics when the faculty and administration are developing school policy and devising approaches for effective teaching.

The Balboa community is primarily comprised of four census zip codes: 94112, 94110, 94124 and 94134, (see Pin Map on the next page) that represent several interrelated neighborhoods: Bayview/Hunter’s Point, the Mission, Visitacion Valley, and Ingleside/Excelsior. The 1998 population of these confines is 208,895. The area is characterized by a mixture of established and residential development, low income housing, and a large industrial area in the Bayview District. Balboa High School is located in the 94112 zip code area known as the Excelsior neighborhood. A well-established area, it is easily accessible by bus and Bay Area Rapid Transit (BART). Poor bus service from the Visitacion Valley and Bayview/Hunter’s Point neighborhoods (94134), however, has historically contributed to first-period tardiness at the school. Approximately 50% of Balboa students commute via local bus.

San Francisco Unified School District

■ ← Balboa HS (n=1385)



1997-98

94112

Data: 10/97

NEIGHBORHOODS

ZIP CODE

Excelsior

94112

Ingleside

94112

Mission

94110

Bayview/Hunters Point

94124

Visitacion Valley

94134

A multicultural population can be found in each of the school's neighborhoods for the area has been in transition since World War II as different ethnic groups moved in and out. The 1990 census indicated that remnants of early European immigrants mix with families and individuals claiming their origins in over 32 countries, and the school's recent Student Survey (May, 1998) indicates that approximately 60% of Balboa student families speak a language other than English in the home, and 20% of the students have been in this country for less than four years.

Statistics from the 1998 Zip Code Source Book extend data from the last census, indicating that population shifts are continuing in the neighborhoods around Balboa. Since 1990, there has been a reduction of whites (-14%) and African Americans (-10%), and an increase in Asian-Pacific Islanders (+49%) and Latinos (+12%). The overall population in this area has increased 6% in the same ten-year period.

Housing and Neighborhood Characteristics. In a metropolitan area where the cost of living is very high, newly-arrived families strive to survive economically; and they move frequently as they seek affordable and appropriate housing. Young people are forced to change schools frequently in this process, or they move to live with extended families elsewhere. Transferring among schools and school districts is a disruptive reality to their lives. This limits student's identification and involvement with Balboa as part of their community and their investment in the academic program. As transfers struggle to make-

up credits in classes that may enroll as many as 35-40 students, teachers struggle to meet their needs.

Some students live in crowded conditions due to housing economics and family size. Here, too, the student survey is helpful. Responses indicate that approximately 44% of the students live in homes with more than four people. This may affect their homework routines. Twenty-eight percent do their homework in locations other than the home; 57% have no regular place for doing homework, and 9% acknowledge that they do no homework.

There has been little recent physical improvement in the southeast corner of the city. However, a new youth center recently opened in the Excelsior area, and there is hope that a new planned professional football stadium may provide an economic boost to Bayview inhabitants. Nonetheless, the aging residential neighborhoods where many students live, composed of working class and low to middle income households, evidence a need for support programs and jobs. The table below displays some critical defining census demographic characteristics of the zip code areas from which Balboa draws a vast majority of its students.

BALBOA NEIGHBORHOOD STATS
by Southeast Area Zip Codes

Demographic Category	94112 Excelsior/ Ingleside	94124 Bayview	94134 Visitacion	94110 Mission	Total/ Average
Population	64,318	27,105	34,603	71,118	197,144
Households - Total	19,430	8,372	10,087	24,472	62,361
Households - Single Parent	22%	32%	27%	8%	22%
Households - With no Wage or Salary	27%	52%	37%	24%	335%
Households - On Public Assistance	11%	26%	19%	13%	17%
Persons - Born Outside the U.S.	45%	20%	41%	44%	38%
Persons - Below Federal Poverty Line	13%	26%	15%	18%	18%

U.S. Census 1990

% Balboa Students Per Zip Code	43%	19%	24%	10%	
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Family Status Indicators. The number of households without wages and the number that are on public assistance certainly influence the levels of stress and instability that are experienced within the school. Twenty-nine percent of the students living in the southeast corner of the city and 37% of Balboa students meet the criteria for the free lunch program, and their families often need their help with childcare and other financial responsibilities. Students acknowledged in their survey for this profile that 29% acknowledged that they had jobs after school, and 20% were working more than eight hours a week.

Teacher observations note that a substantial number of students arrive at school hungry, having missed their first meal, even though breakfast is offered at the school cafeteria. A morning with little or no nutrition accounts for some distracted, tired, and unfocused

students. Also, some students on occasion miss their free lunch or skip lunch for economic reasons. The Student Survey indicates that approximately 61% of students eat fewer than two meals a day, 48% of day meals are at fast food outlets, and 24% noted that they eat only one daily meal at home. In these cases, poor nutrition may hinder academic performance.

Poverty also contributes to the non-correction of vision problems. Teachers have observed that some students have weak, uncorrected eyesight and cannot see the board from any appreciable distance. Many students do not admit to the problem because they may be embarrassed that they cannot see well or that the family cannot afford glasses. The fact that poor vision problem goes uncorrected may hamper the students academic improvement.

Health Issues

The Balboa community, similar to most areas with a low social economic status (SES), experiences an abnormal number of health problems. A barometer for health issues in the community is the Balboa Teen Health Center (BTHC) on campus. This comprehensive health care facility focuses on the health and well-being of students. Visits to the BTHC are compiled statistically to keep an on-going assessment of student needs and health issues. The table below lists BTHC visits to the three main groups of service providers for the last three years:

BALBOA TEEN HEALTH CENTER
Patient Visits

School Year	Medical	Mental Health	Health Education
1997-98	5,012	2,957	810
1996-97	4,932	2,631	912
1995-96	4,758	2,250	896

Balboa Teen Health Center Psychosocial Cart Review 8/95-7/97

The BTHC reports the three top reasons for medical visits over the past three years have been asthma, acute illness (including respiratory infections, gastritis, bronchitis, soft tissue injuries, ear infections, headaches), and family planning (including reproductive health care, birth control, sexually transmitted disease screening and treatment, counseling regarding pregnancy). The staff added the biggest issues facing students are lack of consistent primary care with a primary care provider and depression, which accounts for a large number of referrals to the BTHC's mental health staff.

The Community Health Profile by the Bayview/Hunter's Point Health and Environmental Assessment Project (July 1997-Draft) further illustrates the impact of health problems on Balboa students. This study has compiled health data in the Bayview/Hunter's Point (BVHP) areas and compares that data to regional and national figures. Among the findings are:

- 1) The BVHP has among the highest hospitalization rates in all age groups, not only in San Francisco, but also the state, for asthma, hypertension, congestive heart failure and diabetes;
- 2) The BVHP has the highest rates for invasive breast cancer mortality in San Francisco;

- 3) The lifetime risk of dying from a homicide for a BVHP African American male is higher than 1 in 20;
- 4) The BVHP has the highest concentration of air polluting industries in San Francisco.

Health problems account for a significant number of one-day and extended excused absences at Balboa. Student Survey respondents stated that 34% of absences were for doctor/dentist visits.

Personal Safety Factors

Personal safety is another significant risk factor for many of the Balboa students, requiring that staff be constantly vigilant. In the Spring of 1998, the administration conducted the first Safety Survey designed to assess student and teacher perspectives. Responses on the survey indicated that students were more preoccupied with safety issues than teachers, and that internal school security and classroom safety were a primary concern of the students. The following fall, even tighter security measures were instituted.

The school's track record with respect to safety has been unstable in the past, and resulted in a closed-campus policy in 1992. At that time, a fence was installed around the campus in an effort to lessen harmful outside influences, including drugs, weapons, fighting, and gang activity. Today these influences penetrate the campus from time to time, and the number of incidents has decreased significantly since the school was reconstituted prior to the 1996-1997 school year. In the past year, street shootings, murders, beatings and

other instances of malfeasance have occurred beyond the school's fence, occasionally impacting school events and affecting the collective sense of security among students and adults. Last October, a school dance was postponed at the request of police because of incidents in areas close to the school. However, prior to reconstitution all dances were banned for safety reasons. Now we conduct roughly a dance a month with no major incidents.

Relative to other sections of the city, the southeast sector of San Francisco has for some time been designated a "high crime" area by the San Francisco Police Department.

Current year-to-date statistics compiled by the SFPD for major crimes show the rationale for such a designation. In fact, the crime rate for the police districts of Ingleside/Bayview and Mission, where a large proportion of Balboa students live, are particularly demonstrative.

MAJOR CRIMES AGAINST PERSONS AND PROPERTY			
Crimes	All Police Districts San Francisco	Ingleside / Mission / Bayview	%
Rape	197	60	31%
Robbery	2,966	1,026	35%
Aggravated Assault	2,276	933	41%
Burglary	5,204	1,748	34%
Motor Vehicle Theft	5,403	2,078	39%
TOTAL	16,092	5,864	36%

San Francisco Police Preliminary Crime Report, 9/89

The figures in the chart above are especially revealing when compared with current population levels. Crimes per thousand for all police districts registers 20.2, while that for

the Balboa neighborhoods is running at 28.1. Thus, the effects of crime are more visible to Balboa students, and certainly influence their sense of security. Students who are affected mentally or physically by violence frequently miss school and may be distracted in the classroom or seek affiliation with a gang for protection. The question of personal safety has an impact on many of Balboa's students as it influences their emotional and/or physical availability for the school's program.

Profile of Balboa's Students

Feeder Schools. Balboa welcomes the majority of incoming freshmen from four middle schools: James Denman Middle School and Luther Burbank Middle School in the Excelsior neighborhood; Aptos Middle School in the Ingleside; and Visitacion Valley Middle School in Visitacion Valley. Many of the students coming from these schools arrive with special needs in the academic, social-emotional, and economic realm.

BALBOA FEEDER SCHOOL STATISTICS						
CBED / Other Data	Visitacion Valley	James Denman	Aptos	Luther Burbank	Average	Balboa H.S.
Enrollment	466	758	570	758	638	1,385
LEP/NEP %	34.3	31.7	28.4	31.7	31.5	34.6
SpEd %	16.5	11.6	13.9	11.6	13.4	11.8
EDY %	59.9	61.5	52.3	61.5	58.8	66.6
Free Lunch %	49.6	35.4	36.0	35.4	39.1	27.6
AFDC %	17.6	15.4	11.6	19.8	16.1	11.9
Unex Absence %	2.4	5.8	1.3	5.8	3.8	13.4
Drop Out %	5.7	2.2	N/A	2.2	3.4	5.7

California Public School Profiles 1997-1998
San Francisco Department of Health

Student Characteristics: Balboa has a very diverse student body in terms of ethnicity.

Filipinos are the largest group (28.2%), followed by Latinos (26.9%), and African Americans (19.9). Asian groups are the fastest growing, especially the Chinese and Pacific Islander populations. The need for language instruction and ESL classes expands each year.

BALBOA HIGH SCHOOL POPULATION Summary Breakdown														
Grade	Male	Female	Total	AA	Chi	Filo	Japa	Kor	Lat	Nam	ON	OW	Total	%
9	154	130	284	72	26	60	1	0	72	4	31	18	284	23.3
10	182	121	303	66	14	81	1	1	84	5	27	24	303	24.8
11	238	186	424	81	36	122	2	1	117	2	39	24	424	34.7
12	103	107	210	24	21	81	1	0	55	0	16	12	210	17.2
TTL	677	544	1221	243	97	344	5	2	328	11	113	78	1221	
%	55.4	44.6		19.9	7.9	28.2	0.4	0.2	26.9	0.9	9.3	6.4		

SFUSD Data Services 10/7/98

Special Needs Students. Students with special needs extend across all grade levels, and are enrolled in one of three programs — the Special Day Class (SDC), the Resource Specialist Program (RSP), or the Designated Instruction Service (DIS). Students are placed by the District in these classes according to their Individual Education Plans (IEP); and their progress is monitored. The 155 students enrolled in these programs, as shown below, represent 11.8% of the student body:

BALBOA SPECIAL EDUCATION STUDENTS				
Grade	SDC	RSP	DIS	Total
9	20	15	3	38
10	16	22	0	38
11	25	26	2	53
12	17	9	0	26
Total	78	72	5	155

Balboa H.S. Department of Special Education 11/98

Balboa offers a wide range of Special Day Classes, providing more support than most other District high schools. The range of services is designed to meet the needs of young people who have been designated as learning handicapped, severely impaired, severely language disabled, or severely emotionally disturbed.

SPECIAL DAY CLASS STUDENTS		
Description	Number	%
Learning Handicapped (LH)	43	55.1
Severely Impaired (SI)	17	21.8
Communication Impairs (CI)	10	12.8
Severely Emotionally Disturbed (SED)	8	10.3
Total	78	

Balboa H.S. Department of Special Education 11/98

The 1997-98 Coordinated Compliance review notification of findings (March, 1998) noted that Balboa is "exemplary in its efforts to provide inclusion services, mainstreaming, and extracurricular activities for individuals with exceptional needs

and for the administrative staff being directly involved in student progress and services

(p. 20).” On the other hand, the report also indicated that Balboa;

- 1) Lacked “optimum coordination between general and special education at some site levels” (p. 24);
- 2) Lacked “professional and proper interaction between teachers and paras” (p. 24);
- 3) Did not provide “specific supplementary instructional and auxiliary services for special need students” (p. 8).

These issues of noncompliance are included in the 1998-1999 goals of the school’s

Special Education Department and are being addressed this year.

Language Backgrounds. LEP/NEP Students comprise approximately 34% of the school population, and the high level of incoming immigrants challenges the school to provide an individualized curriculum and adequate teacher support.

BALBOA LEP/NEP STUDENT TOTALS												
	Male	Female	AA	Chin	Filo	Japa	Kor	Lat	N.Am	ON	OW	Total
Students	165	115	0	41	98	0	0	122	1	14	4	280
%	58.9	41.1		14.6	35.0			43.6	0.4	5.0	1.5	

The school provides language classes in Filipino, Spanish and Chinese, and transition into the general English program at the school is a well-coordinated effort. All LEP/NEP students have access to A-F requirements in sheltered or primary language classes; paraprofessionals support students in the classrooms; and a special college preparatory class helps to focus such students on post-secondary opportunities. Many of these students have not taken CTBS or STAR tests because a District policy exempts students from testing if they have not been in the country for at least thirty months. However, new

students' language ability is tested upon entry using the Language Assessment Scales (LAS) test.

Overall responsibility for determining how to best serve all English Language Learners (ELL) is the function of Balboa's Bilingual Advisory Committee, an entity mandated by the state. This group advises the School Site Council in order to ensure support for this student population through staff development and special program funding and hosts a number of parent nights yearly.

EDY Students. The number of students designated as Educationally Disadvantaged Youth (EDY) has remained stable at Balboa for many years. Balboa has focused on reducing the number of EDY students through specialized analysis and instruction. The state designates students as EDY if their scores on the CTBS/STAR tests fall in the 40th percentile or below, and the scores of approximately 66% of current students do so.

Forty percent (40%) of these students fall below the 25th percentile.

BALBOA EDY TOTALS			
	1996	1997	1998
%	67.1	65.8	66.6

Balboa has implemented a number of programs to meet the needs of these students and strengthen their academic standing:

- EDY Services: A teacher on special assignment coordinates the data collection, student advising, tutoring, classroom placements, communication with parents, and manages the homework clinic (see below).
- SOAR: This program comprises at-risk students organized as a core cluster to ensure that they can share the same three teachers in social studies, English, and music production. The SOAR curricula are integrated and targeted at organizational and life skills and building self esteem. A new database has been established to determine the level of students performance as result of this program.
- Student Assistance Program (SAP): This District-mandated program is structured to assess the specific academic and socio-emotional needs of at-risk students and determine what support steps the community should take to address those needs. As teachers refer to the Counseling Department names of students deemed to require supplemental support, a formal process ensues to collect schoolwide data on the student around teacher and counselor judgments, and standardized criteria, to form a written referral to the SAP Committee. Meeting weekly, this committee is chaired by the Assistant Principal for Personnel Services and includes representative members of the credentialed and administrative staff, and a representative of the Balboa Teen Health Center. For each referral, the committee designs an individual program for the student utilizing the resources available at the school and in the community. Each case is monitored by a designated committee member and revisited every meeting after the initiation of support measures.

- Academic Literacy and Numeracy Classes: These special classes weave basic skill development instruction into the ninth and tenth grade curriculum, emphasizing writing, composition skills, and math skills for those students who show these needs.
- PACT Tutoring: Recently instituted with the independent Plan of Action for Changing Times agency, this program offers one-on-one professional counseling to at-risk students in the areas of basic skill reinforcement and training, study skills, time management, and academic planning. Working through the EDY Resource Teacher at the school, the on-site Tutorial Coordinator targets a core group of ninth graders who have low middle school records and have tested poorly on the CTBS tests. On a regular, scheduled basis, the students are pulled for one class of their regular schedule per week for consultation. The tutorial utilized the academic work from the student's present class, as well as supplemental program materials.
- Mentor Services: This program seeks to match staff members on a voluntary basis with ninth graders who have failed two or more eighth grade classes. The goal is to provide individual guidance and academic support from qualified, known mentors. A teacher has volunteered to staff the position of Program Coordinator in this new program.
- Homework Clinic: Under the voluntary direction of the EDY teacher on special assignment, this clinic is an outreach effort to offer students a quiet, safe refuge for completing homework assignments with tutorial support. Recently instituted, the clinic is open to all students, with a special appeal to those at-risk, and plans to meet daily for one hour after school in the Library.

In addition to the above, the school has enjoyed increased support from the District's Division of Curriculum Improvement and Professional Development (CIPD) in the current academic year. Subject-matter specialists are helping Balboa teachers to develop more refined strategies to meet student needs, especially the needs of those most at risk for academic failure. Ongoing strategies to meet the needs of EDY students is the main function of the School Advisory Committee (SAC) which meets regularly and advises Balboa's School Site Council.

When the total number of LEP/NEP, EDY, and Special Education students is considered, approximately 90% of Balboa's student body may have special needs, thereby increasing our challenges with regard to low academic performance, dropouts, and suspensions.

Attendance

Attendance is an ongoing problem that has a negative impact on the school's culture and the academic performance of students. While an inconsistent pattern, the average daily attendance (ADA) at Balboa has ranked low in comparison to other high schools in the District. In recent years, the staff has intensified the focus on student attendance, identifying the area as one of the school's priorities for the last two academic years (1997-1999). Staff makes home phone calls to reach out to students' families. Accountability for student attendance is seen as a shared responsibility between student, family, faculty, and administration.

ATTENDANCE RELATED FACTORS			
	1996	1997	1998
ADA %	89.9	89.9	86.6
Excused Absence %	2.0	2.1	3.5
Unexcused Absence %	10.2	13.4	11.2

In an attempt to improve on these figures, the administration has published an attendance policy in the Balboa Student Handbook and the school has implemented an attendance/tardy program that is designed to decrease the number of tardy students each day. To date the program has cut down on the number of daily tardies from 25% to approximately 10% in just two weeks. An afternoon attendance improvement program works in conjunction with the new attendance program, where any student that is over 45 minutes late, reports for 45 minutes to the "Attendance Improvement Program" after school. In addition, any students that is less than 45 minutes late is given a tardy pass, sent to class, and the attendance clerk calls home. A data base is kept to track repeat tardies. A program designed specifically for students who are not succeeding in school due to poor attendance has also been initiated this semester. The stakeholders include students, parents, and school personnel. The first step is a letter sent home advising parents that they must accompany their child back to school and meet with the Deans. At the meeting, the student, parent, and school personnel sign a behavioral contract with all participants having specific responsibility. Students who continue to be truant are reported to the District' Student Attendance Review Board (SARB) for legal follow-up with the parents or guardians. The Attendance Improvement Program has brought

students and parents together with school staff and to date the program has had positive effects, both with better attendance for the students and a cooperative relationship between home and school.

Dropouts: Dropouts are all students leaving Balboa without going through the proper exit process. These students, with whom the school has lost contact, fall under the Transitional Status Code LT to designate an unknown reason for leaving. Most of the yearly dropouts occur at the beginning of the school year as previously enrolled students opt for a change within the District to non-public schools, without notice to Balboa or the District. This is further compounded by a significant number of students who move out of the area during the school year without notice. What results is a less than meaningful statistic in terms of students who have supposedly quit school. Nonetheless, programs at Balboa, as explained below, try to reduce the number of students who choose to drop-out.

BALBOA DROP-OUT TOTALS			
	1996	1997	1998
%	1.9	1.2	5.7

Suspensions: Suspensions reflected a significant jump in 1997-98, due in part to raised expectations of student behavior. However, the number of suspensions have decreased this year from the same period last year: 14 suspensions per month in 1997-98; 8 suspensions per month for the first three months in 1998-99.

BALBOA SUSPENSION TOTALS			
	1996	1997	1998
%	119	76	157

Mindful of the need for continued improvement in this area, administration has initiated several support programs as a safety-net. Participation in one of the following programs can provide an alternative to suspension, if the time and work requirements are completed in full:

- Community Service Program: This program is supervised by the Dean's Office, and is offered as an alternative to suspension for behavioral infractions and defacement of school property. Task requirements relate to the severity, or degree of the infraction, and can include such jobs as painting over graffiti.
- IMPACT: This community program is sponsored by the San Francisco Police Department for youth who have committed a minor criminal offense. The program requires 100 hours of community service under the direction of the police and other resource people in the community. Participation in the program is prescribed in lieu of suspension or incarceration.

Balboa Enrollment				
Fall '90	Fall '97	Fall '98	11/15/98	1/25/99
1482	1561	1385	1221	1202

School Enrollment. The school enrollment has had a downward trend in the last three years. Although no official explanation exists for the decrease, remarks from discerning parents indicate that the political aura around “reconstitution” may have made parents wary. Given the choice, parents have chosen other schools. When this factor is added to the normal amount of shifting within the District, the continuing enrollment decrease may become somewhat understandable, but the phenomenon merits further investigation.

Student Performance

Balboa High School has a long history of scoring at or near the bottom of the District rankings on standardized tests, and this trend has continued since reconstitution. The CTBS-Star, SAT/ACT, and Proficiency Tests are given annually to assess skill levels and learning aptitudes. Recent scores follow:

CTBS SCORES BY ETHNICITY				
		NCE 1996	NCE 1997	NCE 1998
Cumulative	Read	39.4	41.8	38.8
	Math	42.7	43.1	38.6
Ethnicity				
AA	Read	37.1	34.5	32.0
	Math	35.7	31.5	27.8
Chin	Read	39.4	44.5	41.6
	Math	56.3	56.0	47.8
Filo	Read	43.9	46.7	42.7
	Math	45.4	49.5	42.6
Japa	Read	N/A	43.5	39.5
	Math	N/A	53.0	46.0
Kor	Read	N/A	52.5	54.5
	Math	N/A	48.0	29.0
Lat	Read	36.3	37.7	36.1
	Math	36.3	36.2	34.6
NAmer	Read	50.0	35.0	48.0
	Math	N/A	65.0	71.0
ON	Read	37.7	44.8	40.8
	Math	40.0	49.2	43.8
OW	Read	46.1	46.6	41.3
	Math	43.4	42.6	41.4

CTBS SCORES BY GRADE				
		NCE 1996	NCE 1997	NCE 1998
Cumulative	Read	39.4	41.8	38.8
	Math	42.7	43.1	38.6
9th Grade	Read	38.8	42.3	40.0
	Math	43.3	41.5	40.0
10th Grade	Read	43.7	40.4	41.1
	Math	42.8	43.5	39.9
11th Grade	Read	35.5	42.8	34.8
	Math	41.0	44.2	35.6

Test outcomes in the past three years for African American and Latino students have continued to be low, and the faculty is concerned that the test scores of these students continue to decline as they move through the school. Literacy remains the primary challenge of the school.

As the successor to the CTBS in the State of California, the STAR test was administered at Balboa in the Spring of 1998. The results of this test mirrored previous CTBS rankings, and Balboa's average percentile rankings in the six discipline areas assessed on the STAR were below the District's high school averages in all ethnic, grade and curricular categories. Over six disciplines, 88% of Balboa test-takers averaged scores below the fiftieth percentile.

SAT scores evidence a similar pattern, with little upward movement in recent years.

Although the numbers of students taking the PSAT and SAT have increased, the numbers are still low at Balboa: 71 in 1996, 91 in 1997, and 96 in 1998.

BALBOA SAT MEAN SCORES									
VERBAL					MATH				
1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
356	359	404	362	352	388	401	416	406	392

In an attempt to improve basic skills, better prepare students for testing, and improve the number of test takers, a few measures have been implemented to help increase student

awareness of test-taking strategies. In particular, fee-waivers at the school help increase participation. As described in Recommendation 7 above, this process is aided by the services of independent tutoring agencies on campus, such as PACT, AACE, and LULAC. Improving the numbers taking the PSAT/SAT was part of a staff development effort which began last year.

In addition, the Mathematical, Engineering, Science Achievement program (MESA) supports a math after-school class which meets two times per week, and will be a regular class starting in 1999-2000. A Balboa teacher conducts the class, which focuses on math skill building to improve SAT scores. Also, a limited teacher enacted class encourages teachers of seniors to motivate students to take the examinations and improve their test-taking skills. This two hour, independent evening SAT class is taught by a volunteer teacher who focuses on the required content and test-taking skills. A twenty dollar fee is charged to each student for the nine-week class to ensure student attendance with fines charged for absences. All fees are returned for perfect attendance. The class has been restricted to twenty students to maximize the effectiveness of the teaching. The class has very consistent attendance.

Graduation. The number of students graduating from Balboa has shown an upswing since reconstitution of the school three years ago, and reflects the efforts of staff and faculty in encouraging students to meet the requirements for graduation. The recent WASC Student Survey indicates that approximately 82% of students feel that their most

important goal is high school graduation or college attendance.

BALBOA GRADUATION RATE			
	1996	1997	1998
# students	193	212	292

Balboa Graduation Records

Figures for the school's Grade Point Average are only available for the 1997-98 school year; the school's average is 2.23. Here again, the recent Student Survey provides insight on how some students regard this aspect of school: 16% of participating students noted that grades were only important for graduation.

BALBOA MEAN GPA LEVELS By Ethnicity, 1998									
AA	Chin	Filo	Japa	Kor	Lat	Nam	ON	OW	Avg
1.86	2.87	2.37	1.91	2.74	2.18	1.23	1.99	2.44	2.23

Gifted Academically Talented Education (GATE) students are identified at the elementary level by a standardized test. At the high school level, these designated students are entitled to supplementary or enrichment programs. Presently Balboa has a designated faculty GATE representative and 32 noted GATE students, reflective of the ethnic diversity of the school. These students are dispersed throughout the school at each grade level, with a few in AP and Honors classes. However, the process for addressing the needs of GATE students in a comprehensive program has not been implemented since

reconstitution. The number of GATE students at Balboa has increased over the last four years. The CTBS scores have kept pace in math, but trended downward in reading.

GATE STUDENTS AT BALBOA			
1995-96	1996-97	1997-98	1998-99*
34	16	20	32

GATE STUDENTS/CTBS SCORES				
	1994-95	1995-96	1996-97	1997-98
Reading	67.2	64.5	60.6	50
Math	67.9	63.1	64.1	67.9

Advanced Placement and Honors Instruction. The school is conducting the following Advanced Placement (AP) classes at present: one Calculus class of 25 seniors, one European Literature class for 18 students, and a Spanish class for 5 students. AP classes are offered to all junior class members on an open, unqualified basis; the number of students taking AP tests has increased since the school's reconstitution.

ADVANCED PLACEMENT TEST TAKERS			
1995	1996	1997	1998
6	18	16	30

Honors-level instruction is offered to qualified and also interested students on a volunteer basis and by teacher encouragement. The school presently offers honors classes in

European Literature, American Literature, World Literature, U.S. History, Chemistry and Calculus.

Surveys for the Self-Study Process

Three separate surveys were conducted in the school community. Separate instruments were designed to tap the perspectives of students, parents, and teachers. The survey information was added to teacher observations and the information from other community studies to establish a rich database for the WASC Self-Study. Copies of the surveys and the raw data are included, under separate cover, in the school's submission of evidence for the WASC review.

The Student Survey yielded the largest sample with 538 responses. These surveys were organized around multiple-choice questions and administered in classrooms during a single class period. The 78 questions were suggested by members of the Student Community Profile Committee as well as other teachers, administrators, and students. The survey was printed in English and responses were scored on Scan sheets. The gender breakdown for respondents reflected the gender distribution of the school at large.

A Parent Survey was organized around 55 multiple-choice questions with additional problems for qualitative responses. English, Tagalog, Chinese and Spanish formats were distributed in order to maximize the involvement of a broad segment of the parent community. The survey was distributed to parents on "Back to School Night" and also

disseminated through students in targeted core and ESL/Bilingual classes who were asked to deliver it to their parents and then return the completed forms to the school. A small sample of responses came from the Deans' Office as parents visiting for conferences and other matters were asked to fill out the survey while waiting. The resulting sample size of 135 reflects 10% of the school's parents.

A Teacher Survey was organized around 78 multiple-choice questions that were designed by the Principal to elicit information pertinent to the WASC criteria. Administered in September 1998, this survey tapped teacher awareness of policies and other school issues, as well as their pedagogical approaches and a perspective on student needs.

Balboa Staff

Balboa benefits from a highly invested faculty and staff. With 73 teachers, 20 paraprofessionals, and 17 classified personnel, the faculty and staff represent all ethnic groups and bring accomplished academic backgrounds to their responsibilities at the school.

TEACHER CHARACTERISTICS		
	%	
College Degrees	100	
Advanced Degrees	64	
CLAD	12	
Degree in Teaching Support	78	
Live in San Francisco	92	
Lived in Another Country	43	
Speak More Than 1 Lang.	41	

The culture that has been established since the school's reconstitution has rested very much on staff efforts to improve the learning environment for a remarkably diverse and challenging group of students. Twenty-eight teachers remain from the original complement of 90 teachers hired after the school's reconstitution, however. This turnover — averaging 30-35% per year — has been an impediment to building needed continuity and stability at the school.

The administration has also experienced considerable turnover, including Assistant Principal positions. Also contributing to staff instability have been several long-term illnesses affecting teachers, support staff, and security personnel. The discussions in Self-Study Focus Groups suggest that the same pattern of turnover may recur at the end of the present school year.

Community Support

Balboa High School enjoys a significant amount of support from its community. Aside from support by the District and private organizations as have been mentioned throughout this Profile, an active Alumni Association, community volunteers, and parents/guardians stand out as viable members of the Balboa safety-net.

- *Balboa Alumni Association*: Formed in 1970, the Balboa Alumni Association has grown to over 8,000 members as one of the largest organizations in the state. The

stated purpose of the Alumni Association is to “assist Balboa High School.” In this effort, the group’s support comes in many forms. Notably, the Association sees itself as the ‘keeper of tradition’ at the school. Through its work, a Hall of Fame and Hall of Merit have been established on the campus enshrining school artifacts and displaying the school’s memorabilia covering the sports and academic history. In addition, this group is solely responsible for continuing the senior sweater tradition. Unique among San Francisco high schools, this program provides the availability of acquiring school sweaters with blocks to juniors as they enter their senior year. These sweaters enhance the status of the individual and act as an encouragement for students to target graduation as a goal. At the beginning of each year, the officers of the Alumni Association make a presentation to the faculty to educate new teachers and encourage the perpetration of Balboa’s traditions. During the year members participate in school rallies and provide management assistance for school functions, including the Senior Breakfast and Graduation exercises. The organization’s newspaper, published three times per year, informs and reminds the Balboa community of the school’s traditions, its heritage, and the current activities at Balboa. Fundraising events and member donations allow the Association to make available yearly scholarships for graduating seniors and grants to help teachers purchase needed materials. Last year the Association provided \$7,000 in scholarships and made grants to help an AP teacher purchase books and the Music teacher to repair instruments. See the Appendix for Alumni Association materials.

