

SAN ANDREAS CONTINUATION HIGH SCHOOL: INTEGRATED ACADEMIC, CAREER, AND TECHNICAL PATHWAYS FOR POSITIVE YOUTH DEVELOPMENT AND COLLEGE AND CAREER READINESS

*Alternative Education Lessons
from San Bernardino City Unified School District*



by Jorge Ruiz de Velasco & Daniel Storz

San Andreas Continuation High School (San Andreas) is one of approximately 420 legislatively authorized “continuation” high schools for California students, over the age of 16, who are at risk of dropping out of high school. Students at San Andreas are typically behind their peer grade cohort in credits needed to graduate on time. These students tend to need a more flexible educational environment or schedule because they are employed, are fulfilling family/parenting obligations, or are experiencing other extenuating circumstances. The principal goal of the continuation high school is to give enrolled youth a renewed opportunity to accelerate their learning progress, recover credits, and graduate with a standards-based diploma. In more recent years, leaders at San Andreas have received Gold Certification for exceptional implementation of Linked Learning Career Pathways and positive behavioral interventions and support (PBIS) strategies to raise the bar for student achievement and to advance the college, career, and civic readiness of its graduates.

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LESSONS FROM
SAN BERNARDINO
COUNTY



CALIFORNIA LEARNING
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San Andreas has also been named a Model Continuation High School by the California Department of Education.

The [Linked Learning](#) approach aims to “link” together a standards-based academic core (i.e., the California Common Core standards and the “A-G” course distribution requirements of the University of California and California State University systems)¹ with a challenging career/profession-themed curriculum that meets California’s Career Technical Education (CTE) industry standards and provides opportunities for students to apply classroom learning through work-based or other real-world experiences in their communities. A central goal of every Linked Learning or career-themed “pathway” is to create a coherent, well-rounded educational experience that fully integrates academic, technical, and work-based learning with the student support services of a school.

The organization of the school experience into industry-based, career-themed pathways is designed to be both student-centered and equity-focused insofar as teachers, CTE partners, and student support staff work in concert to support each student’s individual developmental needs, skills, strengths, and aspirations. Student support programs reach beyond the academic domain to wrap around and remove academic and non-academic barriers to learning, increasing students’ chances to experience academic success and opportunities for positive youth development.

San Andreas’ school leaders have high ambitions for student learning. The school’s mission is to:

- Provide an unshakeable foundation, where all students will be able to demonstrate respect for themselves and others, lead safe and responsible lifestyles, and become lifelong learners who will responsibly and successfully influence our world.

The aim, according to school Principal Dorie Stratton, is for students to access deep learning opportunities and to acquire the learn-to-learn skills that will enable them to transfer and apply what they learn beyond the school over the course of a lifetime.

INSTRUCTIONAL CORE FEATURES

Credit Acceleration and Deep Learning

Master Schedule

Students at San Andreas attend school for 20 hours of instruction per week, compared to about 30 hours of instruction in a traditional San Bernardino City Unified School District (SBCUSD) high school. This translates to four classes per day (rather than seven), offered in two, four-hour sessions each day. Nevertheless, flexible scheduling and competency-based assessment and advancement combine to facilitate credit recovery and acceleration.

1. Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). <https://www.cde.ca.gov/re/cc/>

Students can earn up to 20 credits every six weeks (120 credits per year)—about 70% more than students can typically earn in a traditional SBCUSD high school. The school year is organized into six, six-week “semester blocks” (totaling six grading cycles); one-year courses are designed to be completed in 12 weeks.

The school makes optimal use of available, standards-based, online coursework in a blended learning environment with appropriate guidance and instructional scaffolding by certificated staff. Class sizes are reduced in comparison to SBCUSD’s traditional high schools. Many classes have a maximum of 20-25 students, so teachers are better able to provide one-to-one support.

