

San Andreas Continuation High School WASC – Spring 2007

Table of Contents

Mission Statements, Preface, and WASC Process Description	2
Chapter 1 - Student and Community Profile	5
Expected School wide Learning Results (ESLRs)	34
Chapter 2 - Student and Community Profile – Analysis of Data	37
Chapter 3 - Progress Report	39
Chapter 4 - Self Study and Findings	45
A: Organization, Vision and Purpose	49
B: Standards Based Student Learning	59
C: Standards Based Student Learning - Instruction	65
D: Standards Based Student Learning - Assessment and Accountability	69
E: Student Culture and Support for Student Personal & Academic Growth	76
Chapter 5 - Schoolwide Action Plan	83
Appendix	98

Focus on Learning
San Andreas High School
2006/2007

San Andreas High School is the Tamalpais Union High School District's continuation program.

District Mission Statement

The mission of the Tamalpais Union High School District is to challenge students to broaden and deepen their learning experiences, to aspire to the passionate pursuit of excellence, and to develop as thinking and caring individuals who will leave our schools with the skills to be life long learners and to succeed in their personal, academic and professional lives.

To achieve this, we will create a learning environment where each student will have opportunities:

- acquire, manage and use knowledge and skills
- think critically and creatively
- practice self-directed learning, decision making and problem solving
- pursue individual goals and aspirations
- develop skills needed for effective teamwork
- develop and demonstrate high standards of personal behavior and integrity
- develop strategies to successfully respond to change
- develop respect and understanding for the diversity of our community
- understand individual and cultural differences
- take responsibility for self and community
- participate in the democratic process
- prepare for participation in a rapidly changing global community
- gain skills for success in the work place, and
- understand the relevance of the high school experience to his/her life

San Andreas Mission Statement

San Andreas High School is dedicated to recognizing and addressing differences among students while enriching their lives by providing a quality education and promoting self-esteem, responsibility, productivity, and success.

Preface

A Brief History of San Andreas High School

Present day San Andreas is the combination of two schools: Mewah Mountain and San Andreas. Mewah and San Andreas were originally established over 30 years ago as a continuation and opportunity school respectively. Mewah served approximately 80 students from ages 16-18 through graduation, and San Andreas served approximately 80 students from ages 14-15 through graduation. The two schools were combined in the early 1990's at the Mewah campus and were named San Andreas High School. Until 2003, San Andreas served approximately 120 students. For the 2003/04 school year, the student population cap was increased to 140, and San Andreas has existed in its present form since that time. Since the school began over 30 years ago, there have been only three principals: Michael Gross, Rich Duisenberg, and our current principal, Gerald Austin.

The WASC Process

In 2000 when we went through the WASC process, we were pleased to receive a six-year accreditation term with a review from the WASC visiting committee. When our review came up after three years, we were again pleased again to receive a positive review by our visiting chair. As we began to prepare two years ago for our current self-study, we recognized immediately that the educational climate had changed entirely since the year 2000. No Child Left Behind, the California High School Exit Exam, and district graduation assessments were not in existence in the year 2000. We realized that the self study process was going to provide an opportunity for study, reflection, and planning that would help us restructure and transition San Andreas into the current educational climate.

The principal, along with the WASC coordinator, began attending WASC workshops for our upcoming visitation and self-study in October of 2005. They participated in all of the follow-up workshops through November of 2006. Not only did they attend the workshops provided by the WASC organization, but they also attended workshops developed by the Tamalpais Union High School District's Superintendent of Instruction, Steve Butler. Mr. Butler is a veteran leader of many WASC visiting committees, and from the outset, he provided guidance and instruction.

Staff development days, staff meetings, and minimum days during the 2005-2006 and 2006-2007 school years were dedicated to the self study and preparing for our 2007 visitation. We began incorporating WASC agenda items into our Parent Advisory Committee and School Site Council meetings in 2005-2006 and continued to do so in 2006-2007.

Early in our process, we determined that because we have such a small school setting with a smaller staff and parent community, it would be more effective to break into two

committees and split the five schoolwide criteria. We combined focus criteria groups as follows:

- A (Organization: Vision and Purpose) and E (School Culture and Support for Student Personal and Academic Growth). Principal Gerald Austin and school counselor Cory DeMars provided leadership for focus group A and E.
- B (Standards-based Student Learning: Curriculum), C (Standards-based Student Learning: Instruction), and D (Standards-based Student Learning: Assessment and Accountability). Michael Levinson provided leadership for focus group B, C, and D.