- School Volunteers: This annual program, coordinated with a District effort to encourage community support, provides Balboa with concerned citizens to help teachers in the classroom. A teacher, on a volunteer basis, acts as the school coordinator, maintaining a sign-up list and matching community members with teacher needs. For the last two years, the number of participating volunteers has increased. In the first semester for example, twelve community representatives have spent time in classrooms. Also, as a result of a focused outreach effort, more Balboa parents have registered with the coordinator to offer help. Plans are to expand on this increase by more appeals to parents and with more teachers recognizing how the benefits of volunteer assistance will enhance instructions.
- Parent/ Guardian Involvement: In as much as more parent/guardian involvement is needed at Balboa, a number of parents/guardians take an interest in the school and offer support. Parents/guardians regularly serve on school committees, including the School Site Council (SSC), the Bilingual Advisory Council (BAC), and the School Advisory Committee (SAC). Still others attend sporting events and are regular participants on parent nights. As mentioned above, a few parents/guardians have signed up for classroom work. The Filipino Parent Center on campus includes parent/guardian assistance in supporting Filipino youth. Parent/guardian conferences are a regular part of the school effort to include parents/guardians in the process of improving the behavior and academic standing of at-risk students.

Curricular Trends

Among the active efforts in place to improve student learning, two programs stand out as the most schoolwide of measures which will have in time a progressive effect on all curricula and student results. Namely the School- to-Career Program and the Digital High School Plan will integrate school staff development with pedagogical improvement to help staff meet the ESLR requirements.

- School-To-Career Partnership: The School-to-Career Partnership Program is supported and funded through the San Francisco Unified School District and the San Francisco Chamber of Commerce. The program's mission reads: "Implement a system that readies students to seek and achieve satisfying careers, as well as further education and training, and fosters lifelong education and employment for San Franciscans". Through the uses of teacher-mentors on a campus, internships in the business community, and a four-year, integrated curricular pathway, the program is a major support element for students to help them meet academic and technical challenges in the post-secondary world.

As one of six member high schools, Balboa is in the process of establishing a plan to meet the organizational and educational requisites of the program. Last summer a recruited site coordinator attended a workshop hosted by the District to educate site administrators as to the opportunities and requirements of the program. Last semester a School-to-Career Team was formed with eight staff members, the site coordinator,

and the principal. Some work has been done in the areas of curricular pathway planning, course content goals, and assessment guidelines. Through the District, a dedicated program coordinator for the school has been hired to coordinate the program at the school and direct the introduction of the program's plans through staff development sessions.

- *The Digital High School Program:* Funded by the State of California, the Digital High School Program is being used by the District to help fulfill part of the San Francisco Unified School District's technology plan for high schools. At Balboa, the Digital High School Grant will provide a networked computer, printer, VCR, large screen monitor, and cable TV in each classroom. Further, the grant will fund an upgrade to the PC Lab and Mac Lab, as well as additional computer and audio-visual equipment. Implementation began in August 1998, but contractors were behind schedule. Electrical work is now finished and the network will be completed by the end of February. Due to construction, the PC Lab was not operational, but will be open in February with 24 new PC clones. When the project is complete, the school will benefit from:

- Additional technical support
- Enhanced access to instructional resources
- Teachers training in basic computer skills and strategies to integrate the technology into the curriculum
- Students will have access to e-mail and web-based projects will be possible
- Teachers will be able to incorporate into their lessons: computer presentations, web sources, video and cable TV, through their large screen monitor

Ninth grade is the target for technology instruction with emphasis on language arts, social studies, and mathematics. Ninth grade teachers in these subjects will be trained

to incorporate technology based projects into their curriculum that address the skill level of ninth graders and include skill building activities. The eventual goal is to have information/technology literacy classes for all ninth graders when staff and curriculum can be realigned. The Step-Up-to-Balboa Program for incoming ninth graders will have a technology component. As part of the grant, all faculty are expected to incorporate technology into their lesson plans. After the implementation year, the grant funds professional development for the next two to three years.

ESLRS

WASC 24730

Chapter II: Expected Schoolwide Learning Results

Expected Schoolwide Learning Results

At a February 1998 inservice workshop, Balboa's faculty and staff began the process of developing and refining Expected Schoolwide Learning Results (ESLRs). Development of the ESLRs was preceded by a review of the school's vision in order to lay a foundation for focusing discussion relating to the school's statement of outcomes. The day's activities followed the suggested rationale and format proposed in Focus on Learning (pages 138-145). Samples of ESLRs provided in the manual were distributed to each faculty and staff member.

Overall, the day was organized as an intensive introduction to the WASC process and structure, as well as consensus-building work on the vision statement and ESLRs (see attached Agenda). After opening remarks by the Principal and Self-Study Chair, the faculty and staff divided into break-out groups to review the existing vision statement and develop prioritized elements that could be included in an updated statement. Group ideas were posted and presented to the whole group for questions and commentary. The posters were collected for follow-up synthesis and refinement.

After a second presentation on the essence and purpose of ESLRs, break-out groups were assigned to the next task in the form of a question: "What should every student who leaves our school be able to do, know, understand or value to be successful in the real world?" Once again, through consensus-building dialogue, faculty and staff prioritized their ideas on paper and reviewed them in subsequent open forum. Posters were again collected for further processing.

When the ESLR data was analyzed and combined by the Self-Study Chair, duplication was eliminated and the proposed ideas were collected under major subject areas to facilitate further development. In early April, members of the Leadership Committee resolved that further development of the ESLRs should be tabled until more information was gathered to identify the specific needs of Balboa students. In May, part of an additional inservice day was dedicated to the WASC process; the Self-Study Chair reinforced the concepts and purpose of WASC, advised the faculty of the refined status of the ESLRs, and began recruitment for the focus groups. Each staff member received a folder with the following contents: a description of the WASC organization and the purposes of accreditation; a schematic outline from the manual showing the relationship of focus groups and discipline groups; a tentative timetable for meeting certain preliminary process targets; and a rough list of the refined ESLRs. Teachers and staff were invited to critique the ESLRs before they were shaped into final form.

An inservice week prior to the opening of school involved faculty and staff in review of the draft ESLRs and an extensive overview of the process that would engage them in the coming months. Focus group leaders were then given the assignment of refining the list of ESLRs into a manageable, workable set of goals. A final draft of ESLRs was created in subsequent Leadership Committee meetings and presented to the School Site Council for review. In September, the revised draft was presented again to the faculty for review and approval. Copies of the final ESLRs have subsequently been posted around the school and distributed to every teacher and administrator. The ESLRs have been an integral part of the discipline group forums and focus group discussions on the development of the school's needs and action plan. The ESLRs follow.

BALBOA HIGH SCHOOL
1000 CAYUGA AVENUE SAN FRANCISCO, CA 94112
Elaine T. Koury, Principal

(415) 469-4050

STAFF DEVELOPMENT

February 9, 1998 (Monday)

8:00 a.m. - 3:15 p.m.

Introduction : The year-long accreditation process for the Western Association of Schools and Colleges (WASC) is called **Focus on Learning**. This is an opportunity to improve our school which we will start today.

AGENDA

8:00 a.m.	Teacher Sign-In
8:15 a.m. - 8:30 a.m.	Why WASC ? Dr. Robert Harrington, Associate Superintendent Ms. Elaine T. Koury, Principal
8:30 a.m. - 9:00 a.m.	Introduction to WASC Process & Committees Mr. David Duncan, Leadership Team Chairperson
9:00 a.m. - 9:45 a.m.	Visioning Break-out Groups
9:45 a.m. - 9:55 a.m.	Break
10:00 a.m. - 11:30 a.m.	Presentation of alternate visions & discussion Group Presentations
11:30 a.m. - 12:30 p.m.	Lunch
12:30 p.m. - 3:15 p.m.	Articulation of Expected Schoolwide Learning Results (ESLRs) Ms. Elaine T. Koury Mr. David Duncan Break-out Groups
3:15 p.m.	See you to-morrow (adios)

ESLRs Expected Schoolwide Learning Results

A) Demonstrate Grade-Level Skills in Reading, Writing, Speaking, and Mathematics

- 1) Develop effective study & test-taking skills
- 2) Understand and communicate mathematical concepts and interpret written text
- 3) Demonstrate literacy
- 4) Exhibit presentation skills
- 5) Communicate effectively in personal, academic, and work environments

B) Strengthen Personal Character

- 1) Exhibit self-discipline through personal commitment and accountability
- 2) Make healthy choices
- 3) Internalize Balboa High School Life Skills

C) Use Technology Effectively

- 1) Become technologically literate
- 2) Access and assess information from technological resources to support research needs

D) Demonstrate Higher Order Thinking Skills

- 1) Gather, synthesize, analyze, apply, and evaluate information
- 2) Exhibit problem-solving skills
- 3) Develop **goals and strategies** for post high school years

E) Exhibit Positive, Creative Expressions

- 1) Participate in school activities
- 2) Develop an appreciation and acceptance of cultural diversity
- 3) Realize a role in the community
- 4) Exhibit personal creativity

Chapter III: Progress Report

Balboa High School began the reconstitution process-- involving the reorganization of policies, procedures, programs, organizational structures and an almost entirely new staff—in June 1996. The federal court, the District and the new administrative team recognized the problems identified in the 1994 WASC report and included them in their focus of concern. This section of the Self-Study Report indicates how the school has addressed the Recommendations of the Visiting Committee since August, 1996.

RECOMMENDATION 1

The Entire School Community Work Together to Develop Plans that will Successfully Resolve the Student Behavior Problems and Concerns at Balboa High School...The Social Environment Committee will need Input and Support from all Stakeholders up and down the Line to Succeed

School culture and climate have become a shared focus for Balboa's teachers, administrators and students rather than a task delegated to a "Social Environment Committee". The first objective in 1996 was to raise behavioral expectations and institute positive discipline practices. The challenges of building a more effective learning environment have also required attention to attendance, hallway presence, and completion of classroom work. A broad spectrum of programs and procedures has been established to address student behavior issues.

1. Peer Resources: This program provides peer counseling services to students in conjunction with counselors, deans, and the Balboa Teen Health Clinic. Working together, these departments coordinate counseling and conflict resolution services to students involved in fights, racial confrontations, and sexual harassment. The program involves contributing

students in the conflict resolution process as an attempt to enhance communication and improve the school culture. (see Recommendation 10 for more on this program)

2. United Playaz: This community-based program provides guidance and support to at-risk students at Balboa, and employs experienced staff from the community. Offering a wide range of services, the group's mission is to address gang activity and substance abuse. Blending one-on-one counseling with group sports activities and class presentations on local laws regarding incarceration, the program provides an important community perspective and needed services.
3. Balboa Teen Health Clinic: With a complete roster of experienced personnel-- medical and mental health professionals and health educators-- the Balboa Teen Health Clinic is centrally positioned on the campus. In cooperation with teachers, deans, administrators, and parents, clinic personnel provide individual, group, and family counseling and work to improve the positive discipline process within the school. The clinic is also instrumental in changing the attitudes of high-risk students and dealing with inappropriate behaviors, chronic illnesses and the full range of mental health issues.
4. Deans/ Counseling: Both support groups maintain a collaborative "open door" policy, and direct an outreach effort to afford students the opportunity to suppress conduct and/or behavior that would lead to suspension or expulsion. Students become more aware of options to breaking laws and/or school rules when they are involved in prevention efforts. A new Student Handbook has been published and circulated, offering parents and students a clear picture of the school's behavioral expectations and its policies with respect to the consequences for infractions. A District handbook also outlines unlawful and inappropriate behaviors, and the expectations with respect to administrative responses.

5. Positive Discipline Policy: All head counselors, student advisors, counselors and administrators operate within the positive discipline framework, a system that identifies personal consequences to aberrant behavior. These adults invest significant time in pointing out clearly the rationale for appropriate behavior, and individual responsibility for inappropriate actions. Students are encouraged to work towards solving conflicts in more personally beneficial ways, and they are rewarded for acting correctly in the classroom. This policy is based on the concept that we do not have “bad” students at the school, but rather good people who sometimes make bad choices.
6. Attendance Policy: Attendance issues are addressed in great detail by staff and students, and attendance remains as one of the school’s priorities for change. The school attendance policy is stated clearly and distributed throughout the entire community. A full-time attendance clerk records and analyzes absences. Additionally, teachers, counselors and administrators contact homes on a regular basis to reduce absences. A newly instituted Attendance Improvement Program intensifies the focus on attendance and includes a new database system for tracking absentees. (see Attendance in the Profile)
7. Hallway Security Policy: Hallway monitoring is a key element in the school’s security system. Security guards are assigned to hallway locations for monitoring, and remain on-call --via walkie talkies-- to deal with incidents at any location in the school. Students must have a written pass when leaving class for any reason, and the security guards are informed when students are excused to use restrooms. Teachers routinely stand outside their classroom doors at passing periods in an effort to round up students for the room as soon as the bell rings, thereby cutting down on extended hallway disturbances. All of the above practices have been articulated in school-wide policies to ensure consistent implementation.

8. Life Skills Instruction: A list of 'Life Skills' was developed by the staff for infusion into curriculums supported by staff training. Students are encouraged to use these skills in their interactions with others, and life skills charts have been placed in classrooms as a reminder of these values.

RECOMMENDATION 2

The Administration, Staff, Students and Parents Write a Unifying Mission Statement... Including Goals and Objectives that Assures the Balboa Community Will Work Together to Support the Improvement of Student Performance

In the three-month process of constructing the school's Site Plan for 1996-97, a unifying mission statement, the School Vision Statement, and school goals were created. Input for this development came from members of the School Site Council (SSC) which represents parents, the Union Building Committee (UBC), the faculty, students, and the administration. After publication of this document, the plan was given to the entire staff.

This process was repeated in subsequent years with the option to change school priorities yearly. At the beginning of 1997-98 and 1998-99, the Site Plan was reviewed as part of a week-long professional development session. Here, a major effort was to familiarize all faculty and administration with each year's major priorities and the Vision Statement. This year's priorities are: (1) To help all students to meet challenging academic standards by increasing learning opportunities for students with diverse needs; (2) To attract students to attend school every day by understanding and programmatically addressing obstacles to creating a more stable community; (3) To involve more neighborhood, family and community members. All staff

members received copies of the Vision Statement and its related priorities separately. Priorities (1) and (3) have been repeated annually since 1996. The principal continually reinforces the principles of the Vision Statement and the three school priorities at every faculty meeting in order to build continuity and ensure focus.

RECOMMENDATION 3

The District and Ground Department Work With the Science Department to Provide for the Immediate Installation and Maintenance of Necessary Safety Equipment in Science Labs so That Students and Staff are Able to Use the Science Labs in Safety.

As part of a school improvement process, all science labs and science classrooms were upgraded during the summer and fall of 1998 to improve teaching facilities and enhance safety for students and staff. Safety equipment, gas shut-off valves, eye-wash fountains, and fume hoods were installed in each science lab. Any hazardous materials were removed from the science storage rooms. All science teachers were advised of the purpose and goals of the renovation, and the safety issues pertaining to the science rooms were addressed in the departmental safety plans.

RECOMMENDATION 4

The District and Site Administration Make Public Health and Safety Issues a Top Priority, Repair and/or Upgrade the Plumbing and Electrical Systems Throughout the School, and Upgrade General School Facilities in Order to Make Classrooms and the School Habitable, Physically Safe and Appropriate for Students

The school's exterior and inside hallways were painted in a remodeling effort during the summer of 1996. A new fire alarm system was installed at that time; telephone systems were retrofitted,

and two student bathrooms were remodeled. In the summer and fall of 1998, the plumbing and electrical systems in the science labs and elsewhere were upgraded as needed. Fire and earthquake escape plans and policies are now posted in every classroom; staff development time is devoted to emergency plans each year, and school drills reinforce safety procedures. A school Safety Committee has been formed to track safety issues and recommend policy or facility changes. In 1997, Balboa was awarded a \$ 3,000 grant to increase the staff hours of security personnel. (see Appendix for pictures of improvements)

In addition, public health and safety have been an on-going goal of the school as expressed in the school tenets and site plan directives. Balboa's Teen Health Clinic provides health information to all students and school employees. While smoking is not permitted on school grounds, the school's health education program addresses smoking issues vigorously. A district nutritionist attempts to create a balanced nutritional plan for all cafeteria meals, including breakfast and lunch.

RECOMMENDATION 5

The (newly empowered) School Site Council Develop a Plan for Open and Clear Communications within the Balboa School Community, Particularly Among Staff, so that There is a Clear Understanding the Balboa Community Regarding the Many Activities, Programs and Changes in Process.

In conjunction with the principles of the Site Plan, the administration, the Union Building Committee (UBC) and a contingent of the WASC Leadership Committee met at the end of the 1997-98 school year to coordinate plans for improving communication throughout the year.

Balboa's principal meets with the UBC in an effort to ensure the smooth flow of information between the administration and faculty, but this schedule is rarely kept. The School Site Council meets monthly, and includes parents, faculty, students, and administration. The principal also meets regularly with the student leadership, and biweekly with the faculty as a whole.

Communication with the entire community is also supported through other vehicles: administrative memos: program, club and class flyers; and a School Bulletin. These provide information on policies, issues, events, problems which need solutions, work opportunities, and student support measures. All community members have access to this type of communication. The school's Bulletin is provided daily for review in Advisory periods; a special section is dedicated to teacher issues.

RECOMMENDATION 6

The Administration and Staff Work Together to Reconfigure Room Assignments for the 1994-95 School Year, and Provide Adequate and appropriate Physical Facilities for Physically Impaired Students to Insure Equal Access for All Students to All Facets of the Educational Program in Compliance With State Regulations.

One of the first administrative acts after reconstitution was to move all classrooms for severely impaired students from the second floor to the street level; these classrooms are now located in the quad area next to three ramps and near the cafeteria and bathrooms. Three additional bathrooms have been upgraded since then, and they are handicap accessible. Several other classrooms were redesigned to accommodate the needs of these students and enhance instructional effectiveness.

Balboa's elevators have been repaired, and they are serviced regularly. Student restrooms are accessible to physically impaired students, and drinking fountains have been installed to accommodate this population. Outside stairs were painted with yellow trim to ensure steps are safe for the visually impaired. A special fire and earthquake escape plan has been developed for the physically impaired, and is posted at the central alarm for fire personnel. To aid in an evacuation, portable chairs are located on each floor with staff assigned as emergency monitors for students with specific impairments.

RECOMMENDATION 7

The Administration and Staff-Develop and Promote Articulation With Feeder Schools to Assure a Smooth Sequential Transition From Feeder Schools to the Core Curriculum Areas of Balboa's New Century Enterprise Program Thereby Improving Accurate Academic Placement

Balboa High School actively participates in the District's transitional programs, and also designs its own initiatives. These efforts inform new students and their parents of the school's mission and academic requirements. Listed below are descriptions of on-going programs which help incoming middle school students identify with the high school process of education at Balboa. The New Century program no longer exists since reconstitution.

- Step-Up to Bal This transitional program was initiated in conjunction with feeder schools to attract eighth grade students for a special summer-school segment that granted high school credit. Four transitional curriculums emphasize basic skills, instruction in school ethics, study skills, and requirements for a high school diploma.

- High School Fair. This is a District-sponsored event to inform middle school students of the opportunities at various high schools in San Francisco. Held at a local middle school on a Saturday, the event attracts students from all over the city for presentations by officials from the participating high schools. At the Fair, Balboa administrators conduct a presentation supported by a video component that covers different aspects of the school, including academic requirements, support elements, athletics and other school activities.
- Eighth Grade Night. Balboa hosts a Parent Night to which eighth graders and parents from feeder schools are invited. A team of administrators makes a presentation on the academic opportunities and traditions at Balboa and provides particulars on scheduling, curriculum alternatives and the availability of sports programs. Questions from students fulfill the program's objectives.
- New Student Orientation. Organized and presented by Balboa personnel, this event is staged in the week prior to the beginning of classes in the fall. Students and parents are collectively welcomed and informed in more detail about the policies and rules of the school, the schedule, and extra-curricular activities. Key administrators are introduced, and student support services are described. A tour of the school facility orients students to the school's service centers.

In addition to the above programs, Balboa counselors and Assistant Principals visit middle schools annually to discuss high school issues with eighth grade students. Also, James Denman Middle School students enjoy organized, guided tours of the campus annually, each Spring.

RECOMMENDATION 8

The Administration and Staff Develop Plans which Ensure the Enrollment and Inclusion in the Balboa New Century Program of all Appropriate Grade-level Students.

Balboa's New Century Enterprise Program was a pre-reconstitution program which no longer exists.

RECOMMENDATION 9

The School Administration and Core Subject Departments Institute a Systematic Program of Staff Development That Provides Time for the Departments to Continue to Develop Curriculum Consistent with the California State on Frameworks While Developing the Balboa Academy Concept Thereby Ensuring Student Achievement is Properly Aligned With Those Frameworks

Departments were given time during the week before school to work together on curriculum issues. We have also designed the schedule so that departments can meet twice monthly within school work hours. Time is therefore built-in on a regular basis. All departments have copies of the relevant state frameworks as well as current District standards; they are encouraged to use these tools in their curriculum planning. Department heads support this ongoing effort.

RECOMMENDATION 10

The Administration Define and Articulate the Counseling Services Available to Students, and Publish the Results; Explaining How Counselors are Being Used, so That the Entire School Community is Aware of Services Available and How to Access Them, and to Ensure that There is an Integrated Program of these Services Which Makes the Most Efficient Use of Available Staff in an Appropriate and Coordinated Manner

Members of the administration communicate regularly with teachers, students and parents regarding the services available at the school. During each academic year, counseling services

are promoted through staff development sessions, classroom visitation by members of the department, written memoranda, and individual counseling sessions with students. In part, the counseling responsibility for the school is spread through many groups beyond the student academic counselors, and includes the Deans, clinic personnel, administrators, school organizations, and independent service programs within the District. Teachers also play a significant part in providing certain counseling services to the students in their classes and Advisory periods. The school's Deans (aka Head Counselors) work in conjunction with grade counselors; the Pupil Service Department attempts to integrate student support through all parts of the community. The student assignments for the two full-time grade-level student counselors are organized by the alphabet; one counselor is bilingual. There are three Deans, or head counselors; one of whom is devoted to Special Education students.

Information on counseling services is outlined in both the Balboa Student Handbook and the District Handbook. New this year, the Balboa Handbook outlines in detail student behavioral expectations, the absence policy, bell schedules, clinic hours, emergency phone numbers, extra-curricular activity opportunities, and a map of the school showing counseling/support locations. Both handbooks were presented and reviewed by teachers at staff development sessions; then they were given to each student to take home and review with parents in the Fall. The Balboa Student Handbook will be updated annually.

Both college and career counseling take place through the classroom and through district-sponsored groups such as the Asian-American Commission for Education (AACE), and the Planned Action for Challenging Times (PACT). Representatives from these groups visit

classrooms, and publish information on post-secondary options, academic requirements, and financial possibilities. In addition to these services, local private schools and institutions post information in the college counseling room and make classroom visits to provide information and expand the counseling base on college applications, loans and scholarships. These groups support the school counselors in qualifying students and providing direction.

Other groups within the school are also integrated into the counseling system. The Peer Resource Center and its Conflict Mediation Program trains students to resolve disputes in a constructive manner. Peer Mediators directed a workshop this year for Balboa's faculty and trained tenth, eleventh and twelfth grade mentors to deal with at-risk ninth graders. Similarly, a Newcomer Mentor Program provides support to students who are new to Balboa and to the United States. Adult and peer facilitators work with students to select relevant topics and then develop workshop presentations for their peers. Examples of recent workshop topics include sexual responsibility and decision-making, immigrant youth issues, and relationship violence. The Peer Education Theatre Troupe, also sponsored by the Peer Resource Program, develops plays around important topics for presentation in the school and elsewhere in the city.

Before the school year begins, one day of inservice time is reserved by the Dean's Office to provide information and training regarding the range of student services in the various counseling support departments, and to deliver refresher training on classroom management skills. Additional areas of concentration include typical behavior problems, conflict resolution strategies, policies and procedures around behavior issues. Printed reminders are circulated to staff during the school year.

RECOMMENDATION 11

Administration to Formulate a Method of Information Dissemination Regarding Changes In Process and Including Students in the Decision-Making Process

The decision-making process at Balboa has evolved considerably since reconstitution. During the first half of 1996-97, the staff attempted to make all major decisions by modified consensus. The goal was to work toward full faculty consensus first. If that was impossible, decisions were made by a 2/3 majority vote. Since all staff and administration were involved, dissemination was simultaneous with decision-making; however, this was extremely time-consuming. Later in 1996-97, the Organizing Body was developed as a group of elected representatives whose job was to collect issues from staff, formulate possible solutions, organize them, and bring them to the full faculty on Wednesday mornings. This process proved to be exhausting and burdensome for the teachers on the Organizing Body and frustrating for the remainder of the faculty. In 1997-98, a new system greatly empowered the Union Building Committee (UBC).

- 1) The administration and UBC meet to discuss issues and formulate recommendations. The UBC keeps and distributes minutes of these meetings. Decisions and recommendations are brought either to the faculty as a whole, to the School Site Council (SSC), or to both. The Union Building Committee representative sits on the SSC. The team network is also used for disseminating information to teachers which cannot (for reasons of time or confidentiality) be written down.
- 2) We hold Wednesday morning meetings weekly and Wednesday afternoon meetings every other week. Any faculty member can get on the agenda briefly, and information is easily disseminated at that time. The hour-long Wednesday morning meetings are

usually devoted to professional development. This year they were used mostly for work on the WASC process.

- 3) A student leadership class--constituted in 1997-98--is made up of the class and Student Association (SA) officers. It meets daily and has members who sit on the SSC and other school councils. They solicit information and issues from advisory representatives, and are also consulted by the principal on a variety of school issues.
- 4) The daily bulletin disseminates schoolwide information, and informs the faculty of important issues.

RECOMMENDATION 12

The District and Administration Address the Food Service's Inadequacy of Facilities, Access and Food Quality so that Basic Nutritional and Social Needs of Balboa High School Students and Staff are more Adequately Met.

Since the last WASC review, the main cafeteria has been moved from beneath the gymnasium, which flooded regularly, to the quad level of the school. It has been upgraded to a full-service facility. New warming and refrigeration equipment has been installed; student seating has been replaced, and an industrial oven and stove will be purchased next. In its present location, the cafeteria is directly accessible from the main open area of the school; it has three points of ingress and two for egress to facilitate student flow through the food lanes. A second, smaller food-serving location, also "on the quad", is now in the process of being converted to a sales/service window format to provide better and faster service. This facility will serve full

meals as well as individual items; more food choices will eventually be provided at this location. All food processing and serving equipment in this facility is new.

Both cafeteria locations are under the direction of a full-time manager who supervises staff of twelve of part-time employees. At present, the main cafeteria serves a full breakfast as well as lunch. All meals are planned under the direction of a District Nutritionist who upholds the standards of the Nutrient Standard Menu Planning guidelines, assuring that all meals are in compliance with the Dietary Guideline for Americans. Hot and cold breakfasts (\$1.00) and lunches (\$1.75), are served with a wide variety of side or complementary dishes. All entrée items are designed to meet two or more of the U.S.D.A.'s minimum nutritional requirement for a complete meal.

Access to the cafeteria's food is unique at Balboa, and students enjoy the only self-serve "speed line" in the District. Under this program, most items are individually wrapped to preserve freshness and ensure sanitary standards. Records show that Balboa offers more food choices than any other District high school; the "speed line" is unique to the school.

RECOMMENDATION 13

The District, School Administration and Physical Education Department Implement a Plan for Improving Locker Room Facilities and Gym Facility Security to Provide for Adequate Student Safety and Well-being

Old and damaged lockers were removed from both boys and girls locker rooms. The girl's lockers and about two-thirds of the boys lockers were replaced; the remainder of the boys lockers

are scheduled to be replaced in the Summer of 1999. In the process, both locker rooms were painted and brightened. At the end of the 1997-98 school year, administration and physical education teachers designed a better supervision plan for the gym, and the plan was instituted in the fall of 1998. This system reduces greatly the inappropriate visitors and increases safety.

RECOMMENDATION 14

The Administration and Staff Evaluate all Instructional Strategies to Insure that all Students are Actively Engaged in Their Learning and are Able to Make the Connection Between School and the Adult World

Evaluation of all school personnel is carried out under contractual agreements with the United Administrators of San Francisco (UASF), the United Educators of San Francisco (UESF), and the Civil Service Commission of the City and County of San Francisco. The arrangements assure that all policies and practices objectively contribute to the learning process of students. The evaluation of teachers focuses on classroom effectiveness. A pre- and post-observation conference with the supervisor helps teachers improve their techniques and methodologies. All personnel are evaluated yearly, except tenured teachers who are evaluated every other year.

Department heads act proactively as resources to teachers. Department heads, under the supervision of an administrator, determine departmental needs at weekly coordination meetings; they inform department members of school and curricular policies, and address individual teacher problems. Through follow-up classroom observations, department heads attempt to stay current with the progress of the curriculum, and provide feedback to teachers on teaching strategies. As part of the WASC process, class observations were organized for all teachers under the direction and supervision of department heads. Reporting forms enhance the learning

experience and provide a vehicle for feedback. New teachers are assigned a “buddy” teacher, or mentor who helps to orient the new teacher to the community and provide assistance with instructional planning.

At the beginning of each grading period, school policy dictates that a Department Head or the Assistant Principal for Curriculum and Instruction will receive a course syllabus, emergency lesson plans for unplanned absences, and a list of classroom management standards from each teacher. These materials are kept on file; they serve the needs of substitute teachers and also provide information on current content and curricular objectives.

Since reconstitution of the school, the administration has sought out independent agencies and vendors to provide supplemental instruction, student aid, and work opportunities. Extracurricular programs are coordinated with this effort, and instructional support is provided to teachers who affiliate with the program. Balboa has recently embarked on a school-to-career program supported by the District. A full-time school-to-career coordinator was hired in February to coordinate the present school-to-career options and develop new opportunities over time.

Balboa has placed new emphasis on students attending college as part of a life enhancement plan. Although much work remains to be done in this area, regular classroom teachers now encourage students to consider post-secondary education, and they gear their curriculum toward college admission. For instance, Math A is no longer offered at Balboa. It is believed that students are capable of taking Algebra instead. Deficits in the preparation of students are recognized and addressed by allowing ninth and tenth grade students extended time in advanced English and Math.

Chapter IV: Self-Study Findings

Introduction

This section of the report presents the findings of the five focus groups that were organized to assess the school's findings based on evidence in five domains:

- Vision, Leadership, and Culture
- Curricular Paths
- Powerful Teaching and Learning
- Support for Student Personal and Academic Growth
- Assessment and Accountability

The composition of the focus groups was interdisciplinary by design; participants included not only teachers, but paraprofessionals, classified personnel, and administrators as well.

Members of the focus groups assessed the materials generated by discipline groups which had met earlier in the fall; they used the criteria proposed in Focus on Learning. A clear set of growth needs for the school emerges in the reports that follow.

The following section outlines Self-Study findings submitted by the individual focus groups. The word "academy" as it appears in text in the plan is used colloquially at Balboa. Only the Communication Arts Academy fits with the state academy definition.

I. Vision, Leadership, And Culture

Focus Group Members

Chairperson: George Lee

Criterion A-1 Subcommittee: Balisi, Fairchild, Garner, Roth-Williams, Ricard

Criterion A-2 Subcommittee: Bank, Broudy, Hanson, Howard

Criterion A-3 Subcommittee: Anselmo, Martinez, Tynes, Wu

Criterion A-4 Subcommittee: Bagatelos, Benedicto, Conley, Day, Guerra

Process

The Vision, Leadership, and Culture Focus Group represents a broad range of stakeholders in Balboa High School. During the Fall '98 semester, the focus group met several times, including two half days, as a forum for communicating ideas, findings, and priorities of needs outside the traditional subject matter departments. The group offered a unique whole school perspective to individual stakeholders.

In the discipline groups, each stakeholder was involved in the process of using the discussion questions as a guide to creating the findings and collecting and analyzing evidence. Each discipline group member was involved in comparing discipline group findings to the WASC rubric and created rubric-like statements. As a result, each stakeholder had knowledge of the following **Evidence** while working on the Priorities of Needs in the focus groups.

- Discipline Group Findings and Evidence

- Discipline Group Findings Write-up
- WASC Rubric Stage Designations according to each department
- Rubric Like Statement describing discipline group findings
- ESLRs
- Vision Statement
- Student Community Profile (Draft)
- Focus Group Findings per criterion

The focus group divided into four subcommittees, one focusing on each criterion. Each criterion group tackled the issues presented by that criterion. They then reported to the focus group as a whole for discussion. One concern is that it was difficult to get students to attend consistently.