Pathways

In the past five years, the San Bernardino City Unified School District has supported San Andreas in developing two career pathway programs: a Health Science Pathway and a Business and Technology Pathway. Each pathway has its own specific CTE staff and shares core academic, special education, student services, and counseling staff. The school also features a commercial greenhouse and professional hydroponics micro-enterprise that is primarily managed by students in the special education program and provides continuation students in both pathways with work-based learning opportunities. The two pathways represent separate branches of an interrelated economic zone: food science and agricultural marketing, transportation, and safety; and the role of farm-to-table nutrition in human health and wellbeing.

Students can complete pathway requirements within the master schedule after 300 hours of instruction and guided study.

Given the small school and pathway size, all academic content teachers are encouraged to pursue CTE credentials and half of the faculty has done so. In addition, the staff has made concerted efforts to obtain University of California A-G certification for all of its CTE courses.² This careful attention to standards-based curriculum design, teaching assignments, and credentialing has provided an opportunity to obtain A-G credit (for high school graduation and University of California/California State University eligibility) for single courses that also satisfy the CTE pathway course sequence.

The Health Science Pathway

Students in the Health Science Pathway are offered relevant coursework and opportunities to explore careers in healthcare and emergency medical services. The object is for students to gain a foundational understanding of key medical terminology, body systems, disorders, diseases, and pre-hospital emergency care for the sick and injured. Students have multiple opportunities to develop medical skills within the responsibilities of a first responder and proper procedures of emergency care. This pathway is especially relevant for students who are interested in entry-level careers as emergency medical technicians, paramedics, and nurse assistants. Through the course of study, students have the opportunity to earn one or more industry certifications and obtain transferable academic and professional skills in collaboration with local agencies, industry experts, and community partners.

2. The "A-G" requirements are the academic course requirements high school students must satisfy to be eligible to apply for freshman admission to University of California/California State University. They consist of 15 courses in seven subject areas, which students must pass with a grade of C or better. (E.g., <https://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp>)

Business of Science and Technology Academy

HEALTH SCIENCE PATHWAY 2023-24

Course Type	CTE Course Code	CTE Course Title	CTE Course Description	Post Secondary Connection
Concentrator Course Year 1	IS520/IS521 Calpads 7921	Intro to Healthcare Careers	This course is designed for students interested in a career in the HealthCare Industry. Students research career path options and learn about a variety of careers in health care. Students receive instruction in the concepts of group dynamics, conflict resolution, legal ethical, safety, disease, infection control, and standard precautions. Students may complete Infection Control and OSHA for Healthcare certifications.	A-G Approved *Science credit
	ISP209/ISP210 Calpads 7921	PE: Athletic Training	This course incorporates learning and practicing a variety of physical activities (e.g. soccer, weight training, softball, self-defense, etc.), students will create personal fitness and rehabilitation plans for themselves and for students on campus. Students will explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels. Students will also explain the use of the principles of proper biomechanics, ergonomics, safety equipment, and injury prevention.	A-G Approved *PE credit
	ISS22/ISS23 Calpads 7921	Medical Terminology	This course provides students with the knowledge and skills to dissect and use terminology used in the health field. This course provides instruction in systems and structures of surface anatomy and key principles of physiology. The basic functions of the nervous system, cardiovascular system, the respiratory system and all systems are studied. Students will demonstrate understanding of prefixes, suffixes, and root words. OSHA for Healthcare and Infection Control certifications are offered.	A-G Approved *Science credit *RCC/SBVC Articulation
Capstone Course I Year 2	O488/O489 Calpads 7922	CTE First Responder	This course provides students with the knowledge and skills to take appropriate action as the first responder to an emergency scene. Students will perform an assessment of a patient's vital functions. Certified First Responder (CFR) is a required skill for entry-level firefighter positions. Upon successful completion of the course, students could receive American Heart Association certifications in Basic Life Support (CPR and AED) and First Aid for the Professional.	A-G Approved *Crafton Articulation
	IS530/IS531 Calpads 7922	Certified Nurse Assistant	This capstone course prepares students to enter into postsecondary education or training programs in the selected Patient Care pathway. If applicable, course content will provide the knowledge, industry skills and leadership development consistent with legislative requirements and the level of proficiency to perform skills within their identified scope of practice specific to employment.	A-G Approved
Capstone Course II Year 3	S360/S361 Calpads 7922	Sports Medicine	This Sports Medicine course is a general overview of athletic training, sports medicine and its history. It includes introductory information about: injury prevention, treatment, rehabilitation, emergency and injury management. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. This course will place a special emphasis on the anatomy and physiology of the human body.	A-G Approved
	IS562/IS563 Calpads 7922	Health Careers Internship	This internship class encourages students to connect classroom learning with real-world, industry application. Students will benefit from the experiences of working in the community or on campus with peers and industry partners/potential employers. This course allows students to discuss, reflect upon, and better understand the internship experience. This course provides an opportunity to develop professional skills, communication skills, interviewing, presentation skills, and networking.	A-G Approved

