

# School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06



## San Andreas Continuation High

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>.

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04).

Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	San Andreas Continuation High	<b>District Name</b>	San Benito High
<b>Principal</b>	Mike Sanchez	<b>Superintendent</b>	DrI Jean Burns Slater
<b>Street</b>	191 Alvarado St.	<b>Street</b>	1220 Monterey St.
<b>City, State, Zip</b>	Hollister, CA 95023-4043	<b>City, State, Zip</b>	Hollister, CA 95023-4708
<b>Phone Number</b>	831-637-9269	<b>Phone Number</b>	831-637-5831
<b>Fax Number</b>	831-636-0376	<b>Fax Number</b>	831-637-3046
<b>Web Site</b>	<a href="http://www.sbcoe.org">www.sbcoe.org</a>	<b>Web Site</b>	<a href="http://www.sbhsd.k12.ca.us">www.sbhsd.k12.ca.us</a>
<b>Email Address</b>	<a href="mailto:msanchez@sbcoe.org">msanchez@sbcoe.org</a>	<b>Email Address</b>	<a href="mailto:jbslater@sbhsd.k12.ca.us">jbslater@sbhsd.k12.ca.us</a>
<b>CDS Code</b>	35675383530029	<b>SARC Contact</b>	Mike Sanchez

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## School Description and Mission Statement

Information about the school, its programs, and its goals.

### School Profile:

San Andreas Continuation High School provides a small, well-maintained, secure campus. Although San Andreas is actually a part of the San Benito High School District, San Benito County Office of Education has operated this school program since its inception over twenty-seven years ago. San Andreas remains the only continuation high school in the county, and students are referred from the two high school districts in the county, San Benito High School District and Anzar High School (Aromas-San Juan Unified School District). Students also enter from the Pinnacles Court and Community /Juvenile Hall Schools. Students come for a variety of reasons, including many of the following: truancy, falling behind in credits, academic and/or social difficulties at school, personal and familial challenges, behavioral challenges within the traditional high school setting, and a need to work and/or move forward with their lives. Students can be admitted after they have completed the equivalent of the ninth grade, or turned 16 years of age, and meet alternative school enrollment criteria.

Students are referred by the administration of their "district schools of residence" to the weekly screening committee. The committee reviews each case to determine if / or which alternative educational option is appropriate. Students approved for San Andreas are contacted, provided an in-depth orientation with their parent(s), and then enrolled.

### School Vision and Mission:

The mission of San Andreas Continuation High School is to provide students of the county with a quality alternative education when the traditional high schools are unable to meet their individual educational needs. The goal is to educate all students to their highest potential so they will have the greatest range of personal options upon graduation.

San Andreas Continuation High School provides a safe, orderly, and supportive environment that offers challenging and equitable opportunities for all students. It fosters academic achievement of all students, while developing vocational and interpersonal skills required for success in a rapidly changing and technological world. It instills a strong work ethic and respect for the community effort, while preparing students for active and productive roles in society as adults. Finally, it promotes individual dignity, integrity and respect for diversity.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name:</b>	Lorna Gilbert, Assistant Principal	<b>Contact Person Phone Number:</b>	(831) 637-9269
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The school's leadership team works closely with key members of various stakeholders, especially parents. Opportunities for involving parents as partners begins with the enrollment/orientation process. Parents learn they are welcome on campus and to consider the school as a source of support for themselves as well. Both the principal and the assistant principal maintain an open-door policy and make themselves available when parents need to talk, or need assistance in making connections with other service agencies.

Teachers are expected to involve parents by provide ongoing communication about the progress of their student(s). For example, teachers call to share student successes and to seek parent support in changing inappropriate student behavior. In addition to making phone calls, teachers also send home "good news" reports, grade progress reports, and other forms of written communication.

Both in the fall and the spring there are evening open house events, including a barbeque. There is a migrant parent advisory committee that meets on a regular basis. Parents have also been involved as members of committees for accreditation, graduation, special trips, etc. Parents provide input through surveys and questionnaires.

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## II. Demographic Information

### Student Enrollment - Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	12
Grade 10	47
Grade 11	82
Grade 12	64
<b>Total Enrollment</b>	<b>205</b>

### Student Enrollment - Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	2	1
American Indian or Alaska Native	3	1.5
Asian	0	0
Filipino	1	0.5
Hispanic or Latino	146	71.2
Multiple or No Response	12	5.9
Pacific Islander	0	0
White (Not Hispanic)	41	20

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Date Last Discussed with Staff

San Andreas staff provides a safe, orderly and supportive environment. San Andreas reviews and updates the school safety plan on an annual basis.

Each year, an in-house inspection and reporting process is conducted. Every other year, Northern California Relief provides a full facility inspection, as well as Workman's Compensation Inspection.

### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

The positive learning environment begins with the staff. We believe that all students deserve the opportunity to succeed. The students come to the school with habits and patterns of communication that do not always support positive academic progress. Changing behavior is a process. Teaching pro-social habits and patterns begin with modeling respect, and responsibility. Relationships are built upon a foundation of respect, kindness, communication and dignity. Students are coached to see how the choices they make lead to the outcomes they receive.