The staff attempted to take special care to express needs from a student's point of view.

CRITERION A1: The school has a clearly stated vision or purpose based upon its beliefs, student needs, and current educational research. Supported by the governing board and the central administration, the school's purpose is defined further by ESLRs: what all students should know and be able to do by graduation.

Findings

Balboa's vision statement was created from school community input and reflects the Philosophical Tenets of SFUSD. However, most staff and students do not consciously factor it into their decision-making process. As a consequence, they may not be clear as to how it shapes school culture, policy, and curriculum. Furthermore, the vision statement has not been visible enough to the entire community. There is a need for more cohesiveness in viewpoint and action with regard to SFUSD Student and Parent/Guardian Handbook Policies, State Framework Standards or curriculum issues, and daily tasks. When focus group members who were new to Balboa were polled informally, 80% of them said they had read the vision statement, but thought it should be more concise. Balboa's instructional goals are defined primarily by department; implementation rests with individual staff members.

Evidence

In addressing the issue of a clearly stated vision statement that is based upon the school's beliefs, student needs, current educational research, and supported by all stakeholders and defined further by the ESLRs; the Vision, Leadership, and Culture Focus Group examined the Vision Statement, Philosophical Tenets of SFUSD, SFUSD Student and Parent/Guardian Handbook, Department Goals, and Individual Stakeholders Syllabi.

Growth Needs

- All community members need to be involved in the implementation of the vision statement, and be actively involved in connecting it to policy, curriculum, and community culture.
- All stakeholders need to commit to the vision statement for an agreed-upon span of time.
- Members of the Balboa school community need to incorporate the school's vision statement into daily operations and communications.
- Teachers need training to understand the significant ways in which the vision can connect to curriculum frameworks and standards.
- Departments need to dovetail their curricular goals with the ESLRs.

<p>CRITERION A2: The school leadership makes decisions and initiates activities that focus on all students achieving the ESLRs. The leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.</p>
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Findings

The leadership's focus is to promote a positive culture and vision of the school after reconstitution; individual departments monitor implementation of the curriculum standards. The school has been in a stage of experimentation and development. Programs have been

implemented based on student need and teacher initiative. There is need for a more comprehensive professional development agenda with faculty input which focuses on overall immediate and long range school improvement. Current training opportunities are selected by the administration, individual faculty members, and by the District Curriculum Improvement and Professional Development Department (CIPD). Direct communication with the principal is encouraged. Since the school has been in the process of being reconstituted, stakeholders need a better understanding of how the organization is structured, their position in that structure, and how to access available help.

Evidence

In addressing the issue of school leadership making decisions and initiatives that focus on all students achieving the Balboa '98-'99 Priorities and ESLRs; the Vision, Leadership and Culture Focus Group examined the ESLRs, Reconstitution Priorities, Balboa Professional Development Agenda, and CIPD Professional Development Agenda.

Growth Needs

- The school community needs cohesive leadership that will encourage staff commitment, participation, collaboration, and responsibility.
- The students need interesting and engaging lessons that are planned by teachers during common planning time with built-in opportunities for professional collaboration.
- The students need to benefit from school leadership and a culture that emphasizes common goals and values with input from the entire school community.
- All stakeholders need to have a clear voice in the school's governance and decision-making processes.
- For the benefit of all students, the school's leadership needs to clarify to all stakeholders the process for the allocation of resources.

CRITERION A3: The support, utilization, and monitoring of staff facilitate achievement of the ESLRs. Leadership and staff are part of an organized structure that is committed to professional development.

Findings

At Balboa, the support, utilization, and monitoring of staff influence certain instructional strategies to accomplish the school priorities, and recently the achievement of the ESLRs. The administration set up a mentoring program to provide support for newly hired teachers, but they need further follow-up and support. Stakeholders perceived that Balboa High School's professional development program lacked a coherent plan, and allowed too little time for addressing whole-school organizational issues. In the past two years, there has been a great need for professional development with only limited time to satisfy all areas of concern. Staff members who go to workshops elsewhere rarely share the information with others when they return. This aspect of the school's program calls for a more formalized process of sharing learned strategies to improve student learning.

Evidence

In addressing the issues of support, utilization, and monitoring of staff to facilitate achievement of the ESLRs; the Vision, Leadership, and Culture Focus Group examined the ESLRs, Balboa High School Administrative Duties, and Balboa Professional Development Agenda.

Growth Needs

- Students need capable well-trained, knowledgeable and qualified educators. Teachers need to be involved in developing the plans for individual and all-school professional development.
- Staff needs professional development in a wide range of areas.

CRITERION A4: The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement.

Findings

Adult stakeholders generally feel safe at Balboa High School. Students have more safety concerns than adults. Teachers have autonomy in setting a climate that nurtures learning within their classrooms, but are expected to follow a chain of command when implementing new procedures which affect the school as a whole. All teachers are encouraged to stand in front of their classroom doors during passing periods to remind students not to be tardy to class.

Teacher's primary responsibility for safety is to focus on classroom management.

There has been some improvement, but students need to be taught more responsibility for picking up after themselves, especially after lunch and after school. The custodial staff is very effective in cleaning up. The staff recognizes that a larger school-wide effort is needed to continue improvement in this area. Some teachers and students worked together in academies and programs to share curriculum and teaching ideas to improve in the areas of safety, cleanliness, and order. The stakeholders perceived a need for a more formalized process for teacher and student collaboration.

Evidence

In addressing the issue of the school as a safe, clean, and orderly place that nurtures learning; the Vision, Leadership, and Culture Focus Group examined Balboa High School Administrative Duties, Custodial Staff Duties and Responsibilities, the Student Survey, and Academies and Programs.

Growth Needs

- Faculty and staff need professional development to learn more about the community.
- Students need to learn more self-discipline to improve.
- Students need adequate nutrition to improve focus, concentration, and learning.
- Students need to be taught more responsibility at the school site.
- Students need to become more involved in school activities.
- Students need more financial support for their school.

II. Curricular Paths

Focus Group Members

Chairperson: Susan Benz

Criterion B1 Subcommittee: Cusigch, Rodriquez, Marquicas, Mercado, Churchill

Criterion B2 Subcommittee: Williams, Gray, Tucker, Marquicias

Criterion B3 Subcommittee: Debella, Morehouse, Gutierrez, Caliz, Bank

Process

The Curricular Paths Focus Group first met early in the 1998 fall semester. The first meeting was spent reviewing the criteria and discussing each one separately. The group members reconvened later in the semester to review the findings from the discipline groups. Over several meetings, each subcommittee worked to create the Curricular Paths Self Study and growth needs statements. A high degree of agreement was reached by focus group members on both the Self-Study Report and growth needs. Membership in this group was interdisciplinary and included paraprofessionals, and classified personnel.

Subcommittees developed the first drafts of this report and presented their findings to the group as a whole. Comments, discussion, and editing were conducted by the whole group at this time. Final editing and comments on this document were made by all members in December and then again at a final focus group meeting just prior to the release of the document in February. It was brought to the leadership chairperson, District Supervisor on special assignment, and the Principal for editing into the whole document.

CRITERION B1: All students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the expected schoolwide learning results.

Findings

All students receive the required courses necessary for graduation. These requirements are stipulated by the SFUSD. Many opportunities exist at Balboa for students to participate in a rigorous, relevant, coherent curriculum.

A student entering Balboa is scheduled into a standard grade-level program. Students with special needs are scheduled accordingly into the SPED department; bilingual students are scheduled through the bilingual counselor into the standard bilingual program. The focus and aim of the master schedule-- and student counseling-- is to move students towards graduation in a logical progression. For many Balboa students, meeting the basic graduation requirements is a challenge, and this remains their primary goal and objective. Some Balboa students seek the more rigorous A-F requirements, AP classes, honors classes, and City College of San Francisco classes that offer concurrent high school and City College credits. These options are made available to them through one-on-one counseling and teacher recommendations.

Our 4x4 schedule offers advantages and disadvantages. Among the disadvantages are students who fail part one of a class have few options other than continuing to sit through the next quarter part two class. Another dilemma for many students is the need to repeat a class that they have failed repeatedly, due to low skills, attendance issues, or scheduling conflicts. In the past there have been few comprehensive interventions for these students. The math department offers

tutoring after school, individual teachers make themselves available, the SOAR program works specifically with students who are low achievers, and Study Skills classes are offered through the bilingual department. These programs are designed to serve a small number of students and schoolwide awareness and use of these services is lacking. There is a much larger population that requires additional comprehensive services that teachers and students are aware of and can utilize.

Current interventions begun this spring semester include a tutoring program by PACT Tutoring, a homework clinic, a newly initiated attendance improvement program, and the Student Assistance Program which helps bring resources to individual students with specific learning or behavior issues. However, there is still a need to build a stronger school wide safety net and coordination of services that is funded and staffed adequately. Curricular support for teachers and additional staff development is needed as well. Also, the 9-week quarter restricts the abilities of some teachers to adequately cover a complete framework of course content especially considering the need to teach reading, writing and math proficiencies simultaneously.

Students receive a curriculum that is based on district and state standards. Students are involved in a curriculum that leads to a basic, general college preparatory education. Basic electives are available to all students to meet their graduation requirements. Entry into some elective classes such as Yearbook, and Journalism are by student application and teacher recommendation.

Balboa also has a number of alternative independent programs and academies available.

With sixty-four out of two hundred forty four current incoming ninth graders having failed two or more subjects they are unprepared for the rigors of a high school curriculum. Although some use

of eighth grade test scores or middle school transcripts are used to place some students in their ninth grade classes there is no immediate assessment of student skills and aptitudes upon arrival at Balboa. Students who arrive after ninth grade are scheduled according to their transcript audit and individual course needs for graduation.

Evidence

The primary evidence that supports criterion B1 is the master schedule. Our 4x4 schedule of classes show all the courses offered to our students. Our schedule of classes reflects the core academic and elective classes required to graduate. Students are scheduled into classes they need to graduate in a grade level progression. But more interesting relevant elective classes and school to career options are needed. Our current electives are Art, Painting, Music Production, Band, JROTC, Yearbook, Journalism, Peer Helping, and a Leadership class. Each students' transcript is audited as they approach graduation for completion of requirements, which is the next piece of evidence. Students are encouraged to enroll in special programs and classes but a more comprehensive schoolwide method for student placement based on students' interests is needed.

Growth Needs

- Students need a schedule that allows them more choices and flexibility in choosing their classes.
- Students need to be assessed properly upon enrollment to be sure their academic and personal needs and interests are addressed properly.
- Students need classes that will help them reach an adequate competency level for high school classes in reading, writing and math.
- Students need to be provided with materials that address or relate to their cultural and ethnic needs, i.e. materials on Filipino history to prepare for Filipino week.

- Students need more SPED and bilingual paraprofessional and extended tutorial opportunities with teachers for skill building.
- Students need academic enrichment programs after school.
- Students need programs that specifically understand and address their individual, academic, and personal needs.

CRITERION B2: All students have access to the school's curricular paths, assistance with the development and ongoing adjustment of a personal learning plan, and knowledge of realistic post-secondary opportunities.

Findings

All students entering Balboa have the option to create their own personal learning plan. The fulfillment of an individual's learning plan is dependent on many factors. These factors include the student's interests, strengths, aptitudes, abilities, skills, family and school support, and successful completion of grade level requirements. Students who successfully complete their required coursework and are proficient in reading, writing and math, understandably have more latitude in choosing electives and specific programs. These students can avail themselves of the many opportunities offered through the specific academies, honors classes, AP courses, school to career, the A-F requirements, and classes at CCSF. For these higher performing students there are many post-secondary opportunities presented at Balboa. Students who seek out the programs they are interested in, and suitable for, are served very well. Counselors and teachers work on a one-to-one basis in recommending and encouraging students to participate in programs like MESA, CCSF, Upward Bound, PACT, AACE, and a SAT prep class. For a large number of students the struggle to keep up with the basic demands of their classes, jobs, and familial

obligations, makes it difficult for them to take full advantage of these programs. In short, many students and staff members are overwhelmed.

Most Balboa students arrive with low basic skills; approximately 66% of the student body is classified as EDY. Basic skill deficits impact their ability to create a meaningful reflective personal learning plan beyond passing their classes. Much of their curricular planning time with counselors and teachers is spent tallying credits and scheduling them into classes they need to graduate. There are fewer programs for these students to help them to create a personal learning plan, beyond meeting the graduation requirements. Exploration of post-secondary options for this group of students depends on the individual student's motivation, interests, and relationship with teachers and counselors.

Evidence

Students are scheduled into their classes by the counseling office. There is little if any choice of classes beyond the basic graduation requirements. Many students struggle to complete the basic graduation requirements due to a plethora of compelling reasons outlined in the school community profile. The test scores of our students corroborate this finding, as does the number of failing students. Additional evidence is that 66% of our students are EDY and 12% are SPED. Evidence of post-secondary opportunities are the individual programs offered at Balboa such as AACE, MESA, CCSF, PACT, ROP, and Upward Bound. These are all programs that are available to students who are guided by individual teachers or self-motivated to seek these out.

Growth Needs

- All students need to create a systematic and comprehensive personal learning plan based on their interests, strengths, graduation requirements, and post secondary goals which is updated and evaluated yearly.
- All incoming students need basic aptitude assessments in reading, writing, and math.
- Students need more access to post-secondary opportunities through job skills training, vocational training, interest and aptitude inventories.
- Students need expanded curricular choices in the master schedule to provide a broad exposure to learning.

CRITERION B3: Upon graduation, all students are prepared to continue the pursuit of their academic and occupational goals.

Findings

All students are encouraged to pursue post-secondary education, primarily at City College of San Francisco, San Francisco State University, and the University of California, Berkeley. Teachers and counselors tend to focus on helping students schedule and complete their classes to meet graduation requirements. Less emphasis and time is allotted for counseling students to consider other post-secondary options. There is not a systematic monitoring or assessment of student curricular paths as they pertain to career goals or higher education. There are many programs available to students while at Balboa, but they are used most by motivated students who, by their choice, seek out help and guidance. Limited class choices and resources mean many students need support in planning for their post-secondary lives, be it in higher education or the work force. Inconsistent rigor in classes also leads to inconsistent preparation for many students going

into higher education. There is limited follow-up monitoring of Balboa graduates as they enter the nearby universities and community college.

Evidence

Evidence to support students' pursuit of their academic goals is the offering of GATE classes, UC approved A-F courses, the student handbook, and counseling through AACE, MESA, CCSF, PACT, and Upward Bound. Evidence to support occupational goals are the ROP, SPED, Law Academy, Community Action Academy, Communication Arts Academy, and JROTC. For many students, high school graduation is the goal in and of itself, thus our increasing graduation rates are additional evidence.

Growth Needs

- Students need to clearly understand course content and performance standards.
- Students need a rigorously challenging curriculum appropriate to their self-stated post-secondary goals and interests.
- Students need a coordinated support system to provide additional counseling on post-secondary opportunities.
- Administration, counselors and teachers need more follow-up data on matriculated students in order to assess program effectiveness.

III. Powerful Teaching and Learning

Focus Group Members

Chairperson: John Navarro

Criterion 1: Feliciano, Gamer, Hernandez, Kwak, Streeter

Criterion 2: Bamberg, Binkowski, Hakopian, Mullaney

Criterion 3: Dean, DeGuia, Flores, Paratore, Larson

Process

The Powerful Teaching and Learning Focus Group met during the Fall to discuss Balboa's position relative to three WASC recommended criteria which focus on the degree of challenging learning experiences, opportunities for collaboration, and range of available resources at the school. The members of the focus group brought information and evidence gathered from each individual's discipline group meetings. The group then broke into three smaller subcommittees, organized by criterion, to discuss and develop rubric-like statements and determine growth needs. The subcommittees' work was then reviewed, edited, and approved by the entire focus group. The group's findings and growth needs by criterion were then edited by the Leadership committee and summarized below.

CRITERION C1: Are all students involved in challenging learning experiences to achieve the ESLRs? Do teachers use a variety of strategies and resources, including technology, to engage students actively and help them succeed at high levels?

Findings

The evidence indicates that many of Balboa's teachers attempt to follow the California State frameworks and district standards. Many strive to be innovative by attending professional development meetings, revising and updating their curriculum, and using Internet and World Wide Web technologies to improve their lessons. Many teachers develop a syllabus using the state framework as a guide; then take advantage of the professional development offerings and also attend classes at local universities or sponsored professional organizations. These experiences motivate many teachers to update, alter, and improve their lessons, teaching units, and curriculum. The District's Center for Instruction and Professional Development (CIPD) provides guidance on how to weave mastery skills, state and district standards into the curriculum. Some of Balboa's teachers are involved in writing the District's curriculum standards.

The findings, however, suggest that the school need more adequate texts and laboratory materials in various departments to improve the resources that students can access. The structure of the master schedule does not currently support effective common planning time affecting the ability teachers have to develop a cored or integrated curriculum. More assistance in classroom order is needed from the Deans and other resources.

Teachers are always trying to find ways to introduce technology such as the World Wide Web in the revision of lessons. However, Internet, WWW, and technology awareness relies heavily upon teachers investing extra time for professional development.

Evidence

To address challenging learning experiences for the students, the Powerful Teaching and Learning team relied primarily on evidence from classroom observations and examples of student work. Concerning the variety of strategies and resources, the team considered course descriptions and syllabi as well as the general availability of books, laboratory equipment, and other school-specific resources. Surveys conducted this past year, the professional development calendar, as well as the Digital High School grant also provided significant information for the team's analysis.

Growth Needs

- Balboa teachers need more resources to support a sequential, comprehensive and up-to-date curriculum for a challenging student body.
- Balboa needs a well thought-out master schedule that facilitates development and delivery of a creative, comprehensive curriculum.
- Balboa students need to graduate with competency in using computers effectively.
- Balboa teachers need time and training to incorporate current methodologies and strategies in their instruction.
- Balboa students need a variety of assessment plans (e.g. portfolios, etc.) to better track their progress through the high school's academic program.

CRITERION C2: Do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content? Does collaboration occur 1) among staff, 2) between staff and students, 3) among students, and 4) between school and community?

Findings

At Balboa, students are encouraged to take an active role in their own learning. In many classes, teachers design experiences for students that will develop their inquiry and problem-solving skills. Students are often encouraged to work in small groups and they are offered frequent opportunities to reflect on, communicate about, and revise their work in progress. However, many students typically do not work together on long-term projects or problem-solving activities. Many students do not enjoy classes and programs which integrate academic with career/technical content. Although students are encouraged and given opportunities to apply their knowledge, too often they focus on a test or other final demonstration of learning which defines their level of performance due to passive and rote learning.

To invigorate the learning process and increase the collaboration of staff and students, several teaching teams have created new organizational structures, such as the Law Academy, Community ACTION Academy, and Communication Arts Academy. The Communication Arts Academy is the oldest and most established program, and has established partnerships with the San Francisco Museum of Modern Art and other arts organizations. The Law Academy, involving eleventh graders, is in its first year, but was established in partnership with the San Francisco Bar Association and with Mission High School's Law Academy, and has set up an active mentoring program. The ACTION Academy, also in its first year, involves 100 ninth

graders and 4 teachers who focus on academics and service learning. All Academy students are engaged with each other on long-term projects, and Academy teachers collaborate daily on cross-curricular instructional designs. The Academy structures are still in the preliminary stages at Balboa, however, and there is no data on student outcomes as yet.

In general, Balboa students are involved in collaborative projects as well as learning activities that reflect real and meaningful pursuits. Many teachers engage students in challenging, intellectual pursuits within class and/or co-curricular activities. However, Balboa students are sometimes ambivalent about school, seeing only a limited connection between classes, the school's expectations, and life outside school.

Evidence

In addressing learning experiences that emphasize higher order thinking skills and integrated and applied content, the team collected evidence from classroom observations and examples of student work in each department. Many of these artifacts are available for examination by the Visiting Team members in Room 107. In considering the degree of collaboration, the team relied on evidence from classroom observation, various surveys, the current master schedule, and the different academy programs (i.e. the Communication Arts Academy, the Law Academy, and the Community Action Academy).

Growth Needs

- Balboa students need learning activities that engage them in real-world applications.
- Balboa students need increased opportunities for group problem-solving experiences.

- Balboa students need to experience coherence across the curriculum, in order to appreciate the nature of their education.
- Balboa students need the support and involvement of their parents/guardians in school functions.
- Balboa students need wider choices for elective classes.
- Balboa students need more opportunities to practice higher-order thinking skills

Criterion C3: Do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom?

Findings

In many classes, primary source documents, community resources, computer technology, and field experiences are used to enhance student learning and motivation. In classes where research is required, representatives of the community are invited to speak from time to time, and field trips are organized to provide experiential learning.

Balboa is currently in a state of transition with respect to technology. Computer access is presently limited to after-school hours and/or special engagements, but technology will be woven into the curriculum as the Digital High School Program is implemented during the next three years. The students are being exposed to the skills necessary to access databases, online networks, and original documents. There is increased emphasis as well on connecting the community and the classroom, and students have new opportunities for internships, career shadowing, and job training.

Evidence

In addressing the variety of resources and the quality of learning experiences, the team considered classroom observations and student work as well as course descriptions and syllabi from each department. Various surveys also contributed to the team's findings. With respect to technology, the team factored in computer lab accessibility and the Digital High School grant while also recognizing the sparseness of the school's technology resources.

Growth Needs

- Balboa teachers need increased training opportunities in order to become technologically literate.
- Balboa students need to master computer skills.
- Balboa students and teachers require increased access to technology.
- Balboa students need increased access to internship/career opportunities and school-to-work programs.
- Balboa students need more community interaction with people involved in interesting jobs, schools, programs, and live situations.

IV. Support for Student Personal and Academic Growth

Focus Group Members

Chairperson: Aurora Chang

Criterion D-1: Wicker, McBride, Center, Dills

Criterion D-2: Hamilton, Ferro, Brady, Costanza

Criterion D-3: Eagle-Sun, Goka, Scarlata, R. Rodriguez, Rudoff

Criterion D-4: E. Rodriguez, Gates, Cunanan, Cubales

Process

The Student Support Focus Group met several times during the fall to examine ways in which student support is manifested at Balboa High School as well as ways in which we can improve and add to the student support services which are already in place. The group completed the majority of the work during two Friday afternoon meetings (each approximately 3 hours in length) devoted specifically to WASC. The focus group was divided into the four respective criterion committees to draft findings, describe growth needs and propose actions to meet those needs. Complete packets of information from the discipline groups were made available to each group so that their findings, growth needs and actions would represent the entire staff to the best of their knowledge. The work of these committees was then reviewed, edited and approved by the entire focus group and the leadership team.

CRITERION D-1: All students receive appropriate support to help insure academic success.

Findings

Balboa High School tries to maintain a strong, passionate commitment to providing a high-quality, student-centered curriculum and support services to meet the needs of our culturally, academically and socioeconomically diverse students. As our challenges increase, so does our effort to maintain a higher level of dedication, creativity and resourcefulness. From the creation of new programs to alternative forms of student support, Balboa's faculty works to adapt its services to the students' needs using the available resources.

Student support is a key factor in ensuring the success of the students at Balboa High School, but additional administrative, teaching and community strategies must be put in place to enrich the existing support programs and mechanisms at the school. Material resources are also needed.

Technology

Currently, Balboa High School is undergoing a technological "upgrade" through the Digital High School grant. By the end of the present school year, Balboa High School will have completed the re-wiring of the entire school and expects to have at least 1 computer and 1 TV/VCR in every classroom, full internet access in every class room, and additional technological equipment to enhance the existing curriculum; these resources will be integrated into the instructional program. However, one computer in every classroom will not meet the needs of students who need to acquaint themselves with and fully utilize technology for assignments and projects. The Digital High School grant provides Balboa High School with equipment, electrical and internet wiring as well as financial resources for training and technical support which will help to ensure that students are not only receiving the appropriate curriculum, but that they are also being

trained technologically for the future. Balboa is now capitalizing on these new resources and providing the staff with the training and functional equipment that will enable them to integrate technology into the curriculum.

Library

Students also have limited access to the school library, which is slowly upgrading from its old collection in order to provide supplementary materials and facilities for the students' academic use. The library spent \$17,000 above allocation last year. This year the school spent \$16,000 above allocation in an effort to ensure that students are being provided with more books and resources. The library provides both text and technological resources; these include reference books, magazines, periodicals, an online public access catalogue, the World Wide Web, and a computer lab. Presently, the library is also in the process of purchasing a periodical index as well as nonfiction and fiction books to update the present facility. In addition to the material resources, the librarian provides individual and group instruction. However, the number of computers does not equal the number of students who need to use them and the library needs to expand its hours and resources. Balboa High School is presently expanding the present hours of the library's availability and further expanding its resources. The students desperately need greater resources for adequate research and outside reading. They also need a quiet place to study.

Special Education

Balboa's Special Education Department is a strong advocate of the students they serve, consistently seeking new and innovative ways to meet the individual needs of a proportionately large population.

Balboa High School's Special Education Department provides special days classes, resource specialist programs, counseling and case management to special education students in accordance with each child's Individualized Educational Program. Balboa offers students with exceptional needs instructional services in the least restrictive environment as stipulated in their IEP. Access and involvement in general education is a statutory presumption to the recently re-authorized Individuals with Disabilities Act, IDEA-97.

Placement of students in general education needs to be carefully planned and supervised with assurances for support for both the student and the teacher. Training for regular education teachers in modifications of instructional activities as well as improved communication of student's strengths, weaknesses and learning styles would greatly improve the chance of a successful learning experience. Additionally, the selection and placement of paraprofessional staff is key to maximizing student achievement.

Balboa has implemented a new model that combines the responsibilities and duties of the Department head, Counselor and Dean into one position, Dean/Head Counselor for supervision of the Special Education Department this year. Comprehensive services under this model benefit from increased coordination and management of diverse programs that more effectively address each student's personal as well as academic needs.

Special Education students and the teachers who instruct them need much more support to ensure effective teaching and learning.

ESL/ Bilingual Program

The ESL/Bilingual Department has managed to incorporate bilingual students into an academically challenging program with excellent support for students. Efforts to ensure the

academic and personal success of ESL/ bilingual student have included the strong commitment of the ESL/Bilingual department to provide students with engaging, student-centered, skill-based curriculum, extra-curricular activities in addition to field trips, and the establishment of organizations such as the Bilingual Advisory Committee. These efforts notwithstanding, more needs to be done to ensure that language and culture do not continue to isolate these students. While students have received and are continuously receiving challenging, meaningful curriculum newer, more up-to-date materials are still needed. In addition, computers, which can provide support for students in their primary languages, would be of great resource. The success of this program is due largely to the commitment, cohesiveness and well-trained teachers who make up the ESL Department. Still, ESL students are still seen as a “separate” group within the school and not fully incorporated into the mainstream culture of Balboa High School.

Evidence

- Digital High School Plan
- Staff training for Digital High School Plan
- Library resources
- Student schedules
- IEPs
- Bilingual bookroom
- Minutes of ESL/SPED meetings
- School information in various student home languages
- Paraprofessional support
- Peer observations
- Student & Teacher surveys

Growth Needs

- Special education students need more support when mainstreamed into regular classes; the faculty needs further training to support the needs of these students.
- The school needs an improved placement system, which will group students into courses that are appropriately challenging. Components of any new plan will include more academic and personal counseling; a method of determining strengths in order to place students appropriately; and an invitation to students to take rigorous courses such as AP and honors. The faculty needs to engage in a school-wide dialogue on student placement issues before a new system is designed.
- Students need a variety of elective courses which adequately prepare them for future career choices. The present schedule restricts these opportunities.
- ESL/Bilingual students need more support from teachers, paraprofessionals and parents as they establish themselves at Balboa.
- Students need to experience technology integrated into all subjects, enhanced through professional development of teachers, student computer literacy training, and functional computer labs.
- Students need to experience a richer range of interesting and up-to-date reading materials and other curriculum resources.
- Students need increased access to the library, and improved library resources to support the curriculum.
- Students need to be supported with improved school-to-home communication.

CRITERION D-2: Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Findings

Balboa's faculty realizes the importance of instilling life skills in students, and they have struggled to create a cohesive support for students who confront many risks. The school has created life skills posters which are displayed and implemented into the curriculum of many classrooms. Perceptions on the issue of student support vary across departments, programs and

individuals throughout the school. While there are excellent student support services exist in the Teen Health Clinic, United Playaz, Peer Resources, the New Mentor Program and EDY Monitoring, there are insufficient services for all students. While some effective student support services exist, they operate in relative isolation and there is a lack of systematic support for students.

Because of the highly experimental mode under which Balboa has been operating, several innovative, student-centered programs which have enriched and engaged many of the school's young people has been implemented. However, these programs are often independently created and provided by individual teachers or teacher groups, rather than adopted by the school as a whole. Students in academy programs have fewer elective options. At present, the school sponsors a Law Academy, Community Action Academy, Communication Arts Academy and SOAR Program, but these programs need to be better integrated into the whole school program. There is considerable interest in academies and houses. The school would run more cohesively if students were all working within the same type of organizational structure (houses, academies, families, etc.). Others note that there should be more parental involvement in the creation of the existing academies and that an inordinate amount of teacher time has been required to coordinate such programs. A new school-to-career coordinator should assist in coordination of these programs, however, it is expected that teachers will still volunteer their time in the creation, development and implementation of these programs. There needs to be stronger, shared leadership and dialogue on such organizational issues.

Tardiness and Absenteeism

Although the school has tried various interventions, tardiness and absenteeism remain a large challenge for the school. New attendance and tardy policies, instituted by the new assistant principal, have been put in place, which appears to be more effective. The school community feels a heavy burden with regard to the attendance problem at school. More opportunities for security guards and other paraprofessionals to dialogue with teachers about possible remedies to the problems in this area need to be created (such as inclusion in faculty meetings).

Guidance and Counseling Services

Although the focus of guidance and counseling is to ensure the success of every student by providing them guidance during the four years leading up to their high school graduation, much of the counselors' time is spent on scheduling, course selection, graduation and college entrance requirements. Some real attempts are made at identifying students at risk and addressing their needs (e.g. discipline problems, home problems, etc.). More counselors are needed, however. A daily advisory period was scheduled-in to address this challenge, however, the model that has been implemented needs to be revised and improved.

Evidence

- Implementation of "academies" and of SOAR program
- Interest clubs (WALC, chess club, Cultural clubs, etc.)
- School attendance records/data
- Faculty meetings' attendance and agendas
- Counseling/dean referrals
- Student schedules

- Student-teacher-parent groups
- Course offerings
- Use of integrated curriculum

Growth Needs

- Students need increased parent and teacher support, and the school needs to identify and establish a schoolwide model for parent participation and encourage the participation of teachers in extra-curricular activities.
- Students need to respond to effective, comprehensive attendance policies and procedures. A coherent system should be implemented after assessment of the root causes of students' lateness and absenteeism. Analysis of in-house statistics regarding absences and tardies should be an essential component of this assessment.
- Students need to be exposed to a broader range of course offerings
- Students need more access to support services, and more information about the availability of such services in the school and in the community.

CRITERION D-3: The school leadership employs a wide range of strategies to encourage parental and community involvement.

Findings

The school community is profoundly aware of the importance of parental and community involvement to ensure the academic and personal success of our students. Since we work with such a challenging student population, we recognize the value of working collaboratively with parents and community representatives to ensure the academic and personal success of our

students. We seek to offer as many opportunities as possible for parents and community members to become an integral part of our school community.

Balboa High School appreciates parents who offer to participate at the school, but the school lacks a comprehensive approach or plan for tapping into the skills of the parents.

All families of newly-arrived student are welcomed and oriented by either the vice-principal or the principal of the school. In addition, parents/families are invited to parent nights (whole school events and multilingual events for bilingual students), college nights, music performances, athletic games, Bilingual Advisory Committee, School Site Council, School Advisory Council, the Parent Center, Volunteer Programs, field trip chaperoning, parent-teacher conferences and parent-dean conferences. They need to be connected to the school more proactively, however.

Many of the students' families do not know about-- and therefore do not use-- the services that would help their child be successful. The school needs to work around the constraints that affect parents- participation time availability, lack of home language translation/communication and other socio-economic conditions/obligations. Although teachers attempt to know the community and the families that are served by the school, communication is primarily one-way: school to home. Attempts are made by staff members to conduct conferences and other interactions in the appropriate home language. School correspondence is sent out in the four primary languages: Spanish, Filipino, Chinese and English, however, there needs to be a systematic approach to effectively communicate and involve students' families.