We asked students, parents and community members to join a WASC focus committee. We reached out to and involved students through advisory class, the school bulletin, and classroom visitations. Students were part of our focus groups and reviewed our action plan in a student advisory representative meeting. We contacted and involved parents at back to school night, open house, the Parent Advisory Committee, School Site Council, and by mail and telephone. A core group of parents participated in our focus groups, and we kept the larger body of parents informed through events, meetings, and communication.

The self-study process was successful for our school. The San Andreas staff and school community are dedicated to providing an outstanding education for our students. Future students who graduate from San Andreas will have even more promise and be better prepared. We feel confident that our action plan is sound and will facilitate continued growth and progress for our school and students.

Chapter 1: Student and Community Profile – Basic Data

WASC Status

In June 2000, San Andreas received a six-year accreditation from their WASC visiting committee, and the school was successfully reviewed during the WASC three-year revisit in spring 2003. All schools in the Tamalpais Union High School District were scheduled to renew their WASC accreditation by June 2006, but due to modernization of all of the district's schools, WASC extended the accreditations and delayed all TUHSD school renewals until June 2007.

School Overview

San Andreas High School is a continuation school situated in the town of Larkspur in the heart of Marin County. The Tamalpais Union High School District attendance area covers most of the central and southern part of Marin, extending from the Pacific Coast to the San Francisco Bay. As the only continuation school in the Tamalpais District, San Andreas draws students from this entire geographic area. As a result of covering such a large area, some students travel over an hour each way to attend school.

San Andreas has an enrollment cap of 140 students. As an open-entry and open-exit school with early graduating students and transfer students entering and exiting the program, total annual enrollment varies. The average enrollment over the last five years has been 160 students, and in school year 04/05 total enrollment was 177 with 112 identified as long term students (greater than 90 day enrollment). Students coming to San Andreas are most often referred from the three traditional high schools in the Tamalpais District: Redwood, Drake and Tamalpais High School, and occasionally students are referred from Tamiscal and TEAM, the district's independent study and alternative program. In addition, some students are referred from boarding schools, rehabilitation programs, and private and public schools throughout Marin County.

Students are referred to San Andreas for a variety of reasons including having difficulty adjusting to the traditional high school methods of instruction and academic expectations and struggling to adapt to a particular school's environment or culture. Some other reasons that affected students' ability to succeed at their comprehensive high schools were that they had fallen behind in credits towards graduation, increased stress levels due to school and non-school factors, poor relationships with other students, needed to work and earn money, depression, substance abuse, and/or family problems.

The facilities at San Andreas were modernized in 2005 as part of a modernization bond for the district. Several of the classrooms were replaced and all buildings were updated physically and technologically. The following classrooms, support rooms, and facilities exist at San Andreas:

- English Classroom with portfolio office – a large classroom that was updated through modernization. The instructional assistant has an office where students can be helped with their literacy portfolios. Within the library, a writing lab is available to all students.
- Science Lab – recently updated through modernization
- Art/Math Classroom – recently updated through modernization. This classroom is designed to meet a diverse set of instructional needs and includes a small math lab
- English Classroom – recently updated through modernization
- Social Studies Classroom and Computer Lab – new classroom designed for instructional purposes equipped with a computer lab. Students work here to complete the districts’ computer literacy requirements
- Resource Classroom -- recently updated through modernization
- Math Classroom -- recently updated through modernization, and includes a large math lab
- Social Studies Classroom – new classroom
- Photo/ Industrial Technologies Lab – new classroom
- Multi-purpose Room / Lunch Room
- Administrative Office – new facility housing the principal, principal’s assistant, staff assistant, and attendance clerk
- Counseling and School Psychologist Offices – updated offices for two counselors and the school psychologist (note: the psychologist’s office is also used for parent conferences and IEP meetings)
- College/Career Center – updated room where the college counselor, school to career coordinator, and employment coordinator meet with students. This center provides computers, resources, and workspaces for students
- Agroecology Garden – reduced in size due to modernization
- Basketball Court – reduced in size due to modernization

In June 2006, voters for the Tamalpais Union High School District approved another facilities bond. A new classroom with a large entrance and cement floor will be constructed at San Andreas. This will include materials and equipment for woodworking, small engine repair, and ceramics in the classroom.