Industry-recognized certifications available through the pathway include:

- FEMA Incident Command Systems
- General OSHA and OSHA for Healthcare
- Emergency CPR and AHA Basic Life Support
- American Heart Association First Aid

The Business & Technology Pathway

Students in the Business & Technology Pathway are offered CTE coursework and opportunities to gain skills and experiences valuable in various commercial enterprises. Students participate in career exploration; gain work-based learning experience while helping run a student-led, on-site business; and collaborate with local businesses, industry experts, and community partners through part-time employment or internships. The aim is for students to gain knowledge that will prepare

them for future employment and/or postsecondary education after high school graduation. For example, students have an opportunity to work in the school's state-of-the-art commercial hydroponics lab and greenhouse, where they learn about modern growing technologies in addition to planning, planting, tending, harvesting, marketing, and distributing commercial-grade produce for sale. Students also travel to and work with community businesses, schools, and agencies. Students work with Night Owl Bay, SBCUSD Nutrition Services, Escape Brewery, Keeney Farms, Helping Hands, Roots Cellar, University of California Cooperative Extension Master Gardeners, Inland Empire Resource District, Climate Action, and the University of California's Expanded Food and Nutrition Education Program (EFNEP).

Students deliver produce to the school district's Nutrition Services department, restaurants, and community food banks. The goal is for pathway students to develop their innovation instincts and creativity while learning solid business practices from industry experts and CTE educators.

Industry-recognized skills developed in the pathway include:

- Mastery of business software (Word, PPT, Google Slides) and information technology
- Product development, marketing, and advertising
- Food Handlers Permits
- General OSHA
- Primus Certification
- Experience in the student-run hydroponics lab and greenhouse

Both pathways benefit from Western Association of Schools and Colleges (WASC) accreditation for the school, as well as from A-G certification for its core academic courses and all CTE offerings. Each of the two CTE instructional pathways is guided by SBCUSD's district-wide adoption of the [11 Elements of High Quality CTE](#) developed by the State of California.

Academic content teachers and CTE staff are supported by district and site-based pathway leaders to integrate lessons and collaborative learning projects that help students develop and demonstrate the [California Standards for Career Ready Practice](#).

Still, the main goal for all students is to graduate with a standards-based diploma.

San Andreas' one-year graduation rate for 2021-22 was 87%, which mirrors the state's average cohort graduation rate for the same year. The school's positive transition rate was 100% for the 2021-22 school year; of the 258 students who left the school that year, 219 graduated and 39 other students made a positive transition back to their home school or to another setting that offers an opportunity to obtain a standards-based diploma. The school's dropout rate that year was zero.

Because of the short time that students typically enroll in a continuation school, most will complete the graduation requirements before earning the 300 hours of instruction necessary for CTE pathway completion. Students who participate in pathways can, nevertheless, earn valuable industry-honored certifications and transferable skills, regardless of formal pathway completion. Last year, 61 students were able to complete a pathway (300 hours) and the number is expected to grow.

In 2023, both Linked Learning pathways were awarded [Gold Certification](#) by the Linked Learning Alliance in recognition of their high-quality adaptation of the Linked Learning approach to the continuation high school design. San Andreas' CTE pathways represent the only Linked Learning certified pathways in an alternative high school in the nation. The school has been acknowledged for its dedication to expanding access to deeper learning opportunities and as a replicable model for achieving equitable college and career outcomes for **all** students.