Evidence

- Parent nights (college, bilingual, general back-to-school)
- Music performances, athletic events, volunteer programs
- Counseling/dean referrals
- School-to-work programs
- Community liaisons/resources on-site to assist counseling
- Community organization referrals
- Documents/information in students' home languages

Growth Needs

- Students need more counseling.
- Students need academic counseling on-site with parents/guardians and teachers/counselors present. The school needs to establish biannual parent conferences, as well as evening and week-end conference opportunities for which teachers are compensated.
- Students need to establish real-work connections to the business/professional community through a fully-implemented school-to-career program.
- Students need the support of a stronger link between parents/guardians and their teachers. The school needs to expand multilingual parent meetings, a vigorous parent organization, and other parent networks.
- Parents need better referrals to community organizations offering such services as family and vocational counseling, literacy classes, and substance abuse programs.
- Parents need access to school information in their own home language. The school needs to call upon more efficient translation services.
- Parents need to be built into the on-going life of the school, and the school community should investigate the ways in which other schools have been successful in making parents more proactive in the decision-making and program implementation at their school. The formation of a strong and active parent organization should continue to be encouraged.

CRITERION D-4: The human, material, and financial resources, as well as facilities available to the school are sufficient and effectively used to support students in accomplishing the expected schoolwide learning results.

Findings

Balboa High School underwent a “face-lift” with regard to the physical plant, beginning when it was reconstituted in 1995. The entire school took on a new look when the facility was repainted, and windows were replaced, and lockers were fixed. While the exterior aspect of Balboa High School and repair/maintenance routines improved, the facility still needs to be improved. Balboa appears to lack many of the financial resources that will enable it to operate in an effective manner. Teachers make the best with the little they have, but a comprehensive approach for resource utilization, maintenance and upkeep is sorely needed.

Staff Collaboration

Staff are valued for their contributions to the school as individuals; however, there needs to be more opportunity for dialogue, shared planning or whole school discussion. Certificated and classified staffs share ideas and collaborate in the decision-making process intermittently, but the school’s leadership needs to involve these constituencies in a more viable partnership. The entire school community needs to share in this responsibility.

Physical Plant

Balboa High School’s physical plant is old and requires constant maintenance and repair. The school relies on district repair crews, which are often understaffed. This requires that the assistant principal in charge of facilities follow up repeatedly. The school custodians take pride in their work and in 1997, were voted best custodial team in the city. Although facility improvement is substantial and ongoing, certain facility issues remain outstanding. For example, the school gymnasium still requires major renovation. An expedient repair process would benefit both the school environment and the daily school routines, which make learning attractive as well as effective.

Textbooks and Other Resources

Although the school has an adequate supply of state-adopted texts, appealing, attractive texts are in shorter supply. While staff use resources creatively, more up-to-date equipment and supplies are needed. Teachers would appreciate more opportunities to review, choose and use texts and supplementary materials, which are up-to-date and culturally relevant to the student population. In addition, students need access to free photocopying.

Cafeteria System

Balboa's cafeteria system offers students the best service it can with the resources it currently has access to. Balboa's cafeteria offers a minimum of six lunch options daily (including 2 hot entrees, sandwiches, salads and a variety of individually wrapped items). Students meet with the cafeteria manager and the principal to discuss preferences. The cafeteria would benefit from more ovens and a blender. Many students who would be eligible for free lunch do not turn in their lunch forms. Some students even resort to stealing food. With these challenges in mind, Balboa is working to make the cafeteria a place that is efficiently operated, well-suited and attractive to the students.

Evidence

- Exterior and interior repairs of school
- Staff meetings attendance/agendas
- Maintenance referrals/requests
- Textbook room/resources
- Cafeteria supplies
- Technological, visual aids
- School policies and procedures for maintenance

Growth Needs

- Students need consistent access to culturally relevant and up-to-date textbooks that support the academic program.
- Students need to benefit from the availability of appropriate visual aids, and computer resources and laboratories.
- Students need to benefit from the availability of photocopy services to support their research and class projects.
- Persistent facility repair problems need to be addressed.
- The school needs to identify the accommodations needed for specific SPED populations.
- Students need facilities in which all maintenance problems are dealt with in a timely and efficient manner, and maintained at a higher standard than currently exists.

All students need proper nutrition and the school needs to find a way to ensure that all students who are eligible for free lunch, receive it.

V. Assessment and Accountability

Focus Group Members

Chairperson: Matt Alexander

Criterion E-1 Subcommittee: Gemmet, Medina, O'Hale, Pfeifer, Safir, Salinas, Theriault

Criterion E-2 Subcommittee: Amador, Barry, Cranshaw, Hart, Leonida, Lewis, Mattioli

Criterion E-3 Subcommittee: Gonzalez, Quinn, Ramirez, Verdeses

Process

The Assessment and Accountability Focus Group completed its work at several meetings during the fall, including two lengthy meetings that were held on days when students were released from school at noon so that the staff could work on WASC.

The Focus Group was divided into three subcommittees (one for each criterion) to draft findings and growth needs. The subcommittees' work was then reviewed, edited, and approved by the entire Focus Group. This document was endorsed by the entire Focus Group on Wednesday, December 8, 1998; it was then edited by the Leadership Team.

<p>CRITERION E-1: Do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices? Do students use assessment results to modify their learning in order to enhance their educational progress?</p>

Findings

Classroom assessment at Balboa High School is similar to that at most high schools in San Francisco and across the nation: it is used primarily to evaluate students. While teachers have made some attempts to use assessment results to modify curriculum and instructional practices,

there is no focused effort in this area. In most cases, students are not using assessment results to modify their learning.

Teachers at Balboa use a variety of assessment methods to evaluate students. Tests, essays, oral presentations, and projects are the most common forms of assessment. Some teachers use more innovative forms of evaluation: several members of the social studies department, for example, have their students keep interactive notebooks throughout the term. Many individual teachers throughout the school, as well as teachers in the Communication Arts Academy, Law Academy, and Community Action Academy, have students keep portfolios of their work. In the academy programs, where teachers integrate curricula across subject areas, students also are assessed using interdisciplinary projects. Several teachers use an assessment system that is based on students completing required major assignments that are explicitly designed to measure their mastery of course standards. Throughout the school, teachers use assessment to measure both knowledge and critical thinking, as well as written communication skills; however, most teachers do not formally assess oral communication.

Most teachers, even those who are experimenting with some of the more innovative techniques noted above, use assessment results primarily to evaluate students and assign grades. Because professional development time is quite limited and because there has been no focused professional development on assessment during the past few years, teachers generally do not know how to analyze assessment results to determine how to help students learn more. In addition, because of the 9-week block schedule, there is little time for teachers to use assessment results to make adjustments; instead, they must give students an end-of-unit test or project and then immediately move on to the next unit. In essence, Balboa teachers, like teachers at many schools, are trapped in a strategy that assessment expert Grant Wiggins calls “teach, test, and

hope for the best.”* Classroom assessment at Balboa is essentially a tool for student evaluation, not a systematic learning tool for teachers.

This is not to suggest that teachers at Balboa are unresponsive to their students' needs, however. Results from standardized tests, which are reported regularly, and classroom assessment results continually remind the staff of the students' generally poor academic performance, and the school has organized numerous in-school and after-school support systems in an effort to improve student learning. This fall, ninth grade English and math teachers were provided with individual standardized test scores for their students, desegregated by skill, and individual teachers are using these data to varying degrees. The math department has taken the lead in providing support to failing students by organizing daily after-school tutoring sessions; math teachers ask students to attend these sessions when it is apparent that they need extra help. In addition, in response to low standardized test scores in math, the school implemented a program where students practice math problems in Advisory. Most teachers in other departments also make themselves available to provide extra assistance to students who are performing poorly in class.

In general, there are not enough efforts to use assessment results to improve student learning. Data on student achievement are analyzed sporadically and unevenly, and usually only when external forces demand it. The only schoolwide processes for collecting data about achievement are report cards and standardized tests. While the data generated by report cards and standardized tests are reported to the school community, there is no formal, schoolwide process for analyzing these data. In other words, teachers may know what grades their students received or how they performed on the CTBS exam, but they do not know how to use this information to improve the students' grades or test performance. Finally, although some attention is paid to

* Grant Wiggins, *Educative Assessment: Designing Assessments to Inform and Improve Student Performance* (San Francisco: Jossey-Bass, 1998), p. 10.

how students' socio-economic and cultural backgrounds affect performance on standardized tests, much more needs to be done to address this issue.

Evidence

To understand classroom assessment practices, focus group members examined examples of the assessment types used most commonly by teachers, including tests, essays, oral presentations, and projects. Focus group members also studied the more innovative forms of assessment used by some teachers, including interactive notebooks, portfolios, interdisciplinary projects, and assessment systems based on students completing required major assignments that are explicitly designed to measure their mastery of course standards. Teachers' syllabi, which generally included a description of grading policies, major evaluation tools, and curricular schedules, also provided a useful overview of classroom assessment practices and their relationship to teaching and learning.

To obtain information on how teachers use assessment results to modify instruction, focus group members considered evidence that included direct reports from teachers, the schedule for math department after-school tutoring sessions, and the math problems given out in advisory.

Growth Needs

1. Balboa needs a formal, schoolwide process for consistently and systematically collecting and analyzing detailed classroom-level assessment data, including the necessary professional development time to implement such a process. Balboa teachers then need the necessary time and expertise to use classroom assessment results as a learning tool.
2. Balboa teachers need to incorporate a variety of assessment formats into their curriculum. This process needs to include professional development on how to effectively use portfolios

as an assessment tool and on how to create unified school standards and a rubric for oral presentation.

3. To the extent that Balboa has control over testing schedules, Balboa needs a more flexible schedule for standardized testing, one that is created by the staff around student needs.

<p>CRITERION E-2: Do the school, district, and community regularly review student progress toward accomplishing the expected schoolwide learning results? Are assessment results reported regularly to the entire school community?</p>
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Findings

Like many high schools, Balboa has no formal procedure for reporting and reviewing meaningful assessment results. While report card data and standardized test results are reported to the school community, there is no formal, schoolwide process for analyzing these data for use in the classroom. There is also no meaningful link between these data and the expected schoolwide learning results.

Schoolwide assessment data at Balboa come primarily from report cards and standardized tests. Courses at Balboa last nine weeks, and report cards are issued at the end of each nine-week term. (Parents also receive a progress report at the mid-term, four and a half weeks into the course.) Report card data are not reported to the entire school community, although detailed information is available to teachers about percentages of different grades their students received, and teachers are sometimes informed of these percentages. Each spring, Balboa students take a standardized test (formerly the CTBS and now the STAR exam). Schoolwide results from these exams are reported to the entire school community, and these results are desegregated by grade, gender, ethnicity, bilingual status, and special education status. To date, however, only ninth grade English and math teachers have received standardized test data on individual students.

Each Balboa student has a cumulative file in the counseling office that contains his or her school transcript and standardized test results; the data in these files are used primarily by counselors to determine whether students are eligible to graduate. A teacher on special assignment collects academic performance and attendance data on students classified as educationally disadvantaged youth (EDY), and he coordinates advising, tutoring, classroom placements, and parent contacts for these students.

Balboa has no formal process for using schoolwide assessment results to improve teaching and learning. In general, teachers do not know how to use assessment results to improve their students' grades or test performance. In addition, report cards and standardized tests alone are not especially rich or detailed data sources, so it is difficult for the school to use them as a basis for improvement.

Balboa does not regularly review student progress toward the expected schoolwide learning results. Before this year, the school worked toward three schoolwide priorities each year. The expected schoolwide learning results were created this fall in response to the WASC process; since they are relatively new, most teachers are not very familiar with them. Consequently, Balboa teachers establish expected levels of student accomplishment by referring mainly to tradition and teaching guides, not in response to schoolwide assessment goals. While some departments have established content and performance standards, these standards must now be linked to the expected schoolwide learning results, and there has not yet been a schoolwide effort to determine whether students are actually learning what is in the standards. In essence, Balboa's sources of schoolwide assessment data are not yet linked to the expected schoolwide learning results and thus are of limited usefulness.

Evidence

Focus group members reached conclusions about schoolwide assessment practices by examining evidence such as report cards, schoolwide standardized test score reports (with results desegregated by grade, gender, ethnicity, bilingual status, and special education status), school schedules for standardized testing (CTBS and STAR), memos to teachers informing them of how many of their students failed, department standards (those that exist), students' cumulative files, and direct reports from teachers and other staff members.

Growth Needs

1. Balboa needs more meaningful sources of schoolwide assessment data that are tied to the expected schoolwide learning results and to department standards.
2. Balboa needs a formal process for consistently and systematically collecting and analyzing detailed schoolwide assessment data, including the necessary professional development time to implement such a process. These data need to be used to develop student learning plans and to improve teaching and learning.
3. Balboa needs academic standards that are aligned with state and district standards. These standards need to be used by all teachers and understood by all students.

CRITERION E-3: Does the assessment of the expected schoolwide learning results drive the school's program development and resource allocation?

Findings

In general, the assessment of the expected schoolwide learning results does not yet drive Balboa's program development and resource allocation. Efforts to improve student performance are usually based on general notions of student needs rather than detailed data about their performance. While some departments are beginning to develop a systematic approach to data

collection and analysis, schoolwide efforts to use data to make decisions are sporadic. In some cases, decisions are made without consulting available data.

As noted under Criterion E-2 above, Balboa has no useful source of schoolwide assessment data that is linked to the expected schoolwide learning results. As a result, there is little detailed information about student performance that can be used to drive decisions about program development or resource allocation. Even the data that do exist — report cards and standardized test scores — are not generally used as instruments to guide curriculum goals.

Nevertheless, the school's staff does use the general information it has about Balboa students' academic performance to initiate improvement efforts. For example, in response to the fact that many students were not passing the writing proficiency test that all San Francisco students must pass in order to graduate, the school implemented a special writing course that is open to juniors who have not passed the test. To provide extra support for chronically failing students, the school created the SOAR academy, which is designed to provide intensive academic assistance to students who have poor attendance and a grade point average below 1.0. To assist ninth grade students who failed two or more classes in eighth grade, Balboa recently established a mentoring program that matches these students with adults on campus. The results of these and other similar efforts to improve student performance are as yet undetermined.

Some departments are working to gather and analyze data in a more systematic way. The ESL/bilingual department, for example, enters grades, test results, and teacher recommendations for each student into a database at the end of every term. This information is then used to inform decisions about course placement so that students take classes that are appropriate for their English and academic skill levels.

On a schoolwide level, the assessment data that exist at Balboa are sometimes ignored in the decision-making process, in particular with respect to the master schedule. The school does not yet have a process for using data systematically to drive decisions about student scheduling. As a result, some teachers see flaws in particular aspects of scheduling, such as the criteria for placement of students in foreign language and music classes, the breadth of elective course offerings, the fact that ninth grade students do not take physical education, and the criteria for teacher course assignments. Taken together, these issues suggest that the school needs a more data-driven approach to scheduling.

Balboa's decisions about program development and resource allocation, therefore, tend to be based on general notions about student needs rather than concrete data about whether students are meeting the expected schoolwide learning results.

Evidence

To understand how assessment results are used to make decisions, focus group members considered evidence that included the schedule and materials for the proficiency test preparation course, the graduation eligibility forms used by counselors, the ESL/bilingual department database, direct reports from teachers and other staff members, and the school's master schedule.

Growth Needs

1. Balboa students need close monitoring of their academic progress through meaningful data collection in order to ensure that their academic and personal needs and interests are being met. This process needs to include assessment of all incoming students in reading, writing, and math.
2. Balboa needs to make teacher course assignments that are based on teacher expertise and student needs.
3. Balboa needs strict scheduling guidelines for students that are based on prerequisites, student needs, and, when appropriate, teacher recommendations; the school also needs more controls on who makes schedule changes.

Action Plans

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Chapter V: Schoolwide Action Plan

Introduction

This section of the Self-Study Report includes the synthesis of the needs compiled by the discipline groups and focus groups. The Leadership Team took the responsibility of reviewing, evaluating, and organizing the lists of needs as submitted through the five focus groups. The process included clarifying language and eliminating duplication across focus group lines, leaving in 63 refined needs. Each focus group's needs were then prioritized by consensus and simplified into single global needs which summarized the most significant needs for each focus group. When organized in this manner, the framework for a manageable action plan took shape based on a simplified, meaningful focus. Below are listed the five global needs, supported by a number of action steps which form the basis of the plans that follow to fulfill those global needs.

- I. **VISION, LEADERSHIP, AND CULTURE:** Balboa needs to increase stakeholder voice and improvement in the school's vehicles for planning, decision making and program implementation.
 - **Involve all stakeholders in the implementation of the school's vision.**
 - **Incorporate long-range planning into the school's regular process as an extension of the School Site Council.**
 - **Increase meaningful structures for parent involvement.**
 - **Increase multiple and adequate communication vehicles for all stakeholders.**
 - **Develop and implement actions to increase faculty retention.**
 - **Link school and community organizations in an active partnership focused on youth development.**
 - **Develop and implement a plan for continued facilities improvement and maintenance.**

2. **CURRICULAR PATHS:** Balboa needs to reassess systematically the current block schedule in order to deliver a curriculum that meets the students' academic and personal needs.
- **Establish a task force/ committee to seek funding to thoroughly assess the 4x4 schedule and current curricula from all perspectives, investigate alternative schedules in order to create a schedule and curriculum that the entire Balboa community can embrace and implement.**
 - **Reduce the number of students who fail classes through a provision of additional academic curricular approach.**
 - **Create rigorous course content standards for each department with uniform challenging syllabi on the USUSD and state frameworks as well as the expected schoolwide learning results (ESLRs).**
 - **Create and implement a program of classes for all incoming ninth graders.**
 - **Create and implement a support system of staff, parents, and community representatives to provide counseling on post-secondary opportunities.**
 - **Create a core of classes--and expanded school-to-career options that addresses the students' interests, post-secondary goals, life skills and career education needs.**
3. **POWERFUL TEACHER AND LEARNING:** Balboa needs to support successful student learning through teacher collaboration and focused professional development.
- **Research, develop and implement a long-term professional plan which encompasses the vision of Balboa and builds on its human resources.**
 - **Research and develop organizational structures such as houses or academies.**
 - **Design a master schedule that allows teaching teams weekly common planning time.**
 - **Offer electives based on students' needs. Develop a festival (e.g. Electives Day) which celebrates special learning interests of the faculty and students.**
 - **Offer continued teacher technology training.**

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- **Expand efforts to design interdisciplinary learning experiences.**
 - **Prepare a school catalogue describing all programs and services to ensure that everyone understands the scope of the school's offerings.**
 - **Study and implement organizational structures that facilitate and strengthen student/teacher relationships.**
4. **SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH:** Balboa needs to implement formal, systematic and comprehensive approaches to school community problem solving, program funding, and the redistribution of organizational resources to support student learning.
- **Assess the feasibility of establishing a transitional or “newcomer” programs for incoming ESL and regular education students who need language assessments, orientation to the requirements of a new educational system, and/or intensified work in basic skills, ESL and the like.**
 - **Increase the school's link to area-wide community organizations that provide services relevant to student needs in order to increase 1:1 student support.**
 - **Establish procedures for coordinating student support services.**
 - **Create more course offerings such as academic electives, honors, advanced placement, school to work, etc.**
 - **Implement the Digital High School Plan.**
 - **Design an adult education program for parents and area residents.**
 - **Assess the incidence and causes of tardiness and absenteeism, establishing an accurate database and implementing consistent policies.**
 - **Develop a system of rewards and recognition for student achievement.**
5. **ASSESSMENT AND ACCOUNTABILITY:** Balboa needs to establish systems for collecting meaningful assessment data to inform decision making on individual students and the school as a whole.

- **Involve the faculty in an ongoing training effort that increases their expertise in using classroom-based assessments to improve instruction.**
- **Train all teachers to use a variety of assessment formats.**
- **Align department and SFUSD standards with curriculum and assessment.**
- **Train all teachers in special education and bilingual “best practices.”**
- **Tie performance assessments to the Expected Schoolwide Learning Results.**
- **Create structures for gathering, analyzing and storing schoolwide data, including standardized test data and more meaningful types of assessment data, that are used by all stakeholders for school improvement efforts.**

The following section outlines the plans submitted by the individual focus groups. The word “academy” as it appears in text in the plans is used colloquially at Balboa. Only the Communication Arts Academy fits with the state academy definition.

I. Vision Leadership and Culture: Action Plan

Area for Improvement

The Vision, Leadership, and Culture Focus Group represents a broad range of discipline groups at Balboa High School. Each Discipline Group representative voiced their individual Discipline Group's needs and suggested actions. During the Fall semester, our Focus Group met several times as a forum for communicating ideas, findings, and priorities of needs outside the traditional subject matter departments. The Focus Groups offered a unique whole school perspective to individual stakeholders. The Statement of Area of Improvement is a synthesis of the needs expressed in those meetings.

BALBOA HIGH SCHOOL NEEDS TO INCREASE STAKEHOLDER VOICE AND INVOLVEMENT IN THE SCHOOL'S PLANNING, DECISION MAKING, AND PROGRAM IMPLEMENTATION.

Rationale

Balboa High School is an institution of diverse and emotionally invested stakeholders. The diversity at Balboa is a source of strength, which can offer unique solutions and actions to the needs that face our school as a whole. By increasing the diverse stakeholder voice and involvement in the school's planning, decision-making, and program implementation, Balboa High School will ensure that solutions and actions are for the benefit of all its members. Furthermore, the school draws emotional investments in the form of hard work and dedication from students, parents, and staff. Our challenge is to include all voices in a formalized process of shared decision-making and program implementation.

Expected Schoolwide Learning Results

This section of the action plan addresses all of Balboa's Expected Schoolwide Learning Results (ESLRs). The action steps are intended to provide all stakeholders a sense of participation in shaping a community that believes all students can learn.

The plan proposed by the Vision, Leadership, and Culture group involves several steps that address the previously stated focus group needs:

Step 1: Involve all stakeholders in the implementation of the school's vision.

Timeline:

See following page for timeline with corresponding actions, and responsible Persons Responsible:

A Vision Committee composed of members from the current Vision, Leadership, and Culture Focus Group working with the School Site Council.

Resources:

- Investigate extended hours pay for committee members.
- Research data and models.

Assessing Program:

- Committee meeting notes and agendas; agreement of all stakeholders that the vision statement represents the stakeholders.
- Asses and evaluate results of implementation.

Report to Stakeholders:

- Submit rough draft/outline of a revised vision statement to stakeholders for input.

VISION, LEADERSHIP, AND CULTURE

Step #1: Involve all stakeholders in implementation of school vision.

ESLR Addressed: A, B, C, D, E

Timeline	Action	Responsible Party
4/99- 6/99	Continue Vision, Leadership, and Culture focus group and review vision with SSC; evaluate and assess; survey stakeholders for input	Vision, Leadership, and Culture Focus Group and SSC (Vision Committee)
9/99- 12/99	Collect/analyze data Research other models	Vision Committee
1/00- 3/00	Create a rough draft/outline of a revised vision statement	Vision Committee
3/00- 4/00	Submit to stakeholders for input	All
4/00- 5/00	Edit rough draft to include to stakeholders input	Vision Committee
5/00- 6/00	Complete revised vision statement	Vision Committee
9/00-	Implement revised vision statement	Stakeholders
2/01- 3/01	Assess and evaluate results of implementation	Stakeholders
3/01- 4/01	Make adjustments necessary from stakeholders input	Vision Committee
4/01- 6/01	Implement any adjustments	Stakeholders
9/01	Revisit vision statement	Vision Committee

Step 2: Incorporate long range planning into the school's regular process as an extension of the School Site Council.

Timeline:

See following page for timeline with corresponding actions, and responsible party.

Persons Responsible:

Long Range Planning Committee, School Site Council, Principal and Assistant Superintendent for Secondary Schools, members of the WASC Leadership Team, Staff and faculty, Parents, and Students.

Resources:

-Investigate funding for extended hours pay for party involved.

Assessing Programs:

- Assess needs of stakeholders in long range planning.
- Evaluation of initial structure for committee on long range planning.
- Create tool of assessment for use by all stakeholders and monthly review.
- Evaluate committee structure and effectiveness.
- Continue monthly assessment/evaluation by stakeholders.

Report to Stakeholders:

- Establish lines of communication between SSC and staff.
- Formalize procedures for setting agendas/process for inclusion.
- Hold regularly scheduled meeting in coordination with SSC.
- Report to stakeholders any assessment, input, revise planning as needed.

VISION, LEADERSHIP, AND CULTURE

Step #2: Incorporate long range planning into the school's regular process as an extension of the School Site Council

ESLR Addressed: A. B. C. D. E

Timeline	Action	Responsible Party
9/99-6/00	<p>Form a long range planning subcommittee of Vision, Leadership, and Culture Focus Group that will monitor and provide consistent focus on long range goals</p> <p>Assess needs of stakeholders in regard to long range planning</p> <p>Strengthen lines of communication between SSC and staff.</p> <p>Formalize procedures for setting agendas/process for inclusion</p> <p>Establish a formalized procedure for the school's master calendar</p>	<p>SSC/Administration/ WASC Leadership Team/ District Adm/Faculty/ Parents/Students Vision, Leadership, and Culture Focus Group</p>
6/00-6/01	<p>Evaluation of initial structure for committee on long range planning</p> <p>Hold regularly scheduled meetings in coordination with SSC</p> <p>Set master calendar for school year with all pertinent information pertaining to long range goals</p> <p>Monitor programs already implemented/assess their effectiveness</p> <p>Report to stakeholders/assess input/revise planning as needed</p> <p>Create tool of assessment for use by all stakeholders and review monthly</p>	<p>Subcommittee</p> <p>Vision, Leadership, and Culture Focus Group/SSC</p> <p>Administration/SSC/ Vision, Leadership, and Culture Focus Group</p> <p>Subcommittee/ Administration</p> <p>Subcommittee</p> <p>Subcommittee</p>
6/01-6/02	<p>Evaluate committee structure and effectiveness</p>	<p>Vision, Leadership, and Culture Focus Group/SSC</p>

	Set yearly school master calendar including all new items in long range planning	SSC/Vision, Leadership, and Culture
	Hold meetings in coordination with SSC	Vision, Leadership, and Culture/ SSC
	Continue monthly assessment/evaluation by stakeholders	Subcommittee

Step 3: Increase meaningful structures for parent involvement.

Timeline:

See following page for timeline with corresponding actions, and responsible party.

Persons Responsible:

Community Liaison, Committee consisting of Principal, Assistant Principal, SSC members, and members of the community, Parent Volunteer Coordinator, Balboa Parent Organization, Teachers, UBC, BPO, Teen Clinic, and SFUSD Evaluation & Assessment Department.

Resources:

- Research and apply for funding for Community Liaison.
- Research and apply for further funding.

Assessing Programs:

- Develop parent needs assessment protocol.
- Conduct parents need assessment in relation to school program and community resources.
- Tally and analyze the results of the parent need assessment.
- Evaluate and make necessary changes to SSC as provided by law.
- Evaluate effectiveness of program and make necessary changes.
- Three year evaluation of program.

Report to Stakeholders:

- Schoolwide individual parent/teachers conferences.
- Publish parent newsletters.

VISION, LEADERSHIP, AND CULTURE

Step # 3: Increase Meaningful Structures for Parent Involvement

ESLR Addressed: A5, B1-3, C1, D1-3, E1-4

Timeline	Action	Responsible Party
4/99	Provide 'visitor friendly' training for all school personnel including all office student workers	AP
8/99	Develop parent needs assessment protocol	Committee consisting of Principal, School Site Council members and interested members of the school community
9/99	Conduct parents need assessment in relation to school program and community resources	Committee including AP
9/99	Expand Balboa Parent Organization	Committee including AP
9/99	Recruit parent volunteers	Community Liaison/AP/Parent Volunteer Coordinator
9/99	Plan a schoolwide individual parent/teacher conference at the end of the grading period	Balboa Parent Organization
10/99	First schoolwide individual parent/teacher conference	All teachers
10/99	Research and apply for funding for a full time community liaison(see Support for Student Personal and Academic Growth, Step II)	Committee
10/99	Tally and analyze the results of the parents need assessment	Committee
10/99	Develop a workable procedure for staff to put concerned item(s) on the SSC meeting agenda	SSC/UBC/BPO
10/99	Membership drive for Balboa Parent Organization	Parent Volunteer Coordinator
10/99	Elect BPO officers	Parent Volunteer Coordinator
11/99	Develop job description for the Community Liaison(see Support for Student Personal and Academic Growth, Step II)	Committee consisting of Principal, School Site Council members and interested members of the school community
11/99 - 1/00	Update and distribute a comprehensive directory of community services that are relevant to student and parent needs. (see Support for Student Personal and Academic Growth, Step II)	Committee/Teen Clinic
2/00	Second schoolwide individual parent/teacher conference	All teachers
2/00 - 4/00	Evaluate and make necessary changes to School Site Council as provided by law	Entire school community including the SSC
4/00	Interview and hire Community Liaison(see Support for Student Personal and Academic Growth, Step II)	AP and School Site Interview Committee
4/00	Solicit articles for newsletter from entire school community	Community Liaison
5/00	Publish second parent newsletter	Community Liaison
5/00	Evaluate effectiveness of program and make necessary changes	SSC/SAC/BAC/BPO
8/00 - 10/00	Membership drive for Balboa Parent Organization	Community Liaison, parent volunteer coordinator
8/00 - 10/00	Recruit parents/staff to run for SSC, SAC, and BAC	Community Liaison
8/00 - 11/00	Organize community agencies to conduct a series of at least four parent workshops with topics generated from the result of the parents need assessment from 10/99	Community Liaison/AP/Teen Clinic
11/00	Elect BPO Officers	Community Liaison/Parent Volunteer coordinator
1/00	BAC,SAC,SSC elections	Community Liaison/Parent Volunteer coordinator
6/00 - 6/01	Schoolwide individual parent/teacher conferences will be scheduled twice a year at the end of the first grading period of each semester	All teachers

8/00 – 6/01	Parent newsletter will be published 4 times a year	Community Liaison
9/01 – 10/01	Membership drive for Balboa Parent Organization	Community Liaison, parent volunteer coordinator
11/01 – 10/01	Recruit parents/staff to run for SSC, SAC, and BAC	Community Liaison
11/01	Elect BPO Officers	Community Liaison/Parent Volunteer coordinator
11/01	BAC,SAC,SSC elections	Community Liaison/Parent Volunteer coordinator
8/01 – 6/02	Parent newsletter will be published 4 times a year	Community Liaison
8/01 – 6/02	Community organizations will conduct no less that 4 parent workshops a year	Community Liaison/Teen Clinic
8/01 – 6/02	Schoolwide individual parent/teacher conferences will be scheduled twice a year at the end of the first grading period of each semester	All teachers
2/02 – 4/02	Research & apply for further funding	Committee consisting of Principal, Community Liaison, School Site Council members and interested members of the school community
5/02	Three year evaluation of programs	Committee
5/02	Three year evaluation of programs	SFUSD Evaluation & Assessment Department

Step 4: Increase multiple and adequate communication vehicles for all stakeholders.

Timeline:

See following page for timeline with corresponding actions, and responsible party.

Persons Responsible:

Communication Committee, Media Arts Class, Technology Coordinator, Faculty, SFUSD, Journalism staff. Administration, Attendance Office, Community.

Resources:

-Investigate funding and grant sources.

Assessing Programs:

-Assess improved parental contact through attendance figures and parental survey.

-Assess success of Web Page by recorded number of hits.

-Get results on feasibility study of Balboa Community Access.

Report to Stakeholders:

-Distribute school paper to community and parents.

-Bring various proposed communication programs to stakeholders.

-Implemented communication programs.

Vision, Leadership and Culture

Step #4: Increase multiple adequate communication vehicles for all stakeholders.