In addition to these practices there are several school programs that also support the positive learning environment. Some of the school programs are school counselors, a substance abuse class, career guidance, college visitations, guest speakers, and community service projects. In addition there are also quarterly awards assemblies, class fieldtrips, evening events, basketball & baseball team sports, and school-wide talent shows and barbeques.

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## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School		District	
	2003	2004	2003	2004
<b>Number of Suspensions</b>	3	7		
<b>Rate of Suspensions</b>	1.8	4.9		
<b>Number of Expulsions</b>	0	0		
<b>Rate of Expulsions</b>	0	0		

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## IV. School Facilities

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The school facilities are safe, clean and well maintained. The buildings were painted during the months of July and August 2004 and remain clean and free of graffiti. The restrooms are also clean and free of graffiti. Maintenance staff ensure that repairs are completed in a timely manner. Each classroom is swept or vacuumed and trash emptied on a daily basis.

San Andreas Continuation High School shares the physical plant with the Santa Ana Opportunity School, which is also operated by the San Benito County Office of Education.

A city park is on the same parcel of land and is well-maintained. The community uses the facility extensively for evening events, club meetings and as a polling place during elections. It has also been the community disaster center during natural disasters.

### School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks			
Mechanical Systems			
Windows/Doors/Gates (interior and exterior)			
Interior Surfaces (walls, floors, and ceilings)			
Hazardous Materials (interior and exterior)			
Structural Damage			
Fire Safety			
Electrical (interior and exterior)			
Pest/Vermin Infestation			
Drinking Fountains (inside and outside)			
Restrooms			
Sewer			
Playground/School Grounds			
Other			

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## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	5	7	7	35	37	36	35	36	40
Mathematics	--	3	1	18	13	16	35	34	38
Science	--	4	0	33	27	28	27	25	27
History-Social Science	8	7	4	33	28	33	28	29	32

### CST - Racial and Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Racial/Ethnic Category	African-American	American Indian or Alaska Native	Filipino	Hispanic or Latino	White (Not Hispanic)
English-Language Arts	*	*	*	5	29
Mathematics	*	*	--	2	*
Science	--	*	*	0	*
History-Social Science	*	*	*	3	18

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## CST - Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subgroups	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education Services
English-Language Arts	8	5	0	0	0	0
Mathematics	0	3	*	*	*	0
Science	0	0	*	*	*	*
History-Social Science	3	4	*	0	*	0

## Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School		District		State		
	2003	2004	2003	2004	2003	2004	2005
Reading	26	17	54	45	43	43	41
Mathematics	12	8	50	47	50	51	52

### NRT - Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

**No Data Available**

### NRT - Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

**No Data Available**

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

**No Data Available**

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## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	District			State		
	Total	Male	Female	Total	Male	Female
5	--	--	--	24.5	22.3	26.7
7	--	--	--	28.8	26.8	30.9
9	35.2	45.8	26.3	26.7	27.5	25.8

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

### Growth Targets:

The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

### Subgroup APIs and Targets:

In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

### Percent Tested:

To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

### Statewide Rank:

Schools receiving a API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

### Similar Schools Rank:

Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

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## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data			API Growth Data
	2002	2004		From 2003 to 2004
Percent Tested	--	91	Percent Tested	91
API Base Score	465	449	API Growth Score	446
Growth Target	17	B		
Statewide Rank	1	B		
Similar Schools Rank	N/A	B		

## API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

		API Base Data			API Growth Data
		2002			From 2003 to 2004
Hispanic or Latino	API Base Score	463	Hispanic or Latino	API Growth Score	428
	Growth Target	14			

## API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

**No Data Available**

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

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## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
Overall	No	No	No	No	No	Yes

### AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. Note: "n/a" means that the student group is not numerically significant.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	No	No	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	No	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	No	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes

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## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
Year Identified for Program Improvement	-	-
Year in Program Improvement	-	-
Year Exited Program Improvement	-	-
Number of Schools Currently in Program Improvement	-	0
Percent of Schools Identified for Program Improvement	-	0.00

## VI. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	228	204	162	2,879	2,902	3,002	1,772,417	1,830,903	1,876,927
Number of Dropouts	14	34	34	37	51	65	47,871	58,189	61,253
Dropout Rate (1-year)	6.1	16.7	21	1.3	1.8	2.2	2.7	3.2	3.3
Graduation Rate	82	84.9	71.4	92.8	93.3	89.1	87	86.7	85.1

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## VII. Class Size

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

	2003				2004			2005		
	Number of Classrooms				Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32
English	22.9	3	3	1	15.6	12	2	23.5	2	4
Mathematics	20.3	5	2	--	12.8	8	--	24.5	2	2
Social Science	22.2	10	1	1	14.9	13	1	25.1	1	6
Science	17.3	6	2	--	14.0	8	--	24.5	--	4

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	35.3
All Schools in District	73.5
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	0.0

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## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	8	9	7
Teachers with Full Credentials	6	8	6
Teachers Teaching Outside Subject Area			
Teachers in Alternative Routes to Certification	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits	3	2	2
Teachers with Waivers	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. For the 2005-06 school year, the most currently available data are reported.