Business of Science and Technology Academy

BUSINESS & TECHNOLOGY PATHWAY 2023-24

Course Type	CTE Course Code	CTE Course Title	CTE Course Description	Post Secondary Connection
CTE Concentrator Course Year 1	IS250/IS251 Calpads 7410	Intro to Business	Introduction to Business introduces students to the seven components of business: Marketing, Business Environment, Career Preparation, Economics, financial Concepts, Employability Skills, Information Technologies and Leadership Development.	A-G Approved
	IS600/IS601 Calpads 7410	MOUS Word	This course prepares student to use Word/Docs to create real-world documents. The following topics are covered during this course: Text, Editing and Formatting of Documents, Creating and Formatting Tables, Inserting and Formatting Graphics, Mail Merge, Managing Files and Customized Word, and Creating Web Pages.	A-G Approved *RCC/SBVC Articulation
	ISB504/ISB505 Calpads 7411	Business Consumer Math	Lays a foundation in logical thinking and problem solving by applying these skills to everyday financial decisions. Students will learn skills to help them understand the cost of operating a vehicle, income, budgeting, buying and renting a home, filing taxes, banking, investments, and calculating business profits and losses.	A-G Approved *Math 1 credit
	ISB620/ISB621 EL = ISB622/623 Calpads 7421	CTE Business English 3	This course prepares student for writing real-world business documents employing the full writing process, and developing business-related projects with supporting business documentation. This course prepares students for engaging in business communications, writing real-world business documents, and developing business related projects.	A-G Approved *English 3 credit
CTE Capstone Course I Year 2	IS604/IS605 Calpads 7412	MOUS PowerPoint	Principles of design and following topics are covered during the course: Introduction to PowerPoint/Slides, Creating and Modifying Presentations, Creating Charts, Automating Electronic Slide Shows, Multimedia and Graphics, Third Party Photographic Design Software and Film Editing Software, and Interactive Slideshows.	A-G Approved RCC/SBVC Articulation *Fine Art Credit
	IS114/IS115 Calpads 7412	Agriculture Business and Econ	This course provides a strong background on plant science and urban agriculture techniques. The intention of this class is to give the student a global view of agriculture and how it affects the economy. The business end of this class will give students a marketable skill that will ease the transition into the workforce or university.	A-G Approved Elective *Science credit
CTE Capstone Course II Year 3	ISO154/IS155 Calpads 7432	CTE Student Government (ASB)	Students will develop skills in communication, public speaking, interviewing, conflict resolution and team collaboration. They will learn about practical government, business, marketing, business laws and elections. Focus of this course is student leadership and the development of leadership skills through practical class work, practical experience including school service and community service.	A-G Approved
	IS560/IS561 Calpads 7412	Business Internship	This internship will predominantly consist of on-the-job hours, learning in a professional work environment, participating in the day to day operations of a student led enterprise or local business. This course connects classroom instruction with real world applications. After completing this course, students will have a strong foundation in business practices and communication and they will have completed 300 hours of instruction in the Business and Finance Industry Sector.	A-G Approved

Deep Learning Goals and Student-Centered Instructional Strategies

Beyond the formal features of the school's curriculum and integrated courses of academic and CTE study, instructional quality at San Andreas is driven by the faculty's professional development partnership with the [Elevated Achievement Group](#) (EAG). The Elevated Achievement Group supports San Andreas teachers to help students learn-to-learn by developing a growth mindset, efficacy in learning, and a sense of belonging that leads to student agency or "ownership" of their learning. Teachers and instructional staff receive professional development guided by adolescent learning theory that emphasizes the importance of metacognitive strategies as a central feature of instruction, student motivation, and agency.

These techniques help students, especially those who have not been academically successful in prior school settings, to develop an awareness of their thinking processes and focus on knowledge and skill mastery with greater intention (e.g., What is the learning goal? Why do I need to master this skill?).