ESLR Addressed: E

Time line	Action	Responsible Party
9/99	Establish a Communication Committee to review various proposed communication programs i.e. In-house cable TV channel Expanding the Bal Web Page A phone bank at Balboa for parental contact For parent newsletter, see Step #3	Administration Media Arts class Faculty SFUSD Committee Members
10/99	Get Balboa cable ready	Technological coordinator SFUSD
11/99	Bring proposals to Faculty Expand Balboa Web Page	Committee Members Faculty Technological coordinator SFUSD
1/00	Implement approved media program Identify needs and funding Have phone bank up and dialing	Faculty Committee Members
3/00	Assess improved parental contact through parental survey	Committee Members Attendance Office
6/00	Have funding and needs in place for Communication Program Access success of Web Page by recorded number of hits	Faculty Administration Committee Members Community
9/00	Begin building a library of media presentations for use in Balboa i.e. In-house lessons Guest Lectures Student Projects Substitute lesson plans	Media Arts class Faculty Committee Members Administration
1/01	Investigate producing broadcasts for whole school over network	Technical support team
3/01	Find funding for increased production of media by Balboa.	Committee Members Administration Community
9/01	Secure funding and increase production and facilities for Media Arts class	Committee Members Administration Media Arts class Community
1/02	Approach community access TV or Radio with media library and investigate the possibility of	Committee Members Administration

	community access through the Community access TV or radio station	
3/02 – 5/02	Wiring and hook-up for in-house production	Technical support team
3/02	Get results on feasibility study of Balboa Community Access	Committee Members Administration SFUSD
4/02	Possible first Community Access Broadcast	SFUSD Community Media Arts class Faculty Administration
5/02	Assess success of Communication Program	Community Faculty Media Arts class
6/02	First in-house broadcast	Media Arts class
6/02	Expand Community Access programming to weekly program	SFUSD Community Media Arts class Faculty Committee members Administration
9/02	Continue Program and investigate further expansion	Administration Committee Members Faculty Media Arts class SFUSD Community

Step 5: Develop and implement actions to increase faculty retention.

Time Line:

See following page for timeline with corresponding actions, and responsible party.

Persons Responsible:

Hiring and Retention Committee, Social Committee, Department Heads, Administrators.

Resources:

-Investigate funds for mentor program.

Assessing Programs:

-Create and implement exit interview.

-Create in house hiring rubric to evaluate candidates.

Report to Stakeholders:

-On going reports to faculty regarding teacher selection and retention.

VISION, LEADERSHIP, AND CULTURE

Step #5: Implement actions to increase faculty retention.

ESLR Addressed: B1-2.D1-2-3.E1-3-4

Timeline	Action	Responsible Party
4/99	Establish committee (3-5 people) to focus on teacher retention	3-5 volunteers
5/99	Investigate hiring practices of other districts for inner city schools	Hiring and Retention Committee
5/99	Develop relationship with universities (Stanford, Mills, etc.) to solicit strong candidates	Hiring and Retention Committee
5/99	Create and implement exit interviews in survey format	Hiring and Retention Committee
5/99	Create in-house hiring rubric to evaluate new candidates for hire	Hiring and Retention Committee
5/99-9/02	Comprise interview team including department heads, Retention Committee, and administrators	Hiring and Retention Committee Department Heads Administrators
6/99-9/02	Second interview includes teaching sample lesson to teachers and students	Hiring and Retention Committee
4/99	Contact Human Resources to add employee requirements to web page	Hiring and Retention Committee
5/99	Investigate funds for mentor program	Hiring and Retention Committee
5/99	Poll teachers regarding mentorship needs	Hiring and Retention Committee
8/99	Implement on-site mentorship program based on teachers' needs	Hiring and Retention Committee
8/99	First year teachers (ever) submit bi-weekly lesson plans to mentor teachers	Hiring and Retention Committee
8/99	Mentors/mentees on same floor	Hiring and Retention Committee
8/99	Establish crisis control program for struggling teachers	Hiring and Retention Committee
9/99	Create a team of teachers to support new teacher	Teacher volunteers
9/99	Create Social Committee to encourage teacher morale	Hiring and Retention Committee
4/99-9/02	On-going reports to faculty regarding teacher selection and retention	Hiring and Retention Committee

Step 6: Link school and community organizations in an active partnership focused on youth development.

Timeline:

See following page for timeline with corresponding actions, and responsible party.

Persons Responsible:

Community Outreach Committee (COC), Faculty, Staff, Parents Students, Community Organization Members, Balboa Health Clinic

Resources:

-Investigate and secure funding from community agencies.

Assessing Programs:

- Develop needs assessment protocol.
- Conduct needs assessment.
- Tally and analyze the results of the needs assessment.
- Institute programs based on results of needs assessment.
- Three year evaluation of program.

Report to Stakeholders:

- Bring school community for review/suggestions.
- Establish permanent location on school campus where information about community organizations is readily accessible to the entire Balboa Community.
- Resource Room.

VISION LEADERSHIP AND CULTURE

Step #6: Link school and community organization in active partnership focused on youth development.

ESLR Addressed: B, E

Timeline	Action	Responsible Party
9/99	Establish the Community Outreach Committee (COC) with volunteer membership open to faculty, staff, parents, students, and community organization members	Faculty, staff, parents, students, and community organization members
10/99	Research and establish links to community organizations such as Bayview Hunters Pt Foundation, Every Child Can Learn, The Magic Learning Project, SF (NOW) Educational fund, Revitalizing Education and Learning (REAL)	COC
11/99-12/99	Investigate and secure funding to enhance learning development through community projects such as The Magic Learning Project	COC
11/99-12/99	Committee brainstorms, plans and outlines suggestions for aligning the community organizations within the school curriculum framework	COC
1/00	Bring school community for review /suggestions	COC
2/00	Integrate suggestions from school community into curriculum	COC
3/00	Establish permanent location on school campus where information about community organizations is readily accessible to the entire Balboa Community	COC, APs
4/00	Inform/introduce school	faculty, staff, parents, students, and community

	community to community orgs. Resource room	organization members
5/00	Design & outline plans for a schoolwide Community Outreach Fair	COC
9/00	Bring to community for review/suggestions and integrate suggestions into the plan	COC, faculty, staff, parents, students, and community organization members
10/00	Schoolwide Community Outreach Fair	COC, faculty, staff, parents, students, and community organization members
11/00	Circulate survey or questionnaire to ascertain interest in various organizations, effectiveness of fair	COC
12/00	Assess the results from the/curricular Outreach Fair and contact organizations for their feedback as well as solicit input from students who have participated in the orgs.	COC
1/01-3/01	Integrate, assess and implement suggestions from school community into the COC goals and programs, curricular design and fair	COC, faculty, students
2/01-4/02	Follow-up on community links. Invite community orgs. To submit "ads" to school paper, continued recruiting	COC, Community orgs, students
4/02	Three year evaluation of program	

Step 7: Develop and implement a plan for continued facilities improvement and maintenance.

Timeline:

See following page for timeline with corresponding actions, and responsible party.

Persons Responsible:

Assistant Principal (Building and Grounds), Teachers, Department Heads, SA, SA Advisor, Volunteers, Facility Management Department, Community Volunteer Committee, Principal/School Community leaders, students, PTA.

Resources:

-Develop a plan to lobby politicians to sponsor bond measures for building repairs.

Assessing Programs:

- Individual teachers and department assessment of needed repairs.
- Assess repairs not finished.
- Conduct a comprehensive facility needs assessment.
- Repair assessment.

Report to Stakeholders

- Provide workshop on how repairs are being reported and taken action.
- Newsletter.

SION, LEADERSHIP, AND CULTURE

Step #7: Develop and implement a plan for continued facilities improvement and maintenance.

ESLRs Addressed: A5.B1.B3.D1.2.3.E1.2.3

Timeline	Action	Responsible Party
5/99	Develop a more formal procedure to report needed repair within school	Assistant Principal - Buildings and Grounds Custodial Services
8/99	Individual teacher and department assessment of needed repairs	Teachers Department Heads
9/99	Provide workshop on how repairs are being reported and action taken. Provide information on the scope and sequence of each repair shop in the District Building and Grounds Department	Buildings and Grounds District Personnel Assistant Principal - Buildings and Grounds
10/99	Conduct a clean campus poster contest	SA/SA Advisor
10/99	Conduct open forum to community, parents, and neighborhood and establish work committee to perform clean-up and minor repairs twice a school year.	Teachers, volunteers, student volunteers Custodial Services
11/99	Organize a clean campus campaign for students	SA/SA Advisor
11/99	Conduct "Beautiful Bal Day"	All volunteers
12/99	Assess repairs not finished	Assistant Principal - Buildings and Grounds Facility Management Department
1/00	Clean campus campaign month	Student Organizations
1-4/00	Conduct a comprehensive facility needs assessment	Assistant Principal - Buildings and Grounds Custodial Services Facility Management Department
2/00	Organize "Beautiful Bal Day"	Community Volunteer Committee
4/00	Conduct "Beautiful Bal Day"	All volunteers
5/00	Develop a plan to lobby politicians to sponsor bond measures for building repair	Principal/School Community Leaders Students
5/00	Assess repairs not finished	Assistant Principal - Buildings and Grounds
6/00	Reorganize Community Volunteers - Establish committee and newsletter or work with PTA	All volunteers and PTA
6/00	Repair assessment	All school personnel
6/00	Write and send home newsletter	Volunteers

7/00	Continued repairs by District	Buildings and Grounds District personnel
8/00	Repair Assessment	All personnel
9/00	Second Annual Clean Campus Poster Contest	SA/SA Advisor
10/00	Organize "Beautiful Bal Day"	Community Volunteer Committee
11/00	Conduct "Beautiful Bal Day"	All volunteers
12/00	Write and send home newsletter	Community Volunteer Committee
12/00	Reassess plan to lobby politicians to sponsor bond measures for building repairs	Principal/School community leaders Students
1/01	Repair assessment	Assistant Principal
2/01	Organize "Beautiful Bal Day"	Community Volunteer committee
3/01	Organize "First Annual Earth Day Celebration"	SA/SA Advisor
4/01	Conduct "Beautiful Bal Day"	All volunteers
5/01	Conduct "First Annual Earth Day Celebration"	SA/SA Advisor
6/01	Repair assessment	Assistant Principal
6/01	Reorganize Community Volunteers	All volunteers

Step 8: Expand and enrich counseling and discipline procedures to continue improving school's climate.

Timeline:

See following page for timeline with corresponding actions, and responsible party.

Persons Responsible:

Committee made up of principal, members of the SSC, interested members of school community, School Site Interview Committee, AP-PPS, PTA, Counseling office assistant(s), PPS department, Counselors, teachers, students, parents, SFUSD Evaluation & Assessment Department.

Resources:

- Research and apply for funding for counselors.
- Research and apply for funding for changes suggested in needs assessment that were not fiscally doable.
- Reapply for all funding sources in order to continue position and programs.

Assessing Programs:

- Develop needs assessment protocol to be given to all school site personnel, students, and parents.
- Assessment and evaluation of all programs for refunding purpose.

Report to Stakeholders

- Distribute needs assessment.

VISION, LEADERSHIP, AND CULTURE

Step # 8: Expand and enrich counseling and discipline procedures to continue improving school's climate.

ESLR Addressed: A5, B1-3, C1, D1-3, E1-4

Timeline	Action	Responsible Party
4/99	Research and apply for funding for 2 grade level and 1 college counselor as part of a plan to offer more counseling schoolwide.	Committee made up of Principal, members of the School Site Council and other interested members of the entire school community
4/99	Develop job description for Counseling office assistant(s).	Committee made up of Principal, members of the School Site Council and other interested members of the entire school community
4/99	Research and apply for funding for a "Chill-Out" program and Coordinator where students can go and calm down when they are having a difficult time maintaining appropriate behavior in school.	Committee made up of Principal, members of the School Site Council and other interested members of the entire school community
4/99-6/99	Research and apply for funding for Counseling office assistant(s) to do non-counseling functions currently taken on by counselors.	Committee made up of Principal, members of the School Site Council and other interested members of the entire school community
8/99	Interview and hire coordinator for "Chill" program.	School Site Interview Committee/AP-PPS/Counselors
8/99	Interview and hire at least 2 grade level and 1 college counselor.	School Site Interview Committee/AP-PPS/Counselors
8/99	Interview and hire the Counseling office assistant(s).	School Site Interview Committee/AP-PPS
8/99 – 11/99	Set up space and develop policy & procedures for use of "Chill" room.	Entire school community.
9/99	Develop needs assessment protocol to be given to <u>all</u> school site personnel, students and parents.	Committee consisting of the Counseling office assistant(s) and representatives from SSC, PTA, etc.
10/99	Distribute needs assessment	Counseling office assistant(s)
11/99	Collect and analyze results of needs assessment	Counseling office assistant(s)
11/99 – 6/00	Make suggested changes based on needs assessment that are fiscally doable.	Counseling office assistant(s)
11/99 – 6/00	Research necessary funding sources and apply for funds for changes suggested in needs assessment that were not fiscally feasible.	Counseling office assistant(s)
10/99	Each counselor starts at least 1 support group consisting of 8 students.	PPS department
10/99 – 1/00	On-going support groups	PPS department
1/00 – 3/00	Counselors start next support group.	PPS department
2/00 – 6/00	Develop grade level counselor meetings with individual advisories to discuss: 9 th – transcripts & graduation requirements; 10 th – college & career planning; 11 th – pre-graduation; 12 th – graduation.	Counselors, teachers, students, parents, etc.
9/00 – 6/01	Individual advisories visited by counselor at least once a month throughout the school year.	Counselors
8/01 – 6/02	Counselors continue both support groups and advisory meeting programs	Counselors
3/02 – 6/02	Reapply for all funding sources in order to continue positions and programs.	Committee made up of Principal, members of the School Site Council and other interested members of the entire school community
4/02 – 6/02	Assessment & evaluation of all programs for refunding purposes.	SFUSD Evaluation & Assessment Department

II. Curricular Paths: Action Plan

Area for Improvement

Balboa needs to systematically assess its present organization and the current block schedule in order to deliver a curriculum that meets the students academic and personal needs.

Rationale

To properly assess our current schedule, a careful systematic analysis of the needs of our students must first take place involving representative members of the entire Balboa community. The WASC self study process has allowed us to gather unprecedented information on our student body. Now this data and more should be subjected to a careful assessment of student needs and the design of more effective organizational systems to ensure their successful learning and development. The Balboa community desires an extended opportunity to consider this information on staff development days as well as opportunities to study the scheduling and student assignment systems used in successful schools elsewhere. Our schedule should work to increase student learning, stability, and support, as well as an understanding of post secondary options.

To this end our current 4x4 block schedule needs to be assessed. The current schedule has both strengths and weaknesses for our population of students. There is a need to compare and explore other scheduling options or possible ways to strengthen the 4x4. Our present 4x4 schedule lengthens the amount of time students spend in any one period from 50 to 90 minutes every day. This can present a problem to students who have short attention spans, incoming freshmen who are unfamiliar with such long class periods, and can exacerbate attendance problems because students who do not attend miss twice the amount of class time at each occurrence. Due to inadequate staffing allocations students who fail part one of a two-part class must wait an entire quarter to re-take the failed section; too often at Balboa, they are mindlessly scheduled into the second part of a course for which they are unprepared. This creates a vicious cycle of failure, behavioral problems, and classroom discipline issues. Yet this schedule has its advantages also. The schedule allows students to enroll in more electives, if offered, to repeat or take remedial courses and still graduate with their peers in a four year time span, and allows teachers to offer a more in depth curriculum that can be project based. There is increased academic stability for students engaging with only four teachers a day. There are fewer passing periods that help to limit negative student interactions in the halls. Many problems voiced by the staff concerning the 4x4 schedule can be traced to master scheduling, staffing allocations, adequate curricular support through professional development and curricular planning. These all need to be addressed.

There is a need for electives that stimulate personal learning, growth, and post-secondary investigations. A thorough schoolwide dialogue about the needs of our students must occur, and this event should involve students, parents, counselors,

teachers, classified personnel and administrators. Then a schedule of appropriate and standardized classes needs to be created to increase student achievement and learning.

Expected Schoolwide Learning Results

The proposed changes to the master schedule and the school's present curriculum addresses each ESLR. **To demonstrate grade level skills in reading, writing, speaking and mathematics**, our incoming students must first be assessed for skills, abilities, and interests. Secondly, a standardized curriculum and professional development plan must be created and tailored to the school's teaching staff and established to address the skill levels and needs of our students. Our curriculum assumes our students enter with basic skills intact; while some do, most of our students are performing below grade level. For students to **demonstrate higher order thinking skills** our curriculum must provide the essential building blocks to take students from basic to advanced proficiency levels in a logical progression.

For students to **strengthen personal character** while enrolled at Balboa, it is necessary to offer a wider range of elective classes. Electives and an alternative heterogeneous organizational options such as houses or families need to be created to allow for student exploration of school to career options, life skills, post - secondary options, and the creation of individual personal learning plans.

If all of our students are to use **technology effectively**, our schedule and curriculum must be founded on access to that technology. The Digital High School project -- already in the initial stages of implementation stages should affect the proposed changes to our students' curricular paths.

A rich body of electives that reflect our students' interests and aptitudes needs to be created. Through challenging, interesting electives, students are motivated to **exhibit positive and creative expression**. It is often through exhilarating elective classes that students find the motivation to come to school at all.

Step 1: Establish a task force/committee to seek funding to thoroughly assess the 4x4 schedule and current curriculum from all perspectives, investigate alternative schedules in order to create a schedule and curriculum that the entire Balboa community can embrace and implement. The goals of the task force/committee are to address the following:

- unmet student needs in the academic, personal, and special interest domains
- the need for regular and ongoing team planning, shared leadership and focused staff development related to implementation of the WASC Action Plan in years to come.
- increased elective offerings that reflect student skills, interests, and needs
 - adherence to the Expected Schoolwide Learning Results
 - alternatives for heterogeneous student grouping patterns that increase student awareness of post-secondary opportunities
 - offer short career exploration courses
 - reduce student / teacher ratios
 - increase student support
 - increase teacher support and alleviate a contributing factor to chronic teacher turnover
 - reduce the impact of transience by designing a Newcomer program
 - develop and offer College Prep courses for juniors and seniors preparing to apply to four year colleges

This plan assumes that Balboa will have established a vehicle for broad collective leadership that will empower the above committee/task force to share in the school's decision-making process to include feedback and approval before implementation.

For timelines, actions, and persons responsible see next page.

Resources

SFUSD funding
Federal and state Grants
Corporate funding and sponsors

Ways of Assessing Progress

Members of the planning committee, district and site administrators would present an implementation plan to the entire Balboa community before implementation, by July 1, 1999 and undertake those steps that will operationalize the plan by August 1999.

Report to Stakeholders

A formal report to the Superintendent and the school community will be made during a three-day, August, 1999 institute for the school's faculty and staff.

CURRICULAR PATHS

Step #1: Assess 4 x 4 schedule and create alternative schedule and curriculum.
 ESLR Addressed: A. D. E

Timeline	Action	Responsible Party
2/99	Assess the current 4 x 4 block schedule Create survey for stakeholders Investigate different types of block scheduling options at other sites	A.P., PPS, CURR, ADM Department Heads TSA/EDY Programs Principal Students Counselors Teachers
3/99	Committee prepares list of pro's and con's for current schedule and presents to staff (from survey conducted with all stakeholders)	Committee
4/99	Committee summarizes input from stakeholders and submits recommendations to staff for input, modifications, revisions, and vote Summarize input and revise draft and submit final recommendations to stakeholders	All staff Committee/staff
5/99	Chosen schedule submitted for implementation for Fall 1999	Committee

Step 2. Reduce the number of students who fail classes through a provision of additional academic curricular support. These programs will include an after school tutorial program, after school enrichment classes sponsored by departments, required Saturday classes, and the hiring and assignment of additional paraprofessionals.

For timelines, actions, and persons responsible see next page.

Resources

The SFUSD must first commit the available monies to fund these programs. Required staff allocations must be met.

Additional state and federal grants will be sought by the current administrative team to augment district funding.

Ways of Assessing Progress

Implementation of actual programs through adequate district funding.

Enrollment and attendance records.

Implementation will reduce the number of failing students and increase the number of students who graduate.

Report to Stakeholders

Departments and staff report progress to Assistant Principal for Curriculum.

Assistant Principal for Curriculum prepares a formal evaluation report to the Superintendent and the school community describing the action outcomes and a written plan for future actions in May 2000.

CURRICULAR PATHS

Step #2: Reduce the number of students who fail classes through a provision of additional academic curricular support

ESLR Addressed: E-3, B-1

Timeline	Action	Responsible Party
3/99	Assess, design and implement comprehensive program to reduce failures.	Department Heads, Ass't Principal for Curriculum, CIPD teachers on Special Assignment Curricular Paths Focus Group
4/99 to 6/99	Collect and analyze data on students who have failed courses in first three semesters. Establish ongoing system to continuously monitor identified students	Curricular Paths Focus Group Subcommittee
5/99	Research other programs that have successfully reversed student failure. Determine specific factors that have worked with like populations i.e., after school tutorial programs, Saturday school, and special enrichment classes	Subcommittee
5/99	Identify aspects of current programs and services that have been effective at Balboa, i.e. Soar, Academies, TOP, PACT, summer school and Basketball team tutorial model	Subcommittee
5/99	Identify external resources and organizations available to students and catalogue each for dissemination to students, parents and staff. Example; Bridges, SF Boys and Girls Club, West Bay Phillipino Multi-Service Center	Subcommittee Staff
5/99	Evaluate and identify teacher and para professional staff development, allocation and materials needed for effective program	Subcommittee
6/99 to 8/99	Create comprehensive plan to address failing students needs which includes implementation steps; target goals and outcomes, funding, staff allocation and materials/space and time issues	Committee, School Community (Grant funding team both insider and outside individuals)
9/99	Implement plan	Committee, School Community
2/00	Evaluate outcomes and revise plan base on data; enrollment and attendance records, grades, and counselor/teacher reports	Committee, School Community
End of 5/00	Prepare final report of outcomes and revisions/improvements for fall 2000 and present to Stakeholders	Committee, Ass't Principal for Curriculum
9/2000	Evaluate outcomes and revise plan based on data; enrollment and attendance records, grades, and counselor/teacher reports	Committee, School Community

Step 3: Create rigorous course content standards for each department with uniform challenging syllabi based on the SFUSD and state frameworks as well as the expected schoolwide learning results (ESLRs). With solid departmental standards, curriculum, and materials, student learning will not suffer in the constant shuffle of staff.

The English and Math departments will administer placement tests for all incoming students to assess skills and establish baselines. On the basis of these tests, incoming students will be offered appropriately challenging classes that directly address the skills needed to progress successfully through the curriculum to graduate. This is not meant to be construed in any way as a form of tracking but rather as an opportunity to offer elective classes that address students needs to build literacy and math skills.

In addition each department will identify and address the need for repeatedly failing students to receive additional support and remedial instruction to include a skills strand woven into the delivery of content instruction.

Culturally relevant materials and books reflecting the school's ethnic and racial diversity will be selected in each subject area or discipline.

For timelines, actions, and persons responsible see next page.

Resources

Department planning and staff development time will be required throughout the year. SFUSD funds for additional certificated positions created by additional classes will be made available.

Ways of Assessing Progress

Course standards and syllabi that are published, disseminated, and implemented
Placement tests used in English and Math Departments.

Enrollment and attendance in skills classes in Math and English

Reduction of the numbers of failing students and increasing numbers of students who graduate.

Report to Stakeholders

Assistant Principal for Curriculum prepares a formal evaluation report to the Superintendent and the school community describing the action outcomes in a written plan for the future actions in May 2000.

Step 4: Create and implement a program of classes for all incoming ninth graders that emphasize:

- short and long term academic and personal goals through development of a personal learning plan. (first week of the fall term)
- assessment of students' skills and abilities and placement in classes that support and expand their current proficiencies. (first week fall term)
- life skills training and early vocational awareness
- understanding of the expected schoolwide learning results
- PE requirements to 9th and 10th grades and scheduled later in the day

This program effort would complement the present Step Up to Bal program already in place. The opportunity to welcome our new freshmen and immediately create an environment of academic support, goal setting, and long-term life skills will in the long run help us retain students, reduce drop-outs, and ultimately graduate more students.

The goal would be to create a meaningful multifaceted experience at each grade level around the development of personal learning plans and their implementation. As the first group of ninth graders proceeds to tenth, eleventh, and twelfth grades, teachers and administrators will implement and expand the program's key components; to include an updating of each students personal learning plan for the school year ahead and a reflective experience that engages students in an assessment of the previous school year. As the students approach graduation, a culminating activity that integrates past learning and future goals would be required of all seniors.

For timelines, actions, and persons responsible see next page.

Resources

Time and resources for those involved would need to be made available through a comprehensive staff development plan.

Ways of Assessing Progress

Progress Report to staff in Fall 1999 and Spring 2000

Student surveys

Student Personal Learning Plans on file with counselors

Report to Stakeholders

Assistant Principal for Pupil Services, ninth grade teachers, and counselors prepare a formal evaluation report to the Superintendent and the school community describing the action outcomes and a written plan for future action in May 2000.

Curricular Paths

Step #4: Create and implement a program of classes for all Ninth Grade Students
ESLR Addressed: A1, A5, B1, B2, B3, C1, C2, D3, E1, E2, E3

Timeline	Action	Responsible Party
3/99	Create Freshman Committee to review scheduling options for in-coming freshman i.e. Technological training Support classes for Identified Students Life skills and Career training Offering PE in 9 th grade Dropping Geography requirement	Administration Faculty Committee Members
4/99	Have Math and English Dept. adopt assessment tool for evaluating in-coming freshman academic level.	CIPD SFUSD Math Dept. English Dept.
5/99	Have Advisory committee design freshman advisory curriculum including career planning and life skills Explore possible peer mentor program between 9 th and 12 th grades	Advisory Committee members Mentor Coordinator Mentor committee Administration
6/99	Step-up to Bal program running	SFUSD Administration Faculty
8/99	Give assessment to in-coming 9 th graders in Math and English skills	English dept. Math dept.
9/99	Advisory curriculum in place for 9 th grade advisories Implement the faculty approved freshman scheduling Identified students appropriately placed	Advisory Committee Faculty Administration AP in charge of Master Schedule
10/99	Mentoring programs cover ½ the in-coming freshman with 2 or more F's in 8 th grade	Mentor coordinator Faculty Community Senior Class Pupil services
12/99	Assess effects of new scheduling on academic success, attendance and drop outs	Faculty Freshman Committee Administration SFUSD
1/00	Assess the Step-up to Bal program with academic success. Investigate possible improvement strategies	SFUSD Administration Freshman Committee
2/00	Assess improvement in technological	Technology coordinator

Step 5: Create and coordinate a support system of staff, parents, and community representatives to provide counseling on post-secondary opportunities.

For timelines, actions, and persons responsible see next page.

Resources

SFUSD allocations for additional counselor/ liaison to coordinate parents and community resources.

Ways of Assessing Programs

Student - contact data

Report to Stakeholders

Liaison prepares a formal evaluation report to Superintendent and the school community describing the action outcomes and a written plan for future actions in May 1999 and yearly thereafter.

CURRICULAR PATHS

Step #5: Create a coordinated support system of staff, parents, and community representatives to provide counseling on post-secondary opportunities.

ESLR Addressed: A, C

Timeline	Action	Responsible Party
4/99	Create survey for all stakeholders regarding the need for counseling services in the area of post-secondary opportunities for students	Committee of Stakeholders: Administrators, Faculty, Students, Parents, Community
5/99	Recruit potential volunteers (parents, community, staff) interested in working in program Assess time allocations of staff/resources to create planning time for advisement program Find possible location (rooms available) for program	Staff Administrators Assistant Principal of Facilities
6/99	Submit findings from survey, assessment to entire Balboa community for input, review and edit Collect responses, input and summarize draft copy of proposal (goals and objectives) Seek funding for possible "liaison" position that would coordinate program goals	Committee Committee Committee
9/99	Committee meets to assess, review and continue with planning Summarize activities to date: funding for liaison, facility, staff time, volunteers recruited and all additional input since previous semester Resubmit proposal to all stakeholders for approval	Committee Committee Committee
10/99-6/00	Implement program with liaison/advisor in place Liaison creates structure for first semester of program, utilizing all resources already on site: Counseling, EDY, AACE, PACT, Department Heads Meeting of all persons involved with	Administrators Liaison Liaison

Step 6: Create a core of classes-- and expanded School to Career options that addresses the students' interests, post-secondary goals, life skills, and career education needs.

For timelines, actions, and persons responsible see next page.

Resources

SFUSD allocations for additional staff.

Ways of Assessing the Programs

Additions to the 2000-2001 master schedule

Curriculum and Syllabi

Student enrollment and attendance

Report to Stakeholders

Site Administrators prepares a formal evaluation report to the Superintendent and the school community describing the action outcomes and a written plan for the future actions in May 2000.

CURRICULAR PATHS

Step #6: Create a core of classes and expand the School to Career options.

ESLR Addressed: A. B. C. D. E

Timeline	Action	Responsible Party
Spring, Summer, and Fall 1999 to Spring 2000	<ul style="list-style-type: none"> - Establishing a task force to assess the current schedule and curriculum to address students' post secondary goals, life skills, and career exploration. - Creating alternative schedules and curriculum that address the student needs and interests as identified by school data 	Task Force members Site Administrators District Personnel Department Heads Teachers SSC members
Fall 1999 to Spring 2002	<ul style="list-style-type: none"> - Focusing staff development on curricular standards and student achievement 	School to Career Office Assistant Principal of Curriculum School to Career Coordinator Academies Coordinators
Spring 1999 to 2005	Infuse the School to Career focus into the core curriculum	School to Career Office Assistant Principal of Curriculum School to Career Coordinator Academies Coordinators

III. Powerful Teaching & Learning: Action Plan

Based on the findings accumulated by the Leadership Team, the Focus Group – Powerful Teaching and Learning – identified an all-encompassing global need which strikes at the heart of many issues affecting the degree of teaching and learning at Balboa High School. Our findings suggest that in order to serve the challenging student body of Balboa, the staff must shape a coherent, long-term approach to professional development, which emphasizes teacher collaboration and a well-planned, comprehensive curriculum. In order to establish such an approach, Balboa will need a master schedule which supports collaborative teaching and learning (possibly houses or academies), true student elective choice, and a School-To-Work program as well as opportunities for other real-world learning opportunities. This global need is articulated as follows:

BALBOA NEEDS TO SUPPORT SUCCESSFUL STUDENT LEARNING THROUGH TEACHER COLLABORATION AND FOCUSED PROFESSIONAL DEVELOPMENT.

Rationale

The WASC Powerful Teaching and Learning criteria focus on whether the school 1) provides challenging learning experiences, 2) uses a variety of resources that include technology, and 3) demonstrates collaboration between all involved in the learning process. As the group moved through the WASC process and developed the Findings and Growth needs, an overarching need surfaced that extended to all the criteria mentioned above.

Professional development emerges as the recurring need. With the challenges that Balboa presents, teachers need support in learning and implementing current methodologies and strategies; they also need technological support in the classroom. Other recurring needs focus on the master schedule and its impact on teachers' abilities to collaborate and produce a coherent, comprehensive curriculum for students. These recurring needs are summarized in the global need stated above. In order to create challenging, comprehensive and high-level learning experiences, using multiple resources, teachers need substantive training and opportunities to plan together and to combine their expertise in powerful collaborative relationships.

Expected Schoolwide Learning Results

This section of the action plan addresses all of Balboa's expected schoolwide learning results (ESLRS). If Balboa is to make progress toward meeting its ESLRs, the school needs to implement a long-term approach to professional development and teacher collaboration.

Step 1: Research, develop, and implement a long-term professional development plan which encompasses the vision of Balboa and builds on its human resources.

For Timeline, Actions, and Person(s) Responsible for step 1, see next page.

Resources

- Regular and ongoing time for meeting and development cleared in the master calendar.
- Coordination with CIPD and other Professional Development resources.

Ways of Assessing Progress

- Faculty survey to determine effectiveness and make appropriate changes/suggestions.
- Teacher evaluations of specific professional development activities.
- Report from Assistant Principal for Curriculum and Instruction

Report to Stakeholders

Committee representative reports to the School Site Council (SSC) and High School Operations Division; department heads keep faculty apprised of developments.

POWERFUL TEACHING AND LEARNING

Step #1: Research, develop, and implement a long-term professional development plan which encompasses the vision of Balboa and builds on its human resources.