	2005
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	2.3
Master's Degree plus 30 or more semester hours	28.6	18.2
Master's Degree	0.0	28.8
Bachelor's Degree plus 30 or more semester hours	0.0	28.8
Bachelor's Degree	71.4	22.0
Less than Bachelor's Degree	0.0	0.0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2005
Vacant Teacher Positions	0

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## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teacher evaluations are completed by the Director/Principal of San Andreas Continuation High School, as well as by the Assistant Principal. Teacher evaluations are completed for every teacher according to Stuhl Bill Requirements.

During the 2005 - 06 school year, the administrators plan to conduct evaluations based upon the California Standards for the Teaching Profession. Orientation and training for the administrators will be provided by the San Benito County Office of Education and will take place in August 2005. Orientation and training for staff will take place in the Fall 2005.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute teachers are offered a two and half day training series through the San Benito County Office of Education. Substitute Teachers are identified and contacted by San Andreas Continuation High School Staff..

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

### No Data Available

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

### No Data Available

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

San Andreas Continuation High School prides itself on its collaborative approach to leadership. There is a strong effort made to reach a consensus between all staff and administration before undertaking any new policy or decision.

Primary leadership duties have been assumed by Mike Sanchez, with collaborative support from the Assistant Principal, Lorna Gilbert. Both leaders are focused on the needs of the whole student, while providing support and guidance to the teachers.

Shared instructional leadership is exemplified in the quarterly "Share Your Craft" Meetings, in which teachers discuss best practices in action.

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## Professional Development

Information about the program for training the school's teachers and other professional staff.

The Administrators of San Andreas Continuation High School determine the professional development plan for the staff based upon a variety of information, including student achievement data, curricular needs, teacher input via a San Benito Countywide Professional Development Survey, as well as input from monthly staff meetings and quarterly professional development meetings.

During the 2005-06 school year, the San Andreas staff participated in three major areas of professional development. During the Summer of 2005, lead math teachers participated in Curriculum Mapping for Mathematics, using the state-approved math texts as the basis for the maps. The Mathematics Curriculum Maps were shared with the staff at the beginning of the school year. Throughout the school year, teachers continued to Diary Map, meaning update by adding differentiated instructional strategies and assessments to both the existing Language Arts and Mathematics Curriculum Maps.

In the fall, all San Andreas Teachers participated in three days of Rethinking Classroom Management. This was determined as a need the previous school year. All teachers participated in Group/Peer Coaching three times throughout the 2005-06 school year. Day IV of the training, which involved Problem Solving with Students and Teachers, will take place in the Fall 2006.

The final area of focus was on continuation of Character-Based Literacy. This is a Language Arts project developed by Santa Clara University, with specific emphasis on reading and analyzing novels that promote positive character traits. This program is being used extensively in continuation high schools across California.

One teacher from San Andreas School participated in the AB 2913 training for SDAIE/ELD Certification.

## Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Prentice-Hall/2005
Mathematics	McDougal Littell/2005
Science	Glencoe/ ???
History-Social Science	Glencoe/ ???

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## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Prentice-Hall 100%
Mathematics	McDougal Littell 100%
Science	Glencoe 100%
History/Social Science	Glencoe 100%
Foreign Language	Not Offered
Health	Glencoe 100%
Science Laboratory Equipment (grades 9-12)	Not Available

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes
	State Requirement
9	64,800
10	64,800
11	64,800
12	64,800

## Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days

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## Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

San Andreas Continuation High School is on an alternative plan for instructional minutes. No minimum days are scheduled.

## X. Post-Secondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

**No Data Available**

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
299	186	62.2

### Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
90	0	0.0

# School Accountability Report Card

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Published During 2005-06

## SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School		District			State		
	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	56	64	537	584	695	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	0	0	35	30	32	37	35	36
Average Verbal Score	0	0	478	490	489	494	496	499
Average Math Score	0	0	500	503	509	518	519	521

## College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

College Admission Test Preparation Courses are not provided at San Andreas Continuation High School.

## Workforce Preparation Programs

Information about the school's career technical education programs and classes.

San Andreas Students are provided access to the Regional Occupation Program (ROP), as well as independent study classes in order to develop work skills.

## Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1). Data have been aggregated to the district level.

**No Data Available**

## XI. Fiscal and Expenditure Data

# School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06

## Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,447	\$37,320
<b>Mid-Range Teacher Salary</b>	\$58,757	\$56,211
<b>Highest Teacher Salary</b>	\$75,033	\$73,048
<b>Average Principal Salary (High School)</b>	\$94,589	\$96,180
<b>Superintendent Salary</b>	\$150,000	\$121,653
<b>Percent of Budget for Teachers' Salary</b>	37.0 %	37.9 %
<b>Percent of Budget for Administrative Salary</b>	7.0 %	6.0 %

## District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$20,748,157	\$6,995	\$7,007	\$6,919

## Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.