Metacognition refers to our ability to understand what we are expected to learn, why we should learn the task or skill, and to monitor and assess our current level of mastery or understanding of the task or skill. Teaching practices associated with a metacognitive approach to learning include opportunities for students to focus on sense-making (e.g., drawing logical inferences from texts); self-assessment (e.g., by reference to a protocol that describes emergent, good, and excellent performance); and reflection on what

worked and what needs improving in performing a task or demonstrating mastery. According to research summarized by the National Academy of Sciences, these deep learning practices have been shown to increase the degree to which students transfer and adapt their learning to new settings and future jobs or post-secondary endeavors (NRC 2000: p.12). Another strategy across classrooms is an emphasis on teaching students to reflect critically on their existing funds of knowledge as well as on information they still need to learn/master. Students are also given opportunities to learn how to prioritize, plan, and to practice Social Emotional Learning (SEL) skills, including conscientiousness, empathy, self-management, goal setting, and team collaboration.

Students use skills checklists and protocols to self-assess in a variety of ways, for example:

- Students demonstrate engagement in collaborative projects through the use of self-assessment tools or guides.
- Students' work-based learning classes are provided with checklists, rubrics, and protocols for taking charge of their learning (agency) and engaging in student-driven, improvement-focused self and peer assessment.
- Skill checklists and rubrics are found in Google Classrooms and are used by students to self-assess their learning journey in student portfolios and projects.

The ability of students to assess their knowledge and skills or to evaluate the quality of their work is crucial to academic, career, and life success,

and pathway teachers offer their students authentic opportunities to practice these skills.

EXPANDED LEARNING OPPORTUNITIES

Employer and Civic Agency Partnerships

Students at San Andreas have ample opportunities to link their classroom and school-based learning to relevant out-of-school workforce and civic engagement opportunities. School leaders understand that focusing on relevance and student interest translates to stronger academic motivation. Students engage in internships and certification training with industry professionals who provide important venues for students to receive feedback from teachers, mentors, and supervisors. As noted earlier, a student-run business plays an important role in providing students, including those with disabilities, with formal workplace exploration and preparation activities.

Night Owl Bay is an industry partner that works with the Business and Technology Pathway, offering education, training, and other assistance to staff, students, and the community with:

- Maintenance of electronic systems
- Updates and upgrades to all systems on a regular basis
- Modifications to systems for educational purposes
- Quality assurance on produce

Night Owl Bay currently provides internships for San Andreas students and is working in conjunction with Inland Regional Center (IRC) to expand the internship program.

American Medical Response (AMR) is an industry partner that works with the Health Science Pathway. AMR provides students and pathway instructors with:

- Career exposure and guest speakers
- Regular updates to practice guides and certification skills
- Collaborative planning with teachers
- Participation in career and health fairs
- Assistance with student career counseling, training, evaluation, and certification

Work-based learning plans are guided by pathway staff in adherence to the district's [Standards for Career Ready Practice](#) and the [11 Elements of High Quality CTE](#).

Partnerships with Post-Secondary Institutions: Dual Enrollment

School and district leaders in SBCUSD have created a partnership called the College Career Access Pathway (CCAP) with San Bernardino Valley and Crafton Community Colleges to provide dual enrollment opportunities for students. The CCAP agreement enables all students to take a “college success” course, which is a gateway to other credit-bearing courses. Participation in dual enrollment opportunities promotes “college knowledge” (e.g., knowledge of financial requirements for college; early awareness of norms; and the self-advocacy needed to navigate postsecondary education), especially among those who will be first to college in their families. San Andreas staff believe these partnerships promote college readiness and success.