ESLR Addressed: A1-2-3-4-5, B-1-3, C1-2, D1-2-3, E1-2-3-4

Timeline	Action	Responsible Party
Spring, Summer, and Fall, 1999	<ul style="list-style-type: none"> - Form a committee of stakeholders to develop and oversee the implementation of a long term school improvement and professional development plan which encompasses the vision of Balboa and builds on its human capacities. - Conduct a survey to determine long-term professional development needs on research based programs and best practices. - Develop a coordinated staff development plan that aligns to the District goals. 	Leadership Team Assistant Principal of Curriculum Department Heads
Spring 1999 to Summer 2000	<ul style="list-style-type: none"> - Research and develop more viable educational programs that promote teacher collaboration such as interdisciplinary teaching, academies, etc. 	Committee Assistant Principal of curriculum CIPD Staff Academy Coordinator
Fall 1999 to 2005	<ul style="list-style-type: none"> - Secure funding to implement a coordinated staff development plan that allows individual faculty and/or whole departments to pursue advanced training that will enrich the school's program and move its improvement plan forward. - Provide job-embedded staff development such as Teacher as Researcher, Small Study Group and Peer or Expert Coaching. - Provide training on using multiple strategies to address the core standards. (multiple intelligences, flexible group in interactive teaching, decoding and reading comprehension, writing process, classroom management, etc.) 	Committee; Assistant Principal of Curriculum

Fall 1999 to 2005	Establish a master calendar and schedule for Professional Development each year	Assistant Principal Department Heads
Spring 1999 to 2005	To complete teacher technology training	Digital High School Coordinator

Step 2: Research and develop organizational structures such as houses or academies.

For Timeline, Actions, and Person(s) Responsible for step 2, see next page.

Resources

Time for research and development. District allocations and foundation grants to support planning effort, teacher salaries during the summer, and program implementation.

Ways of Assessing Progress

Assistant Principal for Curriculum and Instruction works with District program evaluators

Report to Stakeholders

Assistant Principal or committee spokesperson prepares a formal evaluation and reports to teachers/administration/School Site Council.

POWERFUL TEACHING AND LEARNING

Step #2: Research and develop organizational structures such as houses or academies.

ESLR Addressed: A1-2-3-4-5, B1-3, C1-2, D1-2-3, E1-2-3-4

Timeline	Action	Responsible Party
Spring 1999 to 2000	<ul style="list-style-type: none"> - Research different models of master scheduling that allow students more electives and maximize teaching team planning time 	Department Heads Academies and interest teachers Assistant Principal of Curriculum
Spring 1999 to 2000	<ul style="list-style-type: none"> - Examine the current structures of the academies to determine their effectiveness concerning teaching and learning - Redesign academies according to the findings based on Spring 99 examinations. - Develop a monitoring system to provide feedback for continued improvement 	Department Heads Academies and interest teachers Assistant Principal of Curriculum District Assessment and Accountability Office
2002-2002	<ul style="list-style-type: none"> - Implement the revised structures and monitor their effectiveness concerning students achievement 	Department Heads Academies and interest teachers Assistant Principal of Curriculum District Assessment and Accountability Office

Step 3: Design a master schedule that allows teaching teams weekly common planning time.

For Timeline, Actions, and Person(s) Responsible for step 3, see next page.

Resources

Funds for extra planning time to research and develop schedule. Research other school schedules to determine effectiveness and relevance vis-a-vis Balboa's student population and teacher collaboration needs.

Ways of Assessing Progress

Faculty approval and participation.

Report to Stakeholders

Teaching teams self-evaluate effectiveness and report to faculty and School Site Council

POWERFUL TEACHING AND LEARNING

Step #3: Design a master schedule that allows teaching teams weekly common planning time

ESLR Addressed: A1-2-3-4-5, B1-3, C1-2, D1-2-3, E1-2-3-4

Timeline	Action	Responsible Party
Spring and Summer 99	Research different models of master scheduling that maximize teaching and learning	High School Operations Office Site Administration Department Heads Leadership Team
Spring and Summer 99	Collect input from all stakeholders in determining the best scheduling to address the needs and interests of the Balboa Community	SSC BAC Community Leaders
Spring 1999 to 2005	Design a master schedule that allows teaching teams common planning time to increase students achievement	High School Operations Office Site Administration Department Heads Leadership Team

Step 4: Offer electives based on students' needs. Develop a festival (e.g. Elective Day) which celebrates the special learning interests of the faculty and students.

For Timeline, Actions, and Person(s) Responsible for step 4, see next page.

Resources

- Agreeable master schedule.
- Teachers with appropriate backgrounds to teach the various electives.
- Research various elective programs at other schools.

Ways of Assessing Progress

- Alignment with the district standards
- Student survey before and after to develop elective choices.
- Student and teacher evaluations of elective classes.

Report to Stakeholders

- Report/summary/press release of electives offered at Balboa.
- Inclusion into Balboa High School catalogue.

POWERFUL TEACHING AND LEARNING

Step #4: Offer electives based on students' needs. Develop a festival (e.g. Elective Day) which celebrates the special learning interests of the faculty and students.

ESLR Addressed: A3-5. B2. D1-3. E2-3

4/99	Establish Electives Committee to design innovative elective opportunities which both meet the needs of the students as well as capitalize upon the strengths of the faculty. Committee should decide membership procedure.	Assistant Principal in charge of Curriculum and Instruction. Department Heads. interested teachers
4/99- 5/99	Electives Committee decides on structure of electives available at Balboa. Informs faculty.	Electives Committee
5/99	Survey teachers to determine specific elective possibilities for next year.	Electives Committee
5/99	If viable. survey students to determine elective interests.	Elective Committee Teachers to administer survey Students
Summer 99	Collect and analyze data from other schools programs (e.g. the Challenge Program)	Electives Committee
Summer 99	In coordination with Master Schedule, provide electives as 1) decided on by the Committee and 2) available within the schedule.	Electives Committee Master Schedule
9/99	Implement electives program as decided above	Elective Teachers
12/99	Survey students and teachers to determine elective interests and current effectiveness of elective classes.	Electives Committee Teachers Students
12/99	Electives Committee meets to determine any mid-year changes/revisions to Electives schedule.	Electives Committee
5/00	Electives Committee meets to determine changes/revisions to Electives process in coordination with other committees (master schedule, houses/academies, etc.)	Electives Committee
9/00	Electives Committee determines meeting calendar as appropriate to current needs with the school.	Electives Committee
9/01	Electives Committee determines meeting calendar as appropriate to current needs with the school.	Electives Committee

Step 5: Offer continued teacher technology training.

For Timeline, Actions, and Person(s) Responsible for this step, see Support for Student Personal and Academic Growth Action Plan step 5.

Resources

Professional development time.

Ways of Assessing Progress

Teachers complete evaluation report to assess effectiveness.

Report to Stakeholders

- Digital High School Coordinator prepares formal evaluation report.
- Results of evaluation reported to faculty, administration, and SSC.

Step 6: Expand efforts to design interdisciplinary learning experiences.

For Timeline, Actions, and Person(s) Responsible for step 6, see next page.

Resources

CIPD and other professional development resources

Ways of Assessing Progress

Semester student/teacher evaluations.

Report to Stakeholders

Committee prepares formal evaluation report detailing progress on Interdisciplinary Teaching to the Balboa community.

POWERFUL TEACHING AND LEARNING

Step #6: Expand efforts to design interdisciplinary teaching experiences.

ESLR Addressed: A1-5, B1-3, C1-2, D1-3, E1-4

Timeline	Action	Responsible Party
6/99	Establish committee on Interdisciplinary Teaching	Mentors of Interdisciplinary Teams
9/99	Evaluate current science on interdisciplinary teaching/learning models	Committee on Interdisciplinary Teaching
10/99	Research effective interdisciplinary programs at other schools	Committee on Interdisciplinary Teaching
1/00	Research funding sources for interdisciplinary teaching	Committee on Interdisciplinary Teaching
2/00	Decide on goals for interdisciplinary teaching/learning	Committee on Interdisciplinary Teaching
5/00	Master Schedule Committee researches schedules allowing for interdisciplinary teams/coring	Assistant Principal
6/00	Implement new house/academy structures into new master schedule	Assistant Principal
9/00	Common planning times allowed for existing academy structures	Assistant Principal
9/00	Present effective models of interdisciplinary lesson plans	CIPD
9/00	Encourage/support interdisciplinary academies	Administration Faculty
9/00	Inform parents regarding interdisciplinary teaching for buy in	Interdisciplinary Teachers
1/01	Update staff/faculty on progress of interdisciplinary teaching	Committee on Interdisciplinary Teaching
5/01	Assess effectiveness of interdisciplinary teaching through student/staff pools	Committee on Interdisciplinary Teaching

Step 7: Prepare a school catalogue describing all programs and services to ensure that everyone understands the scope of the school's offerings.

For Timeline, Actions, and Person(s) Responsible for step 7, see next page.

Resources

Funding for time and printing costs.

Ways of Assessing Progress

Student/faculty approval

Report to Stakeholders

Catalogue given to all Middle Schools; available upon request; eventually put online.

POWERFUL TEACHING AND LEARNING

Step: #7 Prepare school catalogue describing programs and services so all understand scope of school offerings

ESLR Addressed: B, D, E

Timeline	Action	Responsible Party
1999-2000	Collect information from staff on courses, counseling, student support services and community resources and school expectations	Committee representing staff, students, parents and community
	Sort and organize information into format by area: Curriculum, course descriptions, general school information, student services; counseling, peer resources, clinic, EDY, sports/extra curricular activities, etc.	Staff
	Create draft document to be presented to stakeholders for input, modifications and review.	Staff
	Investigate costs of production and funding if necessary	Staff
	Collect input from stakeholders and edit and correct/modify original draft.	Committee
	Create final draft for approval of stakeholders	Staff w/committee
	Upon approval, prepare and send initial document for printing	Staff w/committee
2000-2001	Review and update catalogue as necessary to reflect on-going changes and update course offerings and descriptions	Committee
	Infuse use of catalogue, as a component in the STEP UP TO BALBOA summer program for incoming 9 th grade students	Staff involved with summer program
	Evaluate effectiveness and usefulness of the catalogue and report findings to stakeholders	Committee

Step 8: Study and implement organizational structures that facilitate and strengthen student/teacher relationships

For Timeline, Actions, and Person(s) Responsible for step 8, see next page.

Resources

- exemplary models used by other schools
- community mentors
- community/school activities coordinator
- peer and administrative observations

Ways of Assessing Progress

- pre and post survey of student/teacher attitudes toward school and toward one another
- evaluate student performance in classes (both academically and with respect to the student-teacher relationship)

Report to Stakeholders

- mentorship programs between teachers and students
- conference time for teachers and students to meet
- time for reflection and discussion through professional development

POWERFUL TEACHING AND LEARNING

Step #8: Study and implement organization structures that facilitate and strengthen student/teacher relationships.

ESLR Addressed: A5, B1-3, D3, E1-4

Timeline	Action	Responsible Party
9/99	Long-term professional development committee plans appropriate professional development concerning the importance of teacher/student relationships.	Long-term professional development committee
9/99	Committee decides appropriate block of time to focus professional development towards student/teacher relationships/mentorships. (Note- research indicates that to have an effect, schools should focus on specific professional development topics for no less than 2 years)	Long-term professional development committee
To Be Determined by committee	Collect and analyze data on teacher/student relationships	Team to be designated by long-term professional development committee
TBD	Teachers define their own parameters concerning constructive relationships with students.	Teachers under professional development guidance
TBD	Teachers develop ways of organizing individual classrooms to improve teacher/student relationships	Teachers under professional development guidance
TBD	Teacher hold discussions on ways of using student struggles and difficulties with work to develop relationships	Teachers under professional development guidance
TBD	Research and develop best practices for development of healthy teacher/student relationships.	Teachers under professional development guidance
	Evaluate professional development program	Assistant Principal in charge of Curriculum and Instruction
TBD	Find ways of using homework and journals to develop relationships.	Teachers in their classrooms
TBD	Find time in the master schedule to establish teacher "chat" groups which help teachers collaborate and establish effective teacher/student relationships.	Assistant Principal in charge of Curriculum and Instruction
TBD	Evaluate effectiveness of teacher/student relationships.	Assistant Principal in charge of Curriculum and Instruction

IV. Support for Student Personal and Academic Growth: Action Plan

Area for Improvement

Balboa needs to implement formal, systematic and comprehensive approaches to school community problem-solving, program funding and the distribution of organizational resources to support student learning.

Rationale

While individual members of the Balboa community have initiated and implemented student support services for Balboa students, a more systematic approach to link these services together has not existed. Effective programs which have served a variety of populations at Balboa High School have been implemented, but in isolation from a general, systematic, resourceful structure which would more effectively provide student support services.

Expected Schoolwide Learning Results

This section of the action plan addresses *all* of Balboa's expected schoolwide learning results (ESLRS). If Balboa is to make progress toward meeting its ESLRs, the school needs to implement a formal, systematic comprehensive approach to meeting the students' support needs.

Step 1: Assess the feasibility of establishing transitional and “newcomer” programs for incoming ESL and regular education students who need language assessments, orientation to the requirements of a new educational system and/or intensified work in basic skills, ESL and the like.

For timelines, actions and persons responsible, see next page

Resources

- teacher committees, students, community members
- attendance, test and academic data
- funding sources
- other school models for newcomer programs

Ways of Assessing Progress

- planned professional development time to meet and report to faculty
- student performance data
- success and retention of newcomer students

Report to Stakeholders

- evaluation of programs
- committee reports/updates to staff through staff meetings
- multilingual parent nights/activities
- multilingual newsletters

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Step #1: Establish transition and newcomer programs for incoming ELL and regular education students. **ESLR Addressed:** A1-5.B2-3.D2-3. E1-4

Timeline	Action	Responsible Party
9/99	Establish 2 linked committees: Newcomer Program (for new ELL immigrants to the US) and Transition Program (for students who enter the school after the beginning of the semester)	Newcomer and Transition Program Committees consisting of: AP's (C & I. and PPS), teachers (Bil. Dept., SPED, and cross-section of other departments.) BAC rep. student reps. interested parents
9/99-12/99	Collect and analyze attendance, test, and academic data on newcomer and transfer students	Committees
10/99	Investigate funding sources	Committees
11/99	Apply for three year funding	Committees
1/00-3/00	Research models of similar programs elsewhere	Committees
3/00-4/00	Design/outline how such programs would work at Bal	Committees
End of 4/00	Bring to school community for review/suggestions	Faculty, BAC, SSC, students
5/00	Integrate suggestions from school community into design	Committees
6/00	Integrate into master schedule	AP (PPS)
9/00-	Pilot programs	AP (C&I), program teachers
10/00-12/00	Assess programs with an eye toward improvement/Collect and analyze data	Committees, SFUSD Research and Assessment Dept.
12/00	Plan changes to programs	Committees
1/01-6/01	Implement changes	AP (C&I) program teachers
2/02-5/01	Reassess changes and overall programs Revise	Committees, SFUSD Research and Assessment Dept.
9/01-6/02	Implement Revisions	AP (C&I), Program teachers
9/01-11/01	Investigate and apply for continued funding	Committees
1/02 - 6/02	Three year evaluation of programs	Committees
4/02	Three year evaluation of programs	SFUSD Research and Assessment Dept.

Step 2: Increase the school's link to area-wide community organizations that provide services relevant to student needs in order to increase 1:1 student support.

For timeline, actions and persons responsible. see next page

Resources

- increased teacher allocation funds
- community liaisons/organization
- directory of community services

Ways of Assessing Progress

- survey of student needs
- survey of community resources
- student retention and servicing data

Report to Stakeholders

- assessment and evaluation of program (1st year and 3rd year)
- incorporation of paraprofessionals in regular staff meeting and in staff development time
- community-sponsored events at Balboa High School
- community fairs (job-related, student-interest-related, etc.)

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Step # 2: Increase the school's link to area-wide community organizations that provide services relevant to student needs in order to increase 1:1 student support.

ESLR Addressed: A1-5, C1-2, D1-2, E1-4

Timeline	Action	Responsible Party
4/99	Research and apply for funding for a full time community liaison (see Vision, Leadership & Community, Step III)	Committee made up of Principal, members of the School Site Council and other interested members of the entire school community
4/99	Develop Community Liaison job description (see V.L & C, Step III)	Committee made up of Principal, members of the School Site Council and other interested member of the entire school community
8/99	Interview and hire community liaison(see V.L & C, Step III)	School Site Interview Committee/AP
11/99 – 1/00	Update and distribute a comprehensive directory of community services that are relevant to student and parent needs. (see V.L & C, Step III)	Community Liaison/Teen Clinic
1/00 – 6/00	Outreach to community based organizations that specialize in high school tutorial programs.	Community Liaison
1/00 – 6/00	Contract made between Balboa and CBO's regarding the tutoring of Balboa students.	Community Liaison/AP
5/00	First year assessment and evaluation of program	SFUSD Evaluation & Assessment Department
5/00	Reapply for funding source in order to continue position and program	Community Liaison and Committee made up of Principal, members of the School Site Council and other interested members of the entire school community
8/00	Make necessary adjustments to program according the result from the assessment and evaluation of 5/00	Community Liaison/AP
8/00 – 6/01	Continue program	Community Liaison/AP
8/01 – 6/02	Continue program	Community Liaison/AP
3/02 – 6/02	Reapply for funding in order to continue position and program	Community Liaison and Committee made up of Principal, members of the School Site Council and other interested members of the entire school community
4/02 – 6/02	Three year assessment & evaluation of program for refunding purposes.	SFUSD Evaluation & Assessment Department

Step 3: Establish procedures for coordinating student support services.

For timeline, actions and persons responsible, see next page

Resources

- student support service leaders
- paid position for student services coordinator
- task force

Ways of Assessing Progress

- review and modify SAP (Student Assistance Program)
- receive input from staff (stakeholder questionnaire)
- create professional development time to make teachers aware of the services and the ways to access them
- create "flow-chart" available for all Balboa community to see and understand vehicle for coordinating student support services

Report to Stake holders

- revision and review of programs
- professional development time for presentations which explain student services and their accessibility
- newsletters updating service
- bi-yearly accountability reports of student support services

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Step #3: Establish procedures for coordinating student support services
ESLR Addressed: A. B. C. E

Timeline	Action	Responsible Party
9/99	Establish task force to assess and categorize student services available.	A.P., Pupil Services, Head Counselors, Counselors, EDY TSA (Committee)
10/99-6/00	<p>Compile list of all student services currently available and assess effectiveness of those services.</p> <p>Review and modify as necessary the Student Assistance Program (SAP) in order to make it the hub of student services.</p> <p>Redesign SAP structure to accommodate a process that would ensure that all stakeholders know about and can benefit from all student services.</p>	Administration, Head Counselors, Counselors, EDY TSA, Peer Resource, clinic personnel and outside agencies as necessary.
6/00 6/01	<p>Evaluate and assess effectiveness of the program by stakeholder questionnaire.</p> <p>Review and revise program as indicated by input from stakeholders.</p> <p>Conduct needs assessment to determine if any new student services should be investigated and/or implemented.</p>	Committee
6/01 6/02	Review and revise as needed	Committee

Step 4: Create more course offerings such as academic electives, honors, advanced placement, school-to-work, etc.

For timelines, actions and persons responsible, see next page

Resources

- exemplary course offering from other schools
- survey of students' personal, academic and social interests and needs
- teacher allocation funds for new courses

Ways of Assessing Progress

- pre and post assessment of student performance
- survey of student motivational levels
- student performance/interest data
- development of placement procedures

Report to Stakeholders

- student performance data
- “elective”/new course presentations/student work to be made available for viewing
- data on course enrollment
- creation of master schedule which accommodates more course offerings

Step 5: Implement the Digital High School Plan.

For timelines, actions and persons responsible, see next page

Resources

- technology equipment
- technological support staff
- professional development for technological training
- teacher allocation funds for teachers to teach computer training courses to students

Ways of Assessing Progress

- implementation of technological equipment and its use in curriculum
- student performance data
- survey of innovative curriculum/projects used with the incorporation of Digital High School Plan

Report to Stakeholders

- monthly updates on progress of Digital High School Plan
- actual installation of equipment into class rooms
- training

Support for Student Personal and Academic Growth

Step #5: Implementation of Digital High School Program

ESLR: A-2,3 C-1,2

Timeline	Action	Responsible Party
2/99	Collect and analyze data from faculty technology survey	CTI.
3/99-5/99	Inform Faculty of Summer Training Opportunities and enroll faculty	CTI. and CIPD
3/99	Develop 9 th grade technology project for Algebra, English, Integrated Science and Geography	CTI Faculty Writing team and Outside consultant
3/99-6/99	Identify teachers / resources for Tech Literacy class	CTI, Leadership Team
4/99-5/99	Implement project	CTI and faculty participants
5/99	Evaluate project	CTI, Faculty, Outside consultant and SFUSD program evaluation team
4/99	Network complete and Balboa Intranet homepage running	Network contractor, DHS network technician and CTI
4/99	Student Use Agreement distributed/Letter to parents concerning internet use and technology resources at school	CTI and Administration
2/99-5/99	Curriculum development for Step up to Bal Program-technology component	CTI and Summer School Staff
4/99-9/99	Develop School to Career Technology plan	School to Career Coordinator, CTI and TLC
3/99-6/99	Identify teachers / resources for Tech Literacy class	CTI, Leadership Team
6/99-8/99	Technology Literacy class and Technology electives curriculum development	CTI and TLC
3/99-6/99	Identify teachers / resources for Tech Literacy class and elective classes	CTI, Leadership Team
6/99	Technology Inventory and Assessment: identifying current technology resources and needs in light of DHS installation(a report to the community)	CTI
9/99	Technology Inventory and Assessment: identifying current technology resources and needs in light of DHS installation(a report to the community)	CTI
9/99	Start Tech Literacy 9 th grade class	
9/99	Technology Professional Development Calendar Published	CTI, TLC and CIPD
9/99-1/00	Review and Revise Technology Plan (DHS Grant)	Administration, CTI, TLC, CIPD
10/99	School to Career Technology plan approved and integrated into Site Plan	Leadership Team
10/99	Faculty submit Technology Lesson Plans to Dept heads	Dept Heads
11/99	Lesson Plans reviewed and revised	CTI and Dept Heads
11/99	Individual support needs identified and support plan implemented	CTI and Dept Heads
10/99	Balboa Internet Homepage complete(SFUSD site)	CTI and TLC
10/99	Balboa Intranet Homepage complete: Department homepages, class descriptions, course listings, teacher homepages, SA homepage, club homepages, etc	CTI and TLC
10/99	Community Technology Classes(Student / Parent)	CTI
11/99-1/00	Develop Community Technology Outreach Plan	CTI and TLC
11/99	Evaluate Community Technology Classes	CTI
10/99	Student e-mail roll-out through English Classes	CTI and English Dept
1/00	Technology Inventory and Assessment: identifying current technology resources and needs(a report to the community)	CTI
1/00	Implement Community Outreach Program	
1/00	Offer one tech elective class	CTI and Leadership Team
1/00	Evaluate Fall Semester Professional Development	CTI and TLC

Step 6: Design an adult education program for parents and area residents.

For timelines, actions and persons responsible, see next page

Resources

- exemplary adult education programs from other schools
- teacher allocation funds for teachers to carry out the program
- appropriate curriculum, including staff training, textbooks, supplies, etc.
- committee for adult education program
- staff development

Ways of Assessing Progress

- pre and post survey of adult education needs
- evaluate parent/community involvement in the school
- budget planning

Report to Stakeholders

- presentations to staff on adult education program (curricular format, etc.)
- activities which incorporate community members and staff
- adult education performance data

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Step #6: Design Adult Education Program for parents and area residents.

ESLR Addressed: A5, E3

Timeline	Action	Responsible Party
9\99	Establish committee to evaluate need for Adult Education Programs for parents and area residents	Administration, department heads, community leaders, parents, students and staff
10/99-6/00	<p>Survey parents/community members on what educational needs they feel Balboa could assist them with</p> <p>Survey staff in order to ascertain interest in and commitment to an Adult Education Program for parents</p> <p>Investigate similar type programs at other sites within and outside SFUSD</p> <p>Report findings of survey to parents/community to faculty for review/revision.</p> <p>Plan budget to meet needs of program: teacher time, space, ancillary services necessary; facilities; instructional materials</p> <p>Plan staff development in preparation for conducting parent program of study</p> <p>Evaluate progress/report to stakeholders</p>	<p>Committee</p> <p>Committee</p> <p>Committee</p> <p>Committee</p> <p>Committee</p> <p>Committee</p> <p>Committee</p>
6/00-6/02	<p>Present curricular format for Parent Education Program for approval by stakeholders</p> <p>Revise as needed</p> <p>Evaluate findings</p> <p>Implement program</p>	Committee

Step 7: Assess the incidence and causes of tardiness and absenteeism, establishing an accurate database and implementing consistent policies.

For timelines, actions and persons responsible, see next page

Resources

- automated attendance machine
- allocated staff person solely dedicated to attendance (i.e. → truancy officer)
- attendance improvement program
- parent involvement

Ways of Assessing Progress

- pre and post evaluation of student attendance
- accurate daily attendance records
- systematic disciplinary procedures for truant/frequently absent students (policy implementation)

Report to Stakeholders

- weekly updates on student attendance (records)
- up-to-date attendance records for families, teachers and students
- professional development time to discuss progress and explore alternative ways of keeping students in school

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Step #7: Assess incidence and causes of tardiness and absenteeism.

ESLR Addressed: B, E

Timeline	Action	Responsible Party
1/98-6/99	<p>Conduct an attendance improvement program in order to identify daily tardy rates and reasons for them.</p> <p>Implement a policy for students with less than 50% attendance and not allowing them to begin a new block without a parent/student/dean contractual interview/conference.</p> <p>Measure results of tardy/absenteeism interventions and report to stakeholders.</p>	Administrators, Head Counselors, EDY TSA (Committee)
6/99-6/00	<p>Assess and evaluate conclusions reached by the outcome of the attendance improvement data.</p> <p>Conduct ongoing evaluation of tardies.</p>	Committee
6/00-6/01	Continue attendance improvement program with the addition of parental involvement.	Committee
6/01-6/02	Assess and evaluate effectiveness of program measured by percent of attendance and tardiness.	Committee

Step 8: Develop an enriched system of rewards and recognition for student achievement.

For timelines, actions and persons responsible, see next page

Resources

- Awards Nights
- Models from exemplary programs at other schools
- Allocated funds for “rewards” for students
- Create “Awards Body”

Ways of Assessing Progress

- evaluate student motivation through attendance and performance
- pre and post evaluations of awards nights

Report to Stakeholders

- conduct awards nights
- provide teachers with templates and resources (strategies) to increase rewards systems

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Step #8: Develop an enriched system of rewards and recognition for student achievement.

ESLR Addressed: B1-3, E1-3

Timeline	Action	Responsible Party
Fall 99	Create Awards Body (Teachers, students, parents)	Assistant Principal for Curriculum and Instruction Deans, Counselors, Teachers
Fall 99	Awards for attendance, academics, sports, community	Awards Body
Fall 99	Frequency	Awards Body
Fall 99	Types of awards	Assistant Principal
Fall 99	Awards body—created by volunteers	Assistant Principal
Fall 99	Awards lists posted in display case Awards lists posted in school paper Awards night	Awards Body
Fall 99	Frequency	Awards Body
Fall 99	Types of awards—Funds Community—Movie coupons Pizza-Coupons, etc. Award Certificates Letters of Recognition	Assistant Principal

V. Assessment and Accountability: Action Plan

Area for Improvement

Balboa needs to establish systems to collect meaningful assessment data to inform decision-making on individual students and the school as a whole.

Rationale

Like many high schools, Balboa has no systematic process for using assessment data to improve teaching and learning, either in individual classrooms or on a schoolwide level. There are two parts to this problem: first, the school's sources of assessment data are not sufficiently meaningful; second, staff does not use the assessment data that do exist to drive decision-making.

Expected Schoolwide Learning Results

This section of the action plan addresses *all* of Balboa's Expected Schoolwide Learning Results (ESLRs). If Balboa is to make progress toward meeting its ESLRs, the school needs to use meaningful data about whether such progress is occurring to drive decision-making.

Step 1: Involve the faculty in an ongoing training effort that increases their expertise in using classroom-based assessments to improve instruction.

Step 2: Train all teachers to use a variety of assessment formats.

For Timeline, Actions, and Person(s) Responsible for steps 1 and 2, see next page.

Resources (steps 1 and 2)

- professional development time
- assessment experts (e.g., Center on Learning, Assessment, and School Structure)

Ways of Assessing Progress (steps 1 and 2)

- pre- and post- interviews and surveys of teachers and students
- student performance data
- sample assessment instruments from teachers

Report to Stakeholders (steps 1 and 2)

Assistant Principal for Curriculum and Instruction prepares a formal evaluation report detailing progress on steps 1, 2, 3, and 4 to the Superintendent and the Balboa community in May 2000, May 2001, and May 2002.

Assessment and Accountability — Steps 1 and 2

Timeline, Actions, and Person(s) Responsible

Step 1) Involve the faculty in an ongoing training effort that increases their expertise in using classroom-based assessments to improve instruction.

Step 2) Train all teachers to use a variety of assessment formats.

ESLRs Addressed: all

Timeline	Action	Person(s) Responsible
4/99 - 8/99	<p>Research authentic assessment; Assistant Principal for Curriculum and Instruction and department heads attend training sessions on how to use authentic assessment in the classroom to improve teaching and learning.</p> <p>Develop relationship with Center on Learning, Assessment, and School Structure (CLASS); hire consultants as necessary to help Assistant Principal and department heads become assessment experts.</p> <p>Conduct pre-surveys of teachers to determine which types of assessments they use and how they use them.</p>	Assistant Principal for Curriculum and Instruction; department heads
8/99 - 1/00	<p>Hire consultants from CLASS to implement focused, sustained professional development on assessment, with the goal of training teachers to use a variety of classroom-based assessments to improve instruction.</p> <p>Devote 4 hours per month to this teacher training (will require additional built-in staff development time — e.g., one minimum day per week).</p>	Assistant Principal for Curriculum and Instruction, assisted by department heads
1/00 - 5/00	<p>Continue training, 4 hours per month.</p>	Assistant Principal for Curriculum and Instruction, assisted by department heads
5/00	<p>Collect sample assessment instruments from teachers.</p> <p>Conduct survey of teachers to determine which types of assessments they use and how they use them. Evaluate student performance.</p> <p>Prepare a formal evaluation report detailing progress on steps 1, 2, 3, and 4 for the Superintendent and the Balboa community.</p>	Assistant Principal for Curriculum and Instruction, assisted by department heads
8/00 - 5/01	<p>Continue training and evaluation as above. Prepare second evaluation report in May 2001.</p>	same as above

Step 3: Align department and SFUSD standards with curriculum and assessment.

For Timeline, Actions, and Person(s) Responsible for step 3, see next page.

Resources (step 3)

- professional development time
- standards experts (e.g., Center on Learning, Assessment, and School Structure) *who work one-on-one with each teacher to align standards, instruction, and assessment*

Ways of Assessing Progress (step 3)

- existence of department standards
- existence of assessments that measure whether students are meeting the standards
- meaningful student performance data from these assessments which indicate to what extent students are meeting the standards

Report to Stakeholders (step 3)

Assistant Principal for Curriculum and Instruction prepares a formal evaluation report detailing progress on steps 1, 2, 3, and 4 to the Superintendent and the Balboa community in May 2000, May 2001, and May 2002.

Assessment and Accountability — Step 3
 Timeline, Actions, and Person(s) Responsible

Step 3) Align department and SFUSD standards with curriculum and assessment.