The staff is made up of seven full-time equivalent (FTE) teachers, 1.0 FTE special education teacher, .6 FTE math teacher, .4 FTE ROP teacher, one administrator, one FTE counselors, 0.2 FTE psychologist intern, 0.2 FTE school psychologist, 0.3 FTE college/career specialist, 0.2 FTE school to career coordinator, one FTE staff assistant, one FTE principal’s assistant, 0.8 FTE attendance clerk, .6 FTE special education instructional assistant, one FTE literacy portfolio instructional assistant, and a custodian. 100% of the teaching staff meets the No Child Left Behind requirement of being highly qualified in their subject area. The average years of experience of the teaching staff is over fifteen, with a range of six years teaching experience to over 25. The principal is in his third year at the school and the primary counselor has been there for five years.

Parents are involved in the school through two primary areas: the Parent Advisory Committee and School Site Council. Through these avenues, parents are able to influence school leadership and activities. In addition, communication with parents is open between teachers and administration. Every staff member has a phone number and email address that enables easy contact and communication. Parents also receive information through newsletters and the school web site –

<http://sanandreas.marin.k12.ca.us>

San Andreas has its own graduation ceremony each June. Students are able to participate in their home school graduation ceremonies if approved by the principal, but the large majority chooses to graduate with San Andreas. The ceremony has traditionally been held at the Marin Art and Garden Center in Ross, but in 2007, it will be held for the first time at the Elks Club in San Rafael.

San Andreas Data and Information

API

Because San Andreas was originally an ASAM school (see below), the state has only calculated APIs for the last three years. Over the three years that San Andreas has been evaluated under the API system, San Andreas showed significant progress, rising 82 points from base year 2003 to 2004. However, from 2004 to 2005, the API dropped by 23 points. API scores are highly susceptible to substantial fluctuations at San Andreas because the enrollment is small with less than 100 students testing each spring, and approximately half the student body changing each year.

Base Year	Base API	School Year	Growth API	Growth	Statewide Rank	Similar Schools Rank
2003	*	2003-2004	537	*	NA	NA
2004	538	2004-2005	620	82	1	NA
2005	620	2005-2006	597	-23	1	NA

* No API was calculated by the state

Alternative Schools Accountability Model (ASAM)

In addition to receiving an API ranking beginning in base year 2003, San Andreas is additionally evaluated through the Alternative Schools Accountability Model (ASAM). The criteria for ASAM evaluation are student behavior, student persistence, and credit completion. The 2006 data indicates sufficient performance for student behavior, student persistence, and credit completion. San Andreas made progress in the area of credit completion from 2005 to 2006 and moved from the need for a growth plan to sufficient status. The data for ASAM is determined according to the following performance standards:

Performance Standard: Student Behavior

The performance standards adopted by the State Board of Education in July 2004 create four levels of performance. The first two levels, Sufficient and Commendable, describe performance that meets or exceeds expectations for ASAM schools. The third level, Growth Plan, identifies performance that requires improvement that most schools should be able to make in a reasonable amount of time. Schools performing at the lowest level, Immediate Action, are expected to apply extraordinary measures to ensure improvement on the indicator. The performance standards are cut points on the full range of rates calculated for schools reporting the indicator. They set maximum rates for Indicator 1, for which low rates are desirable.

Performance Standard: Student Persistence

The State Board of Education adopted only one performance standard, Sufficient, for this indicator. It creates two performance levels, Sufficient and Growth Plan. The data distribution (i.e., number of schools reporting the indicator and restriction of range) did not allow for determination of Commendable and Immediate Action levels. Sufficient performance meets or exceeds expectations for ASAM schools and Growth Plan identifies performance that requires improvement that most schools should be able to make in a reasonable amount of time.

Performance Standard: Credit Completion

The performance standards adopted by the State Board of Education in July 2004 create four levels of performance. The first two levels, Sufficient and Commendable, describe performance that meets or exceeds expectations for ASAM schools. The third level, Growth Plan, identifies performance that requires improvement that most schools should be able to make in a reasonable amount of time. Schools performing at the lowest level, Immediate Action, are expected to apply extraordinary measures to ensure improvement on the indicator. The performance standards are cut points on the full range of rates calculated for schools reporting the indicator.