INTEGRATED STUDENT SUPPORTS FOR ACADEMIC ACHIEVEMENT AND POSITIVE YOUTH DEVELOPMENT

Programs of study at San Andreas are integrated with social and emotional learning and wellness supports to help students be ready to learn and to smooth their pathway to postsecondary education and careers. Students have access to a College and Career Center and a Quake Student Success Team. There is also a Wellness Team and a Culture and Climate Team that coordinates and enacts the District's Multi-tiered Systems of Support protocol (MTSS). Supportive services are delivered through:

A Community Resource Center that provides:

- Job search/resume preparation
- A clothing closet
- Volunteer opportunities
- Parent workshops
- Food and basic necessities

A College and Career Center offering:

- FASFA & college application assistance
- Work permits
- College workshops
- Military presentations
- Post-grad workshops
- College and career fairs
- College tours

The coordination teams cited above also connect students with special programs and outside services such as:

- Saturday school and summer school
- Apprenticeships and internships

These teams also provide non-academic counseling services that may focus on:

- Emotional support
- Conflict resolution
- Scheduling concerns
- Post-secondary transition planning
- The needs of foster/homeless youth
- Absenteeism
- Return to home school transitions
- Small group counseling in lieu of suspension

Students who are not passing classes can attend an Academic Success Workshop, which helps them pinpoint issues affecting their progress and learn strategies to overcome them.

The school also offers access to a district program for pregnant and parenting teens, Cal-SAFE (California Student and Family Education), which is designed to encourage pregnant and parenting teens to improve academic engagement, achieve their full learning potential, graduate from high school, become independent, and form healthy families. Coordinated services help teens become self-sufficient adults and responsible parents through:

- Intensive case management to obtain education, health, and social services
- Supportive services such as childcare, transportation, and help with educational expenses to enable pregnant/parenting teens to attend school

Parents report being consulted about services for their youth and school staff report leveraging community resources like counseling services, both of which are important characteristics of an effective support structure.

CULTURE AND CLIMATE SUPPORT COLLABORATIVE LEARNING

Role of Induction and Orientation to the School

Coming to a new school can be a difficult transition, especially when a student has struggled to feel like they belong and can be successful. Many teens find it hard to make friends and meaningful connections with adults who care about their academic success. These anxieties about whether they can find belonging within a community of learners can affect a student's academic engagement and social adjustment. To address these social and emotional challenges, school leaders have established an **orientation and induction procedure** for all students and guardians designed to set a welcoming tone and invite each student to partner with educators for success.

All new students attend an induction meeting with their guardians before enrolling at San Andreas. During the meeting, students are asked about their plans and learn about the school's expectations and pathway options. Both students and parents learn about the supports that are available to help students pursue their plans. A group orientation meeting is held every six weeks and repeated for continuing students. "It is one of our signature practices," says Principal Stratton, "that helps students understand that we are all invested in their success."

These individual and group meetings offer a critical first opportunity for teachers and staff to learn about each student: who they are, how

they think about school, and their perceptions of self. Working with students and parents to clarify and explicitly state their plans helps the staff understand each student's assets and capitalize on their strengths. Subsequent student meetings with school counselors are designed to help students identify the specific challenges and opportunities before them, set goals, and partner with teachers to achieve those goals.

Creating a Learner-Centered Environment

To be successful at San Andreas, students must be helped to move beyond negative experiences in traditional school settings and acquire a sense of belonging and identity as learners and contributors to their communities. To this end, academic and CTE pathway leaders make a concerted effort to establish a college and career **culture** with appropriate supports. The objective is to create a learning environment that motivates students to engage in thinking about college and career and provides the tools and supports for students to take the practical steps needed to move forward. One way they do this is by implementing learner-centered teaching methods that shift the focus of classroom and work-based learning activities from the teacher to the student. Key learner-centered practices that San Andreas teachers use in their classrooms include:

- **Active learning techniques**, in which students are encouraged to formulate questions of their own about a topic and to discuss, explain, debate, or brainstorm solutions in groups or as a class.

- **Collaborative learning**, in which students are asked to address a problem or assignment in teams. Students might be asked to work in pairs or small groups to discuss concepts or find solutions to problems. Teachers have found that this type of peer-peer engagement helps students teach each other, develop agency, and learn how to address misunderstandings or clarify misconceptions in socially productive ways.