ESLRs Addressed: all

Timeline	Action	Person(s) Responsible
8/99 - 1/00	<p>Work with CIPD and CLASS consultants to learn how to align department and SFUSD standards with curriculum and assessment.</p> <p>With the help of CLASS and others, department heads become experts on how to help teachers align standards, assessment, and instruction (e.g., how to plan “backwards,” starting with standards, then assessments, and only then course outlines and lesson plans).</p>	Assistant Principal for Curriculum and Instruction; department heads; academy coordinators
1/00 - 5/00	<p>Department heads and expert consultants work <i>one-on-one</i> with each Balboa teacher to help teachers learn how to align standards, assessment, and instruction (including “backwards” planning mentioned above).</p>	Assistant Principal for Curriculum and Instruction; department heads; academy coordinators
5/00	<p>Collect department and academy standards.</p> <p>Collect assessments that measure whether students are meeting the standards.</p> <p>Collect student performance data from these assessments which indicate to what extent students are meeting the standards.</p> <p>Prepare a formal evaluation report detailing progress on steps 1, 2, 3, and 4 for the Superintendent and the Balboa community.</p>	Assistant Principal for Curriculum and Instruction, assisted by department heads and academy coordinators
8/00 - 5/01	<p>Continue one-on-one teacher training as needed.</p> <p>Design and implement department-wide or academy-wide assessment instruments that measure whether students are meeting the standards.</p>	Assistant Principal for Curriculum and Instruction; department heads; academy coordinators
5/01	<p>Collect data and prepare second evaluation report.</p>	Assistant Principal for Curriculum and Instruction; department heads; academy coordinators

Step 4: Tie performance assessments to the Expected Schoolwide Learning Results.

For Timeline, Actions, and Person(s) Responsible for step 4, see next page.

Resources (step 4)

- assessment experts (e.g., Center on Learning, Assessment, and School Structure) who work with each department or academy to develop performance assessments and train teachers how to use such assessments

Ways of Assessing Progress (step 4)

- existence of performance assessments that are tied to the Expected Schoolwide Learning Results
- meaningful student performance data from these assessments which indicate to what extent students are meeting the Expected Schoolwide Learning Results

Report to Stakeholders (step 4)

Assistant Principal for Curriculum and Instruction prepares a formal evaluation report detailing progress on steps 1, 2, 3, and 4 to the Superintendent and the Balboa community in May 2000, May 2001, and May 2002.

Assessment and Accountability — Step 4
Timeline, Actions, and Person(s) Responsible

Step 4) Tie performance assessments to the Expected Schoolwide Learning Results.

ESLRs Addressed: all

Timeline	Action	Person(s) Responsible
8/00 - 1/01	With the help of consultants from CLASS or other outside experts with whom we are already working on steps 1, 2, and 3, develop performance assessments that are tied to the school's ESLRs. (Ideally, these would be adapted from existing department or academy assessments.)	Assistant Principal for Curriculum and Instruction; department heads; academy coordinators
1/01 - 5/01	Pilot implementation of performance assessments linked to the ESLRs. Hire consultants as necessary to support this process. Devote significant professional development time to training teachers to use the performance assessments.	Assistant Principal for Curriculum and Instruction; department heads; academy coordinators
5/01	Collect performance assessments that are tied to the ESLRs. Collect pilot assessment data. Prepare a formal evaluation report detailing progress on steps 1, 2, 3, and 4 for the Superintendent and the Balboa community.	Assistant Principal for Curriculum and Instruction, assisted by department heads and academy coordinators
8/01 - 5/02	Implement performance assessments that are tied to the ESLRs on a schoolwide basis. Hire consultants as necessary to support schoolwide implementation (e.g., to provide additional training for teachers who need it). Devote significant professional development time to the implementation process.	Assistant Principal for Curriculum and Instruction, assisted by department heads and academy coordinators
5/02	Collect data and prepare formal evaluation report detailing progress on steps 1, 2, 3, and 4 for the Superintendent and the Balboa community.	Assistant Principal for Curriculum and Instruction, assisted by department heads and academy coordinators

Step 5: Create structures for gathering, analyzing, and storing schoolwide assessment data, including standardized test data and more meaningful types of assessment data, that are used by all stakeholders for school improvement efforts.

For Timeline, Actions, and Person(s) Responsible for step 5, see next page.

Resources (step 5)

- assessment and accountability experts (e.g., Center on Learning, Assessment, and School Structure)
- management experts
- data on Balboa from school and district sources

Ways of Assessing Progress (step 5)

- existence of structures for gathering, analyzing, and storing schoolwide assessment data
- evidence that *all* major decisions at the school are driven by such data

Report to Stakeholders (step 5)

1. Principal prepares a formal report to the school community in January 2000 describing the structures that have been established.
2. Starting in January 2000, all major decisions at the school are accompanied by a brief written report from the Principal to the school community explaining the specific data that were used to inform the decision.

Assessment and Accountability — Step 5
 Timeline, Actions, and Person(s) Responsible

Step 5) Create structures for gathering, analyzing, and storing schoolwide assessment data; including standardized test data and more meaningful types of assessment data, that are used by all stakeholders for school improvement efforts.

ESLRs Addressed: all

Timeline	Action	Person(s) Responsible
4/99 - 8/99	<p>Research data-driven decision-making models in other schools and in other organizations, such as nonprofits and businesses.</p> <p>Hire management experts and assessment experts to train the principal, assistant principals, and other staff to make data-driven decisions.</p> <p>Work with staff, parents, and students to decide what outcomes the school is aiming for (these should be specific, measurable outcomes that are linked to the ESLRs).</p>	Principal, assisted by all Assistant Principals, department heads, other staff members, parents, and students.
8/99 - 1/00	<p>Develop a process for collecting data on each desired outcome. Work with assessment experts such as CLASS to choose data sources. Work with the SFUSD assessment office to obtain the relevant baseline data on Balboa.</p> <p>Develop a formalized process for ensuring that all major decisions at the school are based on the data and the desired outcomes.</p> <p>In January 2000, prepare a formal report to the school community describing the data that have been collected and the data-driven decision-making process that has been established.</p>	Principal, assisted by all Assistant Principals (and others as necessary)
1/00 - 5/00	<p>Beginning in January 2000, use the formal process to make all major decisions at the school based on the data and the desired outcomes.</p> <p>Whenever a major decision is made, prepare a brief written report from the principal to the school community explaining the specific data that were used to inform the decision.</p>	Principal, assisted by all Assistant Principals (and others as necessary)
5/00	<p>Evaluate the implementation of the data-driven decision-making process. Get input from staff, parents, and students about how the process is working.</p> <p>Make adjustments to the process if necessary.</p>	Principal, assisted by all Assistant Principals (and others as necessary)
8/00 - 5/02	Continue to use the process, and continue to prepare brief written reports that accompany each major decision.	same as above

APPENDIX CONTENTS

1. Balboa Safety Survey Compilation
2. Balboa Student Survey and Compilations
3. Balboa Parent Survey and Compilations
4. Balboa Teacher Survey and Compilation
5. Balboa Teacher Inquiry and Compilation
6. Reconstitution Pictures

BALBOA STUDENT SURVEY

May 28, 1998

PLEASE ANSWER ALL QUESTIONS TRUTHFULLY ON THE SCAN SHEET WITH #2 PENCIL

1. A. Male B. Female
2. Academic Year A. Senior B. Junior C. Sophomore D. Freshman
3. Language spoken in the home by family members: A. English B. Tagalog C. Spanish D. Vietnamese
E. Other
4. Years you have been in the U.S.
A. Less than 1 yr B. 1-2 yrs C. 2-4 yrs D. More than 4 years E. Born in the United States
5. How often do you do homework?
A. Every school day and night B. 2 to 3 times per school week C. Less than 2 times per week
D. Don't do home work
6. Which days of the week do you usually do homework?
A. Every school day B. Every school day and Sunday C. No regular schedule
7. How often do you do homework or study for tests with a friend, family members, or other peers?
A. Regularly, each week B. Occasionally C. Never
8. Where do you do most of your school homework?
A. Home B. Balboa Library C. Public Library D. Other school location E. In class
9. Approximately how much time do you spend doing homework each time you take the opportunity to complete assignments or study?
A. Less than 1/2 hour B. 1/2 - 1 hour C. 1 hr -1.5hr D. 1.5 hr - 2hr E. More than two hours
10. What do you consider the largest problem with completing assignments on time?
A. I don't understand the assignment B. No quiet time at home C. My work hours interfere
D. Personal problems interfere E. Extra-curricular activities interfere
11. What kind of reading materials do you read for pleasure, outside of schoolwork?
A. Newspaper s/ Magazines B. Books C. Internet articles/ Web pages D. Comic books
E. Don't read outside of school
12. Which is your favorite outside reading subject?
A. General news B. Sports C. Romance Novels D. Fashion News E. Entertainment news
13. In an average week, approximately how much time do you spend reading non-school materials? (*books, magazines..*)
A. Less than 1hr B. 1- 2hr C. 2 hr - 3hr D. More than 3 hours E. Never read outside of school

- 14 What time do you usually go to bed on an school night (Sunday to Thursday)?
 A. 9:00-10pm B. 10:00-10:30pm C. 10:30-11:00pm D. 11:00- 12:00pm E. After 12:00am
- 15 On a average school day (Monday to Friday), how many meals do you eat at home?
 A. 1 B. 2 C. 3 D. Or none
- 16 How many meals do you eat on a average school day?
 A. 1 B. 2 C. 3 D. 4 or more
- 17 Meals away from home are mostly in/from:
 A. Fast-food outlets B. Balboa cafeteria
 C. Restaurants D. Grocery stores
- 18 On an average weekday how much television do you watch?
 A. Less than 1 hr B. 1-2 hours C. 2-3 hrs D. 3-5 hrs E. More than 5 hrs
- 19 On an average weekday, how much time do you spend on the telephone?
 A. Less than 10 minutes a day B. 10-30 minutes C. 30-45 minutes D. More than 1hr per day
- 20 How many minutes does it take you to get to school in the morning?
 A. 5-10min B. 10-15min C. 15-25min D. 25-35min E. more than 35 minutes
- 21 How do you most often get to Balboa in the morning?
 A. Bus B. Parent drop-off C. Walk D. BART E. Personal car
- 22 What is the most significant reason for absences during the school year?
 A. Uninterested in school B. Doctor/dentist appointments C. Transportation problems
 D. Oversleeping to miss 1st period E. Family support needs
- 23 In the past school year, did you have a regular paid job after school ?
 A. Yes B. No
- 24 If YES, how many hours were spent on the job during an average school week (Monday to Friday)?
 A. Less than 4 hrs B. 4-8 hrs C. 8-15 hrs D. 15-20 hrs E. More than 20 hrs
- 25 If YES, at which type of business did you work?
 A. Baby-sitting B. Retail store C. Fast food D. Grocery E. Other
- 26 If you worked during the week after school, what time did you usually arrive home from the job?
 A. Before 7pm B. 7-8pm C. 8-9pm D. 9-10pm E. After 10pm
- 27 During the past school year, where did you get your spending money?
 A. After-school/ weekend job B. Parent allowance C. Work and Parents D. Other students E. Other

28. What do you spend most of your money on?
- A. Fashion (brand-name) clothes B. Other clothes C. Food
D. Family expenses E. Entertainment (movies etc.)
29. What is the highest level of education of your parents or guardian?
- High school
A. Some school B. graduate C. Some college D. College graduate E. Don't know
30. How many people do you live with at home?
- A. 1 B. 2-3 C. 4-5 D. 6-7 E. 8 or more
31. How many years have your parents (guardians) been in the United States?
- A. Less than 1 year B. 1-2 yrs C. 2-3 yrs D. More than three years E. Born in U.S.
32. What is your estimated GPA: A. Less than 1.0 B. 1.0-2.0 C. 2.0-3.0 D. 3.0-3.5 E. More than 3.5
33. What kinds of activities do you like most at Balboa? A. Sports B. Club activities C. Time with friends
D. Classroom activities E. School events (rallies, assemblies)
34. What kinds of things make learning more interesting to you?
- A. Class discussions B. Group projects C. Field Trips D. Student presentations E. Small group discussions
35. What do you see as the most important goal of Balboa for its students?
- A. High school graduation B. College acceptance C. Work skills D. Other
36. How important do you think education at Balboa is to your future needs for lifestyle success?
- A. Very important B. Only so important C. Not important
37. What do you do to contribute to your school or community? A. Holiday cultural projects
B. School or community service clubs C. Volunteer at community projects D. Helping peers
E. *Do Nothing*
38. What are your plans after graduation?
- A. Work B. City college C. 4-year college D. Military E. Other
39. How important are grades to your ability to graduate from Balboa?
- A. Very Important B. Only so important C. Not Important
40. What do you consider most important to achieving high grades?
- A. Attendance B. Completion of assigned work C. Studying for tests/ quizzes

41. What is (or has been) your most important goal at Balboa?
 A. Get high grades B. Excel at sports C. Have fun with friends D. Graduate
42. How important are grades to your ability to graduate from Balboa?
 A. Very important B. Only so important C. Not important
43. Do you feel your parents (or guardians) are aware of how you are doing at school?
 A. Always B. Sometimes C. Hardly ever D. Not aware
44. Do you feel that parent (guardian) help and support are important to your ability to complete the requirements of school?
 A. Very Important B. Somewhat important C. Not important
45. What do you consider to be the most important for personal success in life?
 A. Having a great deal of money B. Having a good job C. Having a good education D. Having a family
46. Do you have a favorite teacher? A. Yes B. No
47. What do you think is the most important characteristic of a good teacher?
 A. Knowledge of Subject B. Helpful to students C. Varies method of teaching
 D. Effective discipline E. Positive personality
48. What most affects your feelings about a good class? A. Teacher control of class B. Teacher preparation
 C. Respectful behavior of other students D. Varied activities
49. What most distracts from a good learning class at Balboa?
 A. Disruptive behavior B. Poor teacher preparation C. Uninteresting teacher presentation
 D. Uninteresting material E. Lack of interesting activities
50. What is the biggest reason you might be, or are sometimes, tardy to a class after first period?
 A. Busy with friends B. Need to use bathroom C. Need to go to locker for materials D. Don't like the class
51. What kinds of activities do you like least at Balboa?
 A. Rallies/ assemblies B. Sport events C. Classroom activities D. Advisory periods E. Length of classes
52. Are you happy that you are going to Balboa (instead of another school)?
 A. Yes B. No

12. Which is your favorite outside reading subject?
 A. General news (12%) B. Sports (35%) C. Romance Novels (11%) D. Fashion News
 E. Entertainment news (28%)
13. In an average week, approximately how much time do you spend reading non-school materials? (*books, magazines..*)
 A. Less than 1hr (14%) B. 1-2hrs (32%) C. 2 - 3hrs (9%) D. More than 3 hrs (9%)
 E. Never read outside of school (9%)
14. What time do you usually go to bed on a school night (Sunday to Thursday)?
 A. 9:00-10pm B. 10:00-10:30pm (18%) C. 10:30-11:00pm (26%) D. 11:00- 12:00pm (24%)
 E. After 12:00am (17%)
15. On an average school day (Monday to Friday), how many meals do you eat at home?
 A. 1 (24%) B. 2 (40%) C. 3 (23%) D. Or none (5%)
16. How many meals do you eat on an average school day?
 A. 1 (32%) B. 2 (29%) C. 3 (23%) D. 4 or more (13%)
17. Meals away from home are mostly in/from:
 A. Fast-food outlets (48%) B. Balboa cafeteria (12%)
 C. Restaurants (16%) D. Grocery stores (11%)
18. On an average weekday how much television do you watch?
 A. Less than 1 hr (14%) B. 1-2 hours (21%) C. 2-3 hrs (26%) D. 3-5 hrs (18%)
 E. More than 5 hrs (20%)
19. On an average weekday, how much time do you spend on the telephone?
 A. Less than 10 minutes a day (23%) B. 10-30 minutes (27%) C. 30-45 minutes (17%)
 D. More than 1hr per day (30%)
20. How many minutes does it take you to get to school in the morning?
 A. 5-10min B. 10-15min (23%) C. 15-25min. (25%) D. 25-35min (14%)
 E. more than 35 minutes (19%)
21. How do you most often get to Balboa in the morning?
 A. Bus (50%) B. Parent drop-off (19%) C. Walk (21%) D. BART
 E. Personal car (5%)
22. What is the most significant reason for absences during the school year?
 A. Uninterested in school (18%) B. Doctor/dentist appointments (34%) C. Transportation problems
 D. Oversleeping to miss 1st period (25%) E. Family support needs

23. In the past school year, did you have a regular paid job after school ?
- A. Yes (29%) B. No (65%)
24. If YES, how many hours were spent on the job during an average school week (Monday to Friday)?
- A. Less than 4 hrs (13%) B. 4-8 hrs (18%) C. 8-15 hrs (7%) D. 15-20 hrs (6%)
E. More than 20 hrs (5%)
25. If YES, at which type of business did you work?
- A. Baby-sitting (7%) B. Retail store (5%) C. Fast food (9%) D. Grocery
E. Other (20%)
26. If you worked during the week after school, what time did you usually arrive home from the job?
- A. Before 7pm (14%) B. 7-8pm (8%) C. 8-9pm D. 9-10pm (10%) E. After 10pm
27. During the past school year, where did you get your spending money?
- A. After-school/ weekend job (15%) B. Parent allowance (49%) C. Work and Parents (15%)
D. Other students E. Other (10%)
28. What do you spend most of your money on?
- A. Fashion (brand-name) clothes (33%) B. Other clothes (16%) C. Food (20%)
D. Family expenses E. Entertainment (movies etc.) (17%)
29. What is the highest level of education of your parents or guardian?
- High school
A. Some school (13%) B. graduate (18%) C. Some college (17%)
D. College graduate (26%) E. Don't know (23%)
30. How many people do you live with at home?
- A. 1 B. 2-3 (26%) C. 4-5 (44%) D. 6-7 (17%) E. 8 or more
31. How many years have your parents (guardians) been in the United States?
- A. Less than 1 year (6%) B. 1-2 yrs (5%) C. 2-3 yrs (4%) D. More than three years (63%)
E. Born in U.S. (18%)
32. What is your estimated GPA: A. Less than 1.0 B. 1.0-2.0 (16%) C. 2.0-3.0 (31%) D. 3.0-3.5 (19%)
E. More than 3.5 (25%)
33. What kinds of activities do you like most at Balboa? A. Sports (23%) B. Club activities (7%)
C. Time with friends (37%) D. Classroom activities (7%) E. School events (rallies, etc) (20%)

34. What kinds of things make learning more interesting to you?
- A. Class discussions (21%) B. Group projects (17%) C. Field Trips (44%)
D. Student presentations E. Small group discussions (7%)
35. What do you see as the most important goal of Balboa for its students?
- A. High school graduation (40%) B. College acceptance (34%) C. Work skills (7%) D. Other (11%)
36. How important do you think education at Balboa is to your future needs for lifestyle success?
- A. Very important (69%) B. Only so important (20%) C. Not important (5%)
37. What do you do to contribute to your school or community?
- A. Holiday cultural projects (10%)
B. School or community service clubs (14%) C. Volunteer at community projects
D. Helping peers (18%) E. Do nothing (41%)
38. What are your plans after graduation?
- A. Work (13%) B. City college (22%) C. 4-year college (42%) D. Military (8) E. Other (8%)
39. How important are grades to your ability to graduate from Balboa?
- A. Very Important (73%) B. Only so important (16%) C. Not Important (5%)
40. What do you consider most important to achieving high grades?
- A. Attendance (24%) B. Completion of assigned work (49%) C. Studying for tests/ quizzes (17%)
41. What is (or has been) your most important goal at Balboa?
- A. Get high grades (46%) B. Excel at sports (5%) C. Have fun w/ friends (8%) D. Graduate (34%)
42. How important are grades to your ability to graduate from Balboa?
- A. Very important (73%) B. Only so important (16%) C. Not important
43. Do you feel your parents (or guardians) are aware of how you are doing at school?
- A. Always (43%) B. Sometimes (38%) C. Hardly ever (7%) D. Not aware
44. Do you feel that parent (guardian) help and support are important to your ability to complete the requirements of school?
- A. Very Important (49%) B. Somewhat important (32%) C. Not important (10%)
45. What do you consider to be the most important for personal success in life?

- A. Having a great deal of money (16%) B. Having a good job (21%) C. Having a good education
D. Having a family
46. Do you have a favorite teacher? A. Yes (54%) B. No (36%)
47. What do you think is the most important characteristic of a good teacher?
A. Knowledge of Subject (13%) B. Helpful to students (39%) C. Varies method of teaching (18%)
D. Effective discipline E. Positive personality (17%)
48. What most affects your feelings about a good class? A. Teacher control of class (29%)
B. Teacher preparation (13%) C. Respectful behavior of other students (32%) D. Varied activities (17%)
49. What most distracts from a good learning class at Balboa?
A. Disruptive behavior (39%) B. Poor teacher preparation (14%)
C. Uninteresting teacher presentation (15%) D. Uninteresting material
E. Lack of interesting activities (15%)
50. What is the biggest reason you might be, or are sometimes, tardy to a class after first period?
A. Busy with friends (21%) B. Need to use bathroom (24%)
C. Need to go to locker for materials (21%) D. Don't like the class (20%)
51. What kinds of activities do you like least at Balboa?
A. Rallies/ assemblies (14%) B. Sport events (12%) C. Classroom activities (11%)
D. Advisory periods (17%) E. Length of classes (38%)
52. Are you happy that you are going to Balboa (instead of another school)?
A. Yes (66%) B. No (23%)

STUDENT SURVEY COMPILATION DRAFT

1. ESTABLISHED COMMUNITY CULTURE

Employment:

- 29% had jobs after school in 1997 Q 23
- 20% worked more than 8 hours per wk Q 24

Health:

- 48% of day meals are at fast food restaurants Q 17
- 61% eat less than two meals a day Q16
- 24% eat only one meal at home Q 15
- 63% watch more than 2 hours a day of TV Q 18
- 67% go to bed on average after 10:30PM Q14
- 34% of absences are for doctor/dentist visits Q 22

Family Environment:

- 20% have been in US for less than 4 years Q4
- 60% of families speak a language other than English in the home Q 3
- 74% of students spend more than 30 minutes a day on the telephone Q 19
- 24% eat only one meal at home Q 15
- 20% of parents have graduated from college Q 14
- 57% of students have no regular schedule for doing homework Q 6
- 72% of students do most of their homework at home Q 8
- 38% of students receive occasional interest from parents Q 43
- 44% of students live in houses with more than four persons Q 30

2. STUDENT ACCOUNTABILITY re: absences/tardies, schoolwork

- 41% of students go to bed after 11:00PM Q 14
- 20% of students travel more than 35 minutes to get to school Q 20
- 18% of students state they are uninterested in school Q22
- 34% of students have missed school due to Dr./Dentist appointments Q 22
- 25% of students oversleep, causing 1-period absence/tardy Q 22
- 24% of students feel that completion of assignments is more critical to grades than attendance Q 40
- 16% of students feel that grades are "only so important" for graduating Q 39
- 18% of students feel that their most important goal is something other than graduation or college attendance Q 36
- 9% of students acknowledge that they do NO homework Q5

3. STUDENT EXPECTATIONS re: social v. academic attitudes

- 34% of students listed college acceptance v graduation as their most important goal Q 35
- 30% of students feel that their Balboa education will be "only so important" to their future needs for successful lifestyle Q 36
- 42% of students expect to enter 4-year colleges Q 38
- 37% of students feel that having a good deal of money and a good job are the most important factors for success Q44
- 29% of students plan for something other than college Q 38

Dear Parents and Guardians,

We are currently involved in writing a report to the Western Association of Schools and Colleges as part of a process to be an accredited school. This survey will help us get an idea of how you view your child's experience at Balboa. **All your answers are anonymous.**

We appreciate the time you spend on this survey. Please mark your answers on the Scan Sheet with a # 2 pencil

The Student Profile Committee

- 1 I receive information about Balboa High School from my child a) yes b) no
- 2 I receive information from the teachers a) yes b) no
- 3 I receive information by the telephone a) yes b) no
- 4 I receive information through the mail a) yes b) no
- 5 Does someone contact you if your child is absent? a) yes b) no
- 6 Are aware of the clubs and extra-curricular activities available at Balboa? a) yes b) no
- 7 Are you aware that you should send a note (with your child) if your child has been absent from school? a) yes b) no
- 8 Are you aware of your child's class schedule? a) yes b) no
9. Are you aware of the subjects your child is taking at school? a) yes b) no
10. Are you aware that you can personally monitor your child's progress and/or attendance at the school? a) yes b) no
- 11 Are you aware of the Student & Parent/Guardian Handbook? a) yes b) no
12. Do you feel that you can talk to your child's teachers when you need to? a) yes b) no
13. Would you like more contact with your child's teacher(s)? a) yes b) no
14. Have you looked at the books and other materials your child uses from his/her classes? a) yes b) no
15. Does your child bring homework home? a) yes b) no
16. If # 15 is yes, on an average schoolday, how much time does your student spend on homework? a) 1/2 hour b) 1 hour c) 2 hours d) more than 2 hours more>

17. Does your child have a specific place in the home to do homework and study?
a) yes b) no
18. Do you supervise or help your child while they do their homework?
a) always b) frequently c) sometimes d) never
19. Does your child use a computer at home? a) yes b) no
20. Does your child use a computer at school? a) yes b) no
21. After high school, what do you expect your child to do?
a) attend a 2-year college b) attend a four-year college
c) attend a vocational or technical school d) work e) enter the military
22. Do you feel Balboa is preparing your child for college and/or work after graduation?
a) yes b) no
23. In the past year, how many times have you been to the school site?
a) 5 or more b) 4 times c) 3 times d) 1-2 times e) 0 times
24. Have you ever attended an official school function such as sports or theater events, dances or parent's nights?
a) yes b) no
25. How many of your children attend Balboa? a) one b) two c) three d) four
26. If this is your child's 4th year at Balboa, have you seen academic improvement?
a) yes b) no
27. Are you able to spend time together with your child on school evenings? a) yes b) no
28. Are you able to spend time together with your child during meals? a) yes b) no
29. Are you able to spend time together with your child on the weekends? a) yes b) no
30. Does your child share what he/she is learning at school? a) yes b) no
31. Are you the student's.....
a) parent b) guardian c) foster parent d) social worker

Page 2:

What do you like most about Balboa High School?

What is your biggest concern about your child's education?

I would like more information about:

Would you be interested in attending a parent support group? Yes ___ No ___

Please contact me:

Name: _____

Address: _____

Telephone Number: Home: _____ Work: _____

The best time to reach you by phone: _____

THANK YOU

BALBOA HIGH SCHOOL PARENT SURVEY COMPILATION

Dear Parents and Guardians:

We are currently involved in writing a report to the Western Association of Schools and Colleges as part of a process to be an accredited school. This survey will help us get an idea of how you view your child's experience at Balboa. All your answers are anonymous.

We appreciate the time you spend on this survey. Please mark your answers on the Scan Sheet with a #2 pencil.

The Student Profile Committee

-
- | | | |
|---|--|-------------|
| 1) I receive information about Balboa High School from my child. | a) Yes (79%) | b) No (21%) |
| 2) I receive information from the teachers. | a) Yes (50%) | b) No (48%) |
| 3) I receive information by telephone. | a) Yes (47%) | b) No (51%) |
| 4) I receive information through the mail. | a) Yes (74%) | b) No (24%) |
| 5) Does someone contact you if your child is absent? | a) Yes (64%) | b) No (32%) |
| 6) Are you aware of the clubs and extracurricular activities available at Balboa? | a) Yes (59%) | b) No (40%) |
| 7) Are you aware that you should send a note with your child if your child has been absent from school? | a) Yes (96%) | b) No (4%) |
| 8) Are you aware of your child's class schedule? | a) Yes (85%) | b) No (14%) |
| 9) Are you aware of the subjects your child is taking at school? | a) Yes (86%) | b) No (13%) |
| 10) Are you aware that you can personally monitor your child's progress and/or attendance at school? | a) Yes (77%) | b) No (21%) |
| 11) Are you aware of the Student and Parent/Guardian Handbook? | a) Yes (57%) | b) No (39%) |
| 12) Do you feel that you can talk to your child's teachers when you need to? | a) Yes (87%) | b) No (8%) |
| 13) Would you like more contact with your child's teacher(s)? | a) Yes (64%) | b) No (30%) |
| 14) Have you looked at the books and other materials your child uses from his/her classes? | a) Yes (70%) | b) No (27%) |
| 15) Does your child bring homework home? | a) Yes (87%) | b) No (8%) |
| 16) If #15 is yes, on an average school day how much time does your student spend on homework? | a) 1/2 hour (56%)
b) 1 hour (26%)
c) 2 hours (35%)
d) more than 2 hours (13%) | |

- 17) Does your child have a specific place in the home to do homework and study?
a) Yes (82%) b) No (21%)
- 18) Do you supervise or help your child while they do their homework?
a) Always (19%)
b) Frequently (20%)
c) Sometimes (43%)
d) Never (12%)
- 19) Does your child use a computer at home?
a) Yes (47%) b) No (49%)
- 20) Does your child use a computer at school?
a) Yes (40%) b) No (50%)
- 21) After high school, what do you expect your child to do?
a) Attend a 2 year college (13%)
b) Attend a 4 year college (62%)
c) Vocational/technical school (7%)
d) Work (13%)
e) Enter the military (5%)
- 22) Do you Balboa is preparing your child for college and/or work after graduation?
a) Yes (79%) b) No (13%)
- 23) In the past year, how many times have you been to the school site?
a) 5 or more (21%)
b) 4 times (8%)
c) 3 times (21%)
d) 1-2 times (33%)
e) 0 times (13%)
- 24) Have you ever attended an official school function, such as sports or theater events, dances or parents' night?
a) Yes (52%) b) No (43%)
- 25) How many of your children attend Balboa?
a) One (69%)
b) Two (21%)
c) Three (6%)
d) Four (1%)
- 26) If this is your child's 4th year at Balboa, have you seen academic improvement?
a) Yes (43%) b) No (20%)
- 27) Are you able to spend time together with your child on school evenings?
a) Yes (69%) b) No (25%)
- 28) Are you able to spend time together with your child during meals?
a) Yes (73%) b) No (23%)
- 29) Are you able to spend time together with your child on the weekends?
a) Yes (84%) b) No (13%)
- 30) Does your child share what he/she is learning at school?
a) Yes (77%) b) No (19%)
- 31) Are you the student's...
a) Parent (84%)
b) Guardian (11%)
c) Foster
d) Social Worker

Parent Survey Compilation

1-63

I. What do you like most about Balboa High School?

10 responses: proximity to home

9 responses: no comment or "too new to school"

8 responses: teacher commitment, care, focus

Sample responses in this category:

- The effort that the staff is putting together to make the school reach out to the students and parents. Still has a lot of work needed.
- I like the support the dean, counselor and some teachers have given my son and I.
- What I like about Balboa is the dedicated group of young teachers who were hired in the fall of 1996. Their youth, exuberance, willingness to go the extra mile for their students, and to be mentors.
- The campus, the relationship between students/teachers.

8 responses: the school's gradual improvement

Sample responses in this category:

- Gradual educational (improvement) from bad to better. Right now it's better. But I want to step next to much better.
- Improved surroundings, environment, especially construction of solid steel fences. Also like the academic improvements for the benefit of all students.
- I like most the great academic improvement or focus for the past three years. I am happy that the school now has AP and Honors subjects being offered which will prepare most students for college.

8 responses: school's program, resources, opportunities

Sample responses in this category:

- What I like is the different races of students at Balboa.
- Choir
- Learning Disability Program—I was told the F/V was best at Balboa.
- The Clinic
- Having sport or activities after school for her to do. Having classes that will help her in the future.

4 responses: teacher/parent communications

Sample responses in this category:

- The teachers are so nice...they call me when something happen. I talk to the teacher about my son.
- It (school) very open to the kid's mother and father.

4 responses: emphasis on discipline, manners, environment

Sample responses in this category:

- That they don't let them go out for lunch (out of school)
- Close campus
- Concern about the students' or children's communication with parents and most especially their teachers and elders.

4 responses: child's positive response to school

Sample responses in this category:

- I like the fact that my daughter comes home happy.
- The school has kept my child interested in her classes

3 responses: block scheduling

2 responses: principal's support and concern

1 response: parent went to the high school

II. What is your biggest concern about your child's education?

23 responses: Child's academic progress and success in college and/or life

Sample responses in this category:

- My biggest concern is for them to graduate high school and go to college afterwards.
- My biggest concern is how they can pursue their college education without jeopardy, blunder and prejudice.
- He should get the best education and become a good citizen of this country and be successful in life.
- That I will be able to help him reach his full potential.

- That he achieves his goal of finishing college and be a successful man.
- My biggest concern about my children's education is to have them finish and pursue their studies. To have them land in good profession.
- To have a good life and good future.

14 responses: Lack of-or inadequate-information regarding child's progress, program choices, adjustment in school.

Sample responses in this category:

- That he does not feel challenged and does not fit in.
- Whether or not she is keeping up with the class.
- That she gets the classes that she needs for her to graduate
- I didn't receive my son's report card at the end of last school year and the credits and things that tell us about the school I don't know.
- If my child is learning what she should be learning
- What he learns and how.

10 responses: Child's progress and development in specific areas

Sample responses in this category:

- Her getting the grades she deserves.
- I'm concerned about math instruction and that he won't have the skills to prepare him for college.
- Right attitude for learning, discipline of study habits, interest in class work.
- Being able to think openly and problem solve.
- That he learns to overcome his learning disability.
- I want her to learn to read better and I want her to practice for the SAT.

5 responses: adequacy/quality of child's program, progress, college preparation, relative standing in class

Sample responses in this category:

- That my daughter is getting the classes and the help that she needs to understand the work that she is doing.
- Biggest concerns—academic subjects in preparation for college.
- I'm concerned that Balboa doesn't offer a challenging enough academic environment. I'm concerned that counselors don't monitor and verify the courses a student should be taking so

that he has enough units to graduate...and enter San Francisco State.

3 responses: no comment

2 responses: adequacy of special education program

Sample response:

- That he's in special education and I worry what going to happen to him when graduate from high school. How he going to do in the future.

2 responses: not enough homework given

1 response: variability in the quality of teachers

1 response: child needs expanded resources—honors classes, access to City College resources

1 response: teachers ignoring child

III. More information requested on:

14 requests: program of studies, including curriculum afterschool activities, special education, computer training, summer school

9 requests: child's progress/attendance

4 requests: college scholarships, grants

5 requests: high school requirements/college preparation

3 requests: school's improvement plan

3 requests: school safety

2 requests: need for PTA/parent involvement

1 request: SATs

1 request: child's advisor, counselor, point person when needed

1 request: swimming requirement for diploma

1 request: tutoring

IV. Interest in parent support group:

Yes: 20

No/no response: 38

Don't know what a support group is: 4

BALBOA HIGH SCHOOL

TEACHER SURVEY

- 1) Are you familiar with Balboa's mission statement?
a) Yes b) No
- 2) Are you familiar with the school's priorities?
a) Yes b) No
- 3) Are you aware of the approximate level of the current standardized test scores at Balboa?
a) Yes b) No
- 4) Do your classroom activities strengthen basic skills?
a) Yes b) No
- 5) Are you encouraged to participate in the school community?
a) Yes b) No
- 6) Do you collaborate with other staff members?
a) Yes b) No
- 7) Do you believe that teachers, administrators, staff, and students are partners in being responsible for student learning?
a) Yes b) No
- 8) Do you feel safe at Balboa?
a) Yes b) No
- 9) Do you feel that the majority of students are safe at Balboa?
a) Yes b) No
- 10) Have you integrated ideas from professional development workshops into your classes to enhance learning?
a) Yes b) No c) Sometimes

- 11) Do you feel there is a cohesive, positive learning culture at Balboa?
a) Yes b) No c) Somewhat
- 12) What do you enjoy most at Balboa?
a) Helping students b) Working with other teachers c) Creating curriculum
d) Creating change e) All of the above
- 13) To what extent do you use the California Frameworks in defining and planning your curriculum?
a) Totally b) Somewhat c) Hardly
- 14) To what extent do you use the Balboa School Site Priorities in defining and planning your curriculum?
a) Totally b) Somewhat c) Hardly
- 15) Do you have a syllabus for each class you are teaching?
a) Yes b) No
- 16) Do you have written learning objectives in your lesson plan?
a) Yes b) No
- 17) To what extent do you integrate different disciplines?
a) Always b) Sometimes c) Seldom d) Never
- 18) Do you have strategies which are congruent with a diverse learning population?
a) Yes b) No
- 19) Do you have a process for developing, evaluating, and revising your curriculum?
a) Yes b) No

- 20) Are you aware of the typical courses offered at 9th, 10th, 11th, and 12th grade?
a) Yes b) No
- 21) Do you regularly explain to students the relevance of your subject to the working world/possible careers?
a) Yes b) No
- 22) Of the following assessment strategies, how many do you employ regularly: written tests/quizzes, oral tests, performance assessments, individual projects, group projects, written presentations, computer presentations, other?
a) 1-2 b) 3-4 c) 5-6 d) 7-9
- 23) On average, what percentage of the grades in your classes are based on written tests and quizzes?
a) 80-100% b) 51-79% c) 21-50% d) 20% or less
- 24) Do you use student assessment results to re-evaluate your instructional approaches?
a) Yes b) No
- 25) Do you create rubrics for use in student assessment?
a) Yes b) No
- 26) Can you produce evidence to show how students in your classes are encouraged to use assessment results to improve their learning?
a) Yes b) No
- 27) Can you produce evidence to show how you use assessment results to improve instruction?
a) Yes b) No
- 28) How often do you discuss individual student's progress with other teachers?
a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 29) Do you regularly analyze student work to determine their further academic needs?
a) Yes b) No

- 30) On average, approximately what percentage of your class time are students in classes involved in oral presentations, individual or group work, discussions with other students; investigations, or experiments, writing, reading, or other direct active participation activities(i.e., not listening to lectures or watching videos, etc.)?
- a) 90% or above b) 80-90% c) 60-80% d) 40-60% e) Less than 40%
- 31) Do you plan lessons to be accessible to students with varying abilities and backgrounds?
- a) Always b) Usually c) Seldom d) Hardly ever
- 32) Do you plan your lessons to accommodate different learning styles?
- a) Always b) Usually c) Seldom d) Hardly ever
- 33) Is technology integrated into your curriculum?
- a) Yes b) No c) I'm working on it
- 34) Do your classroom activities encourage students to gather and create knowledge on their own?
- a) Yes b) No c) Somewhat
- 35) Do your lessons involve frequent opportunities to participate in activities related to real life and the real world?
- a) Yes b) No c) Somewhat
- 36) How often do you require students to do research for your classes?
- a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 37) Do you regularly ask students to relate lessons to personal experiences and knowledge?
- a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 38) Do you regularly ask students to use metaphors, and/or analogies to deepen their understanding of a topic?
- a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 39) Do you make explicit to your students beforehand the expected performance levels for each area of study?
- a) Yes b) No c) Somewhat

- 40) How often do you collaborate with other staff?
a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 41) How often do your lessons include structured situations which encourage student collaboration?
a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 42) How often do you collaborate with members of the community on school issues/projects:
a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 43) How often do you require student work which demands the use of materials and resources beyond the textbook?
a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 44) How often do you require students to do library research for your classes?
a) Daily b) Weekly c) Monthly d) Seldom e) Hardly ever
- 45) Do you require that students complete projects which involve real world experience, such as shadowing, community service, apprenticeships, etc.?
a) Yes b) No c) Somewhat
- 46) Do you have strategies which promote a personalized approach to learning?
a) Yes b) No c) Somewhat
- 47) Do you have strategies to include LEP/ESL students in your curriculum?
a) Yes b) No c) Somewhat
- 48) Do you have lessons/curriculum which include different cultures?
a) Yes b) No c) Somewhat
- 49) Are you familiar with the procedures for students referral to psychological, health services, and other referral services at the Balboa Teen Clinic?
a) Yes b) No c) Somewhat

- 50) Do your room decorations express the themes in your subject area?
a) Yes b) No c) Somewhat
- 51) Do you showcase to the Balboa community samples of your student work?
a) Yes b) No c) Somewhat
- 52) Approximately what percentage of Balboa teachers' names and subjects do you know?
a) 90-100% b) 70-90% c) 50-70% d) 20-50% e) 0-20%
- 53) Do you know most Balboa teachers' specialties and expertise?
a) Yes b) No
- 54) Do you have strategies for involving parents who do not speak English?
a) Yes b) No c) Somewhat
- 55) Are you aware of the procedure for getting a volunteer in your classroom?
a) Yes b) No c) Somewhat
- 56) Are you familiar with Balboa's physical plant? (Can you find your way around Balboa?)
a) Yes b) No c) Somewhat
- 57) Are you familiar with the community resources which could be of help to your students?
a) Yes b) No c) Somewhat
- 58) Do you know the procedure for getting the necessary supplies for your classroom?
a) Yes b) No
- 59) Do you know the procedure for reporting needed building repairs?
a) Yes b) No
- 60) Do you have appropriate reading materials to support your curricula?
a) Yes b) No
- 61) Do you feel you personally have a voice at Balboa?
a) Yes b) No

- 62) How do you rate communication between yourself and the administration?
a) Excellent b) Very good c) Good d) Fair e) Poor
- 63) If provided with daily materials, would you be willing to work with your advisory students on test taking skills?
a) Yes b) No
- 64) Do you feel there are sufficient student counseling services to adequately serve the student body?
a) Yes b) No
- 65) Aside from eating, what is your usual lunch time activity?
a) Helping students b) Organizing the next lesson(s) c) Doing administrative work
d) Sponsoring a club e) Relaxing
- 66) On average, how many hours beyond regulated school days do you spend in a week on school-related work?
a) Less than 2 hours b) 2-5 hours c) 5-10 hours d) more than 10 hours
- 67) How often do you assign homework in an average week?
a) 1-2 times b) 3 times c) 4 times d) 5 times
- 68) What average percentage response do you get from your class in returning homework?
a) 100% b) 80-100% c) 65-80% d) 50-65% e) less than 50%
- 69) What average percentage of returned homework in on time?
a) 100% b) 80-100% c) 65-80% d) 50-65% e) less than 50%
- 70) How much money do you spend personally out-of-pocket on items for school in one year?
a) Under \$100 b) \$100-\$200 c) \$200-\$400 d) over \$400
- 71) How often do you call students homes?
a) Hardly ever b) 1-2 times per week c) 3-5 times per week

- 72) How many years have you been teaching at Balboa?
a) 1st year b) 2 years c) 3 years d) 4 years
- 73) How much of your class time is taken up with student behavior issues?
a) Less than 5 minutes b) 5-10 minutes c) 10-15 minutes
- 74) Would you like more training in classroom management:
a) Yes b) No
- 75) Do you review graduation requirements with the students in your Advisory:
a) Yes b) No
- 76) Are you aware of your department's current budget?
a) Yes b) No

BALBOA HIGH SCHOOL

TEACHER SURVEY

- 1) **Are you familiar with Balboa's mission statement?**
a) Yes (89%) b) No (11%)
- 2) **Are you familiar with the school's priorities?**
a) Yes (61%) b) No (2%)
- 3) **Are you aware of the approximate level of the current standardized test scores at Balboa?**
a) Yes (95%) b) No (5%)
- 4) **Do your classroom activities strengthen basic skills?**
a) Yes (58%) b) No (0%)
- 5) **Are you encouraged to participate in the school community?**
a) Yes (89%) b) No (8%)
- 6) **Do you collaborate with other staff members?**
a) Yes (95%) b) No (5%)
- 7) **Do you believe that teachers, administrators, staff, and students are partners in being responsible for student learning?**
a) Yes (89%) b) No (8%)
- 8) **Do you feel safe at Balboa?**
a) Yes (89%) b) No (10%)
- 9) **Do you feel that the majority of students are safe at Balboa?**
a) Yes (74%) b) No (24%)

- 10) **Have you integrated ideas from professional development workshops into your classes to enhance learning?**
- a) Yes (55%) b) No (11%) c) Sometimes (31%)
- 11) **Do you feel there is a cohesive, positive learning culture at Balboa?**
- a) Yes (35%) b) No (23%) c) Somewhat (42%)
- 12) **What do you enjoy most at Balboa?**
- a) Helping students (39%) b) Working with other teachers (5%) c) Creating curriculum (3%)
- d) Creating change (5%) e) All of the above (47%)
- 13) **To what extent do you use the California Frameworks in defining and planning your curriculum?**
- a) Totally (23%) b) Somewhat (60%) c) Hardly (15%)
- 14) **To what extent do you use the Balboa School Site Priorities in defining and planning your curriculum?**
- a) Totally (29%) b) Somewhat (47%) c) Hardly (21%)
- 15) **Do you have a syllabus for each class you are teaching?**
- a) Yes (82%) b) No (16%)
- 16) **Do you have written learning objectives in your lesson plan?**
- a) Yes (76%) b) No (23%)
- 17) **To what extent do you integrate different disciplines?**
- a) Always (29%) b) Sometimes (56%) c) Seldom (11%) d) Never
- 18) **Do you have strategies which are congruent with a diverse learning population?**
- a) Yes (90%) b) No (3%)

- 19) Do you have a process for developing, evaluating, and revising your curriculum?
- a) Yes (77%) b) No (21%)
- 20) Are you aware of the typical courses offered at 9th, 10th, 11th, and 12th grade?
- a) Yes (89%) b) No (10%)
- 21) Do you regularly explain to students the relevance of your subject to the working world/possible careers?
- a) Yes (82%) b) No (15%)
- 22) Of the following assessment strategies, how many do you employ regularly: written tests/quizzes, oral tests, performance assessments, individual projects, group projects, written presentations, computer presentations, other?
- a) 1-2 (13%) b) 3-4 (35%) c) 5-6 (29%) d) 7-9 (16%)
- 23) On average, what percentage of the grades in your classes are based on written tests and quizzes?
- a) 80-100% (5%) b) 51-79% (23%) c) 21-50% (29%) d) 20% or less (42%)
- 24) Do you use student assessment results to re-evaluate your instructional approaches?
- a) Yes (85%) b) No (11%)
- 25) Do you create rubrics for use in student assessment?
- a) Yes (63%) b) No (34%)
- 26) Can you produce evidence to show how students in your classes are encouraged to use assessment results to improve their learning?
- a) Yes (66%) b) No (32%)
- 27) Can you produce evidence to show how you use assessment results to improve instruction?
- a) Yes (63%) b) No (35%)

- 28) How often do you discuss individual student's progress with other teachers?
- | | | | | |
|-------------------|--------------------|---------------------|--------------------|------------------------|
| a) Daily
(23%) | b) Weekly
(32%) | c) Monthly
(18%) | d) Seldom
(21%) | e) Hardly ever
(5%) |
|-------------------|--------------------|---------------------|--------------------|------------------------|
- 29) Do you regularly analyze student work to determine their further academic needs?
- | | |
|-----------------|---------------|
| a) Yes
(90%) | b) No
(8%) |
|-----------------|---------------|
- 30) On average, approximately what percentage of your class time are students in classes involved in oral presentations, individual or group work, discussions with other students; investigations, or experiments, writing, reading, or other direct active participation activities(i.e., not listening to lectures or watching videos, etc.)?
- | | | | | |
|--------------------------|--------------------|--------------------|--------------------|--------------------------|
| a) 90% or above
(29%) | b) 80-90%
(21%) | c) 60-80%
(26%) | d) 40-60%
(16%) | e) Less than 40%
(5%) |
|--------------------------|--------------------|--------------------|--------------------|--------------------------|
- 31) Do you plan lessons to be accessible to students with varying abilities and backgrounds?
- | | | | |
|--------------------|---------------------|-------------------|------------------------|
| a) Always
(50%) | b) Usually
(45%) | c) Seldom
(3%) | d) Hardly ever
(2%) |
|--------------------|---------------------|-------------------|------------------------|
- 32) Do you plan your lessons to accommodate different learning styles?
- | | | | |
|--------------------|---------------------|-------------------|------------------------|
| a) Always
(44%) | b) Usually
(47%) | c) Seldom
(5%) | d) Hardly ever
(2%) |
|--------------------|---------------------|-------------------|------------------------|
- 33) Is technology integrated into your curriculum?
- | | | |
|-----------------|----------------|-------------------------------|
| a) Yes
(40%) | b) No
(15%) | c) I'm working on it
(42%) |
|-----------------|----------------|-------------------------------|
- 34) Do your classroom activities encourage students to gather and create knowledge on their own?
- | | | |
|-----------------|---------------|----------------------|
| a) Yes
(66%) | b) No
(2%) | c) Somewhat
(27%) |
|-----------------|---------------|----------------------|
- 35) Do your lessons involve frequent opportunities to participate in activities related to real life and the real world?
- | | | |
|-----------------|---------------|----------------------|
| a) Yes
(65%) | b) No
(5%) | c) Somewhat
(27%) |
|-----------------|---------------|----------------------|
- 36) How often do you require students to do research for your classes?
- | | | | | |
|------------------|--------------------|---------------------|--------------------|-------------------------|
| a) Daily
(6%) | b) Weekly
(18%) | c) Monthly
(34%) | d) Seldom
(26%) | e) Hardly ever
(13%) |
|------------------|--------------------|---------------------|--------------------|-------------------------|

- 37) Do you regularly ask students to relate lessons to personal experiences and knowledge?
- | | | | | |
|-------------------|--------------------|--------------------|-------------------|------------------------|
| a) Daily
(40%) | b) Weekly
(39%) | c) Monthly
(6%) | d) Seldom
(6%) | e) Hardly ever
(3%) |
|-------------------|--------------------|--------------------|-------------------|------------------------|
- 38) Do you regularly ask students to use metaphors, and/or analogies to deepen their understanding of a topic?
- | | | | | |
|-------------------|--------------------|---------------------|--------------------|-------------------------|
| a) Daily
(24%) | b) Weekly
(26%) | c) Monthly
(18%) | d) Seldom
(16%) | e) Hardly ever
(13%) |
|-------------------|--------------------|---------------------|--------------------|-------------------------|
- 39) Do you make explicit to your students beforehand the expected performance levels for each area of study?
- | | | |
|-----------------|---------------|----------------------|
| a) Yes
(77%) | b) No
(6%) | c) Somewhat
(13%) |
|-----------------|---------------|----------------------|
- 40) How often do you collaborate with other staff?
- | | | | | |
|-------------------|--------------------|---------------------|-------------------|------------------------|
| a) Daily
(35%) | b) Weekly
(32%) | c) Monthly
(13%) | d) Seldom
(6%) | e) Hardly ever
(6%) |
|-------------------|--------------------|---------------------|-------------------|------------------------|
- 41) How often do your lessons include structured situations which encourage student collaboration?
- | | | | | |
|-------------------|--------------------|--------------------|-------------------|------------------------|
| a) Daily
(26%) | b) Weekly
(61%) | c) Monthly
(6%) | d) Seldom
(3%) | e) Hardly ever
(3%) |
|-------------------|--------------------|--------------------|-------------------|------------------------|
- 42) How often do you collaborate with members of the community on school issues/projects:
- | | | | | |
|-------------------|--------------------|---------------------|--------------------|-------------------------|
| a) Daily
(10%) | b) Weekly
(34%) | c) Monthly
(19%) | d) Seldom
(16%) | e) Hardly ever
(18%) |
|-------------------|--------------------|---------------------|--------------------|-------------------------|
- 43) How often do you require student work which demands the use of materials and resources beyond the textbook?
- | | | | | |
|-------------------|--------------------|---------------------|--------------------|------------------------|
| a) Daily
(34%) | b) Weekly
(34%) | c) Monthly
(11%) | d) Seldom
(10%) | e) Hardly ever
(6%) |
|-------------------|--------------------|---------------------|--------------------|------------------------|
- 44) How often do you require students to do library research for your classes?
- | | | | | |
|------------------|-------------------|---------------------|--------------------|-------------------------|
| a) Daily
(3%) | b) Weekly
(8%) | c) Monthly
(19%) | d) Seldom
(31%) | e) Hardly ever
(31%) |
|------------------|-------------------|---------------------|--------------------|-------------------------|
- 45) Do you require that students complete projects which involve real world experience, such as shadowing, community service, apprenticeships, etc.?
- | | | |
|-----------------|----------------|----------------------|
| a) Yes
(31%) | b) No
(52%) | c) Somewhat
(11%) |
|-----------------|----------------|----------------------|

- 46) Do you have strategies which promote a personalized approach to learning?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (60%) | (13%) | (24%) |
- 47) Do you have strategies to include LEP/ESL students in your curriculum?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (65%) | (16%) | (16%) |
- 48) Do you have lessons/curriculum which include different cultures?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (68%) | (16%) | (13%) |
- 49) Are you familiar with the procedures for students referral to psychological, health services, and other referral services at the Balboa Teen Clinic?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (71%) | (10%) | (18%) |
- 50) Do your room decorations express the themes in your subject area?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (61%) | (13%) | (21%) |
- 51) Do you showcase to the Balboa community samples of your student work?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (37%) | (31%) | (26%) |
- 52) Approximately what percentage of Balboa teachers' names and subjects do you know?
- | | | | | |
|------------|-----------|-----------|-----------|----------|
| a) 90-100% | b) 70-90% | c) 50-70% | d) 20-50% | e) 0-20% |
| (31%) | (32%) | (11%) | (13%) | (11%) |
- 53) Do you know most Balboa teachers' specialties and expertise?
- | | |
|--------|-------|
| a) Yes | b) No |
| (53%) | (44%) |
- 54) Do you have strategies for involving parents who do not speak English?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (39%) | (34%) | (26%) |
- 55) Are you aware of the procedure for getting a volunteer in your classroom?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (77%) | (8%) | (11%) |

- 56) Are you familiar with Balboa's physical plant? (Can you find your way around Balboa?)
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (82%) | (2%) | (15%) |
- 57) Are you familiar with the community resources which could be of help to your students?
- | | | |
|--------|-------|-------------|
| a) Yes | b) No | c) Somewhat |
| (45%) | (15%) | (39%) |
- 58) Do you know the procedure for getting the necessary supplies for your classroom?
- | | |
|--------|-------|
| a) Yes | b) No |
| (87%) | (11%) |
- 59) Do you know the procedure for reporting needed building repairs?
- | | |
|--------|-------|
| a) Yes | b) No |
| (68%) | (31%) |
- 60) Do you have appropriate reading materials to support your curricula?
- | | |
|--------|-------|
| a) Yes | b) No |
| (60%) | (37%) |
- 61) Do you feel you personally have a voice at Balboa?
- | | |
|--------|-------|
| a) Yes | b) No |
| (52%) | (47%) |
- 62) How do you rate communication between yourself and the administration?
- | | | | | |
|--------------|--------------|---------|---------|---------|
| a) Excellent | b) Very good | c) Good | d) Fair | e) Poor |
| (21%) | (13%) | (24%) | (18%) | (19%) |
- 63) If provided with daily materials, would you be willing to work with your advisory students on test taking skills?
- | | |
|--------|-------|
| a) Yes | b) No |
| (84%) | (10%) |
- 64) Do you feel there are sufficient student counseling services to adequately serve the student body?
- | | |
|--------|-------|
| a) Yes | b) No |
| (19%) | (73%) |

- 65) Aside from eating, what is your usual lunch time activity?
- | | | |
|-------------------------------|---|---------------------------------------|
| a) Helping students
(34%) | b) Organizing the next lesson(s)
(18%) | c) Doing administrative work
(11%) |
| d) Sponsoring a club
(11%) | e) Relaxing
(10%) | |
- 66) On average, how many hours beyond regulated school days do you spend in a week on school-related work?
- | | | | |
|------------------------------|-----------------------|------------------------|--------------------------------|
| a) Less than 2 hours
(8%) | b) 2-5 hours
(16%) | c) 5-10 hours
(27%) | d) more than 10 hours
(44%) |
|------------------------------|-----------------------|------------------------|--------------------------------|
- 67) How often do you assign homework in an average week?
- | | | | |
|-----------------------|---------------------|---------------------|---------------------|
| a) 1-2 times
(32%) | b) 3 times
(23%) | c) 4 times
(18%) | d) 5 times
(21%) |
|-----------------------|---------------------|---------------------|---------------------|
- 68) What average percentage response do you get from your class in returning homework?
- | | | | | |
|-----------------|---------------------|--------------------|--------------------|---------------------------|
| a) 100%
(3%) | b) 80-100%
(27%) | c) 65-80%
(32%) | d) 50-65%
(18%) | e) less than 50%
(13%) |
|-----------------|---------------------|--------------------|--------------------|---------------------------|
- 69) What average percentage of returned homework in on time?
- | | | | | |
|-----------------|---------------------|--------------------|--------------------|---------------------------|
| a) 100%
(6%) | b) 80-100%
(21%) | c) 65-80%
(32%) | d) 50-65%
(19%) | e) less than 50%
(13%) |
|-----------------|---------------------|--------------------|--------------------|---------------------------|
- 70) How much money do you spend personally out-of-pocket on items for school in one year?
- | | | | |
|-------------------------|-------------------------|-------------------------|------------------------|
| a) Under \$100
(21%) | b) \$100-\$200
(24%) | c) \$200-\$400
(35%) | d) over \$400
(15%) |
|-------------------------|-------------------------|-------------------------|------------------------|
- 71) How often do you call students homes?
- | | | |
|-------------------------|--------------------------------|--------------------------------|
| a) Hardly ever
(11%) | b) 1-2 times per week
(53%) | c) 3-5 times per week
(31%) |
|-------------------------|--------------------------------|--------------------------------|
- 72) How many years have you been teaching at Balboa?
- | | | | |
|----------------------|---------------------|---------------------|--------------------|
| a) 1st year
(29%) | b) 2 years
(32%) | c) 3 years
(23%) | d) 4 years
(6%) |
|----------------------|---------------------|---------------------|--------------------|

73) How much of your class time is taken up with student behavior issues?

- a) Less than 5 minutes (24%) b) 5-10 minutes (26%) c) 10-15 minutes (40%)

74) Would you like more training in classroom management:

- a) Yes (35%) b) No (53%)

75) Do you review graduation requirements with the students in your Advisory:

- a) Yes (55%) b) No (37%)

76) Are you aware of your department's current budget?

- a) Yes (31%) b) No (60%)

BALBOA TEACHER INQUIRY: Regarding General School Culture

How do you feel Balboa has changed as a school over the last two-plus years since reconstitution?

RE: Student Aspirations: Improved greatly Improved somewhat Stayed the same

How: _____

RE: Student Civil Behavior: Improved greatly Improved somewhat Stayed the same

How: _____

RE: Facility Appearance: Improved greatly Improved somewhat Stayed the same

How: _____

RE: School Safety: Improved greatly Improved somewhat Stayed the same

How: _____

RE: Relationships Between Staff and Students:
 Improved greatly Improved somewhat Stayed the same

How: _____

RE: Site Improvement: Improved greatly Improved somewhat Stayed the same

How: _____

RE: Classroom Disturbances from Hallways:
 Improved greatly Improved somewhat Stayed the same

How: _____

RE: Student Attention to Schoolwork:
 Improved greatly Improved somewhat Stayed the same

How: _____

RE: Parent Involvement: Improved greatly Improved somewhat Stayed the same

How: _____

Balboa High School

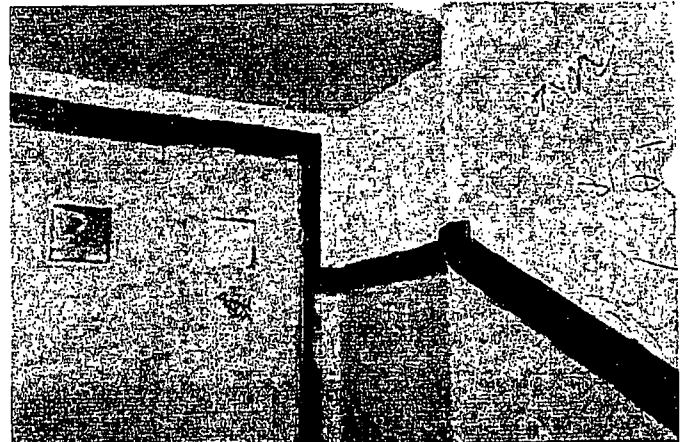
Before and After Reconstitution

The Physical Plant

The following photographs show the physical improvements that were made during the summer of 1996. Before that time, the school was unable to keep up with the degree of vandalism that took place daily: from breaking windows, to setting fires in lockers, to urinating in halls and stairways, to writing graffiti on the walls, to constantly clogging toilets. Today, the school is proud that there is so much less vandalism, and that even with less personnel, we are able to keep ahead of it. We attribute the decrease in vandalism to the climate and culture changes that have occurred at the school.



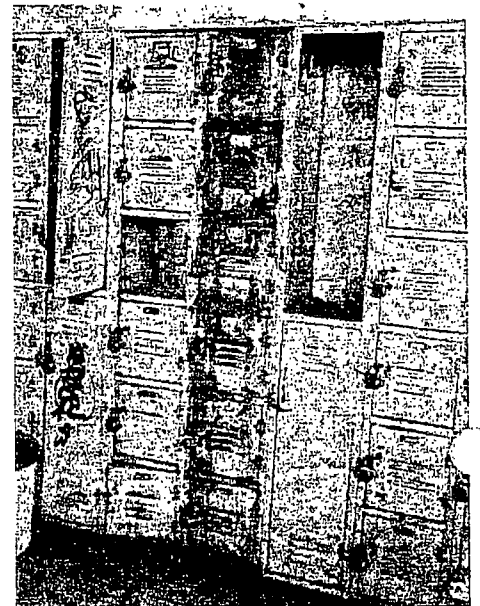
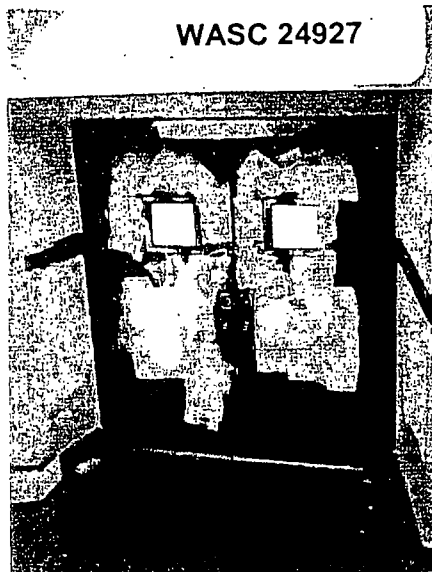
1996

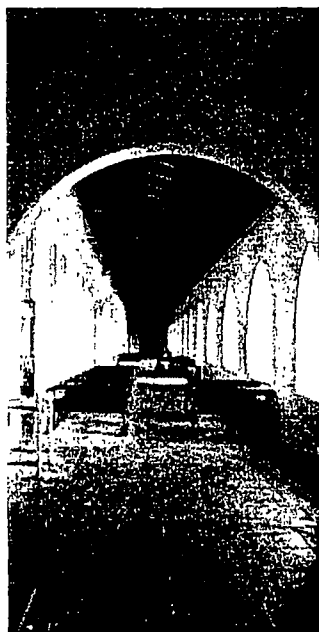
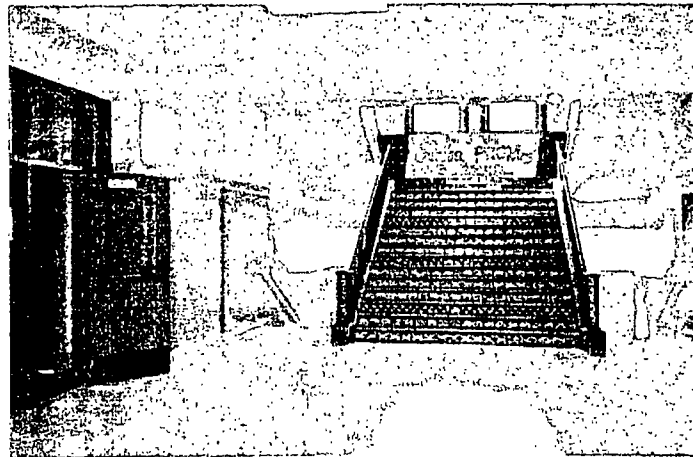
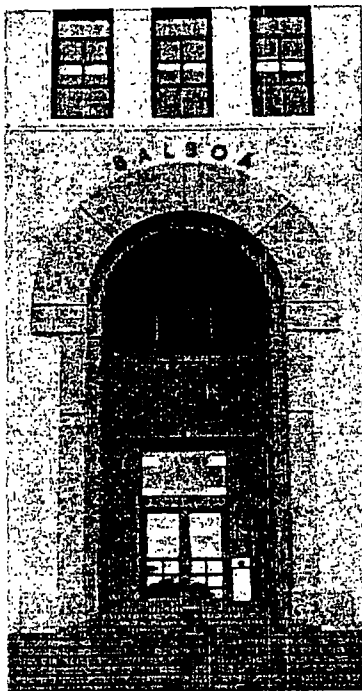


BEFORE...



WASC 24927





AFTER WASC 24928
RECONSTITUTION