- **Project-based learning**, in which students are encouraged to demonstrate or apply knowledge or skills by choosing a personally meaningful project to complete. By incorporating project-based work with direct instruction, students can see the practical applications of academic goals and standards that they are being asked to master. Projects can also create a genuine need for students to learn grade-level content and skills, while creating powerful learning experiences as they are supported to work collaboratively, think critically, and engage in reflection.

These practices provide students with opportunities to develop critical thinking skills, understand how the skills they learn can be transferred to out-of-school settings, build confidence and agency in their own learning ability, and develop the social capital that derives from successful professional relationships, networking, and collaboration.

Supporting Positive Social and Emotional Youth Development

Teachers at San Andreas work together to incorporate desired Social and Emotional Learning (SEL) and skill development into their classroom practices. Notably, teachers are trained in the Standards for Career Ready Practice, which include practices that develop student SEL. Site leadership teams also help classroom teachers focus on certain “power” SEL skills that they view as central to classroom teaching. These SEL skills include agency, self-management, conscientiousness, responsible decision-making, and a growth mindset.

Notably, San Andreas has achieved Gold Certification from the California Department of Education for high-quality implementation of Positive Behavioral Interventions and Supports (PBIS). Many students struggle with self-management and interpersonal relationships, and this may be a factor that brought them to an alternative setting in the first place. To address this challenge, teachers are supported to engage students in direct instruction on the PBIS [positive behavior strategies](#), just as they would teach any other subject. Tier 1 PBIS interventions are aligned with the school’s overarching focus on collaborative learning and meta-cognitive inquiry. Teachers look for opportunities to help students identify clear objectives and understand the social and personal consequences of their behavior. They encourage students to verbalize their thinking processes, provide opportunities to get constructive feedback, and teach basic conflict resolution approaches at school.

For students who need more intensive or individualized approaches, San Andreas implements Tier 2 or 3 practices, including [Restorative Practices](#), an anti-bullying and cyber-bullying intervention program, and a range of mental and behavioral health services that prioritize students who are bereaved by (or have expressed ideations about) suicide; students with disabilities, mental illness, or substance use disorders; those who are having difficulty managing anger or frustration; students who identify as LGBTQ+; and those whose experience includes homelessness, foster care, or kinship care.

One notable PBIS implementation outcome has been a steady decline in year-over-year school suspension rates at San Andreas. In the 2021-22 school year, school suspensions at San Andreas were 5.73% of cumulative enrollment. This compares favorably to a 27.3% suspension rate in each of the 2010-11 and 2011-12 school years—an almost 80% decline in suspensions over the intervening 10 years.

PROFESSIONAL LEARNING AND CAPACITY-BUILDING

San Bernardino district leaders credit the quality of the professional learning community (PLC) at San Andreas as pivotal to the school’s success. Perhaps the most impressive support provided to students is the gift of being in a school with a strong culture of professional learning among the teaching and CTE staff. Two characteristics emerge from interviews with teachers and site leaders.

One Model for Learning. Site PLCs take a “one model” approach to adult and student learning: a learner-centered approach that encourages steady, continuous improvement and collaborative peer-to-peer coaching. In this way, the model for adult learning and student learning mirror each other. Teachers and adult staff model the learning approaches they expect their students to engage in and that reflect the culture of learning they want for the school as a whole.

A Focus on the Team. Teachers at San Andreas recognize that getting results and solving difficult problems in a school requires teamwork. While the district and school leaders provide all staff with regular professional opportunities to build individual capacity and skills, much more attention at San Andreas is focused on building the quality of the school site “team” as a whole. As one teacher said, “I teach science and don’t always know how to build and scaffold the literacy learning needs that students in my classroom may have. So, our English teacher is my ‘best friend’ and I really lean on her for tips and approaches that I can incorporate into my lessons.”

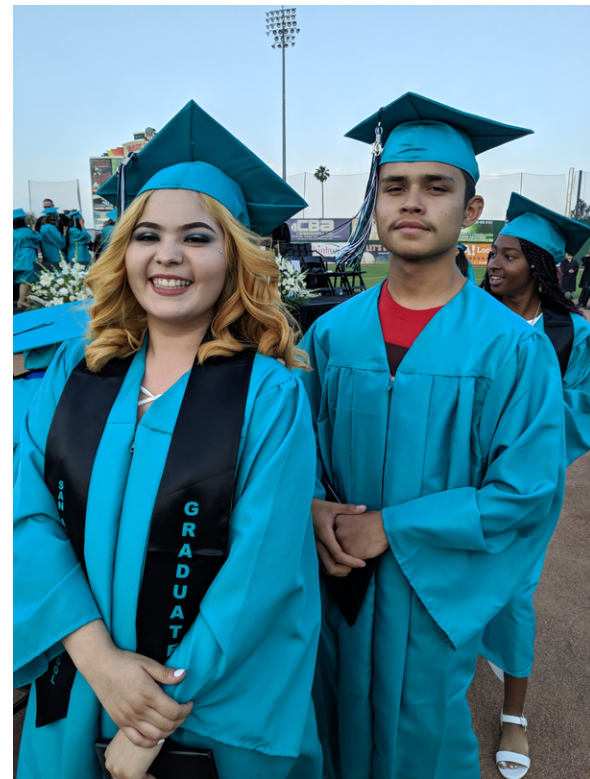
PLCs at San Andreas continuously look at student assessment, participation, and outcome data; examine instruction; develop action plans for improvement; and assess their effectiveness at ensuring that improvement efforts move forward.

Teachers and CTE staff speak eloquently about the value of their PLCs to their professional development, team efficacy, and commitment to student-centered teaching. School leaders also cited the value of the school’s collaborative learning communities to the ability to distribute and cultivate leadership among classroom teachers and staff. When asked to assess the most distinguishing strength of San Andreas pathways, the district’s secondary school superintendent stated that the quality and strength of professional learning on site was exemplary and among the best of the district’s 52 Linked Learning pathways.

KEY OUTCOMES

In the most recent year reported on the California school performance dashboard (2021-22), San Andreas reported an 87.3% graduation rate—including a 91% graduation rate for English learners, a 92.3% graduation rate for foster youth, and an 84.4% graduation rate for students with disabilities. Moreover, in the five years between 2017-18 and 2021-22, the school recorded an impressive and steady positive transition rate—graduate diploma completers plus transfers back to a traditional high school or standards-based diploma-granting program—of between 97% and 99% annually. Beyond certificates and degrees earned on-site, the school places a great deal of emphasis on preparing students to be successful and to persist in further professional training or higher education.

These student achievement markers easily place San Andreas among the top five to 10 percent of continuation high schools in California, bringing together rigorous academics, career-technical education, work-based learning, and integrated student supports to prepare young people for college *and* career success. The leadership and educators at San Andreas have also established a culture supportive of student-centered learning and an exemplary professional learning community focused on continuous learning and organizational improvement in service of positive youth development and universal college and career readiness for all.





Members of the California Learning Collaborative on Alternative Education, including school principals and district leaders, toured San Andreas High School to learn from its experience in supporting students to pursue and achieve their academic and career goals.

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PROFILES IN CALIFORNIA ALTERNATIVE EDUCATION

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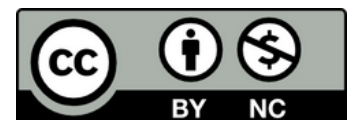
This profile is part of a series created to highlight challenges, creative policy responses, and exemplary practices in California's legislatively created, public alternative high schools. The series is a project of the John W. Gardner Center for Youth and Their Communities at Stanford University in support of the California Learning Collaborative on Alternative Education. It is intended to invite a new conversation among educators and policymakers about innovations to better support the success of youth enrolled in public alternative secondary schools across the nation. The series is funded by generous grants from the William & Flora Hewlett Foundation and the Stuart Foundation.

REFERENCES

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- *“San Andreas High School’s Gold Certification from the Linked Learning Alliance not only highlights the exceptional achievements of the school but also underscores its commitment to transforming lives and providing equitable opportunities for all students. Through its innovative Linked Learning pathways, San Andreas High School is nurturing the next generation of leaders, thinkers, and professionals who will shape our community and society.”*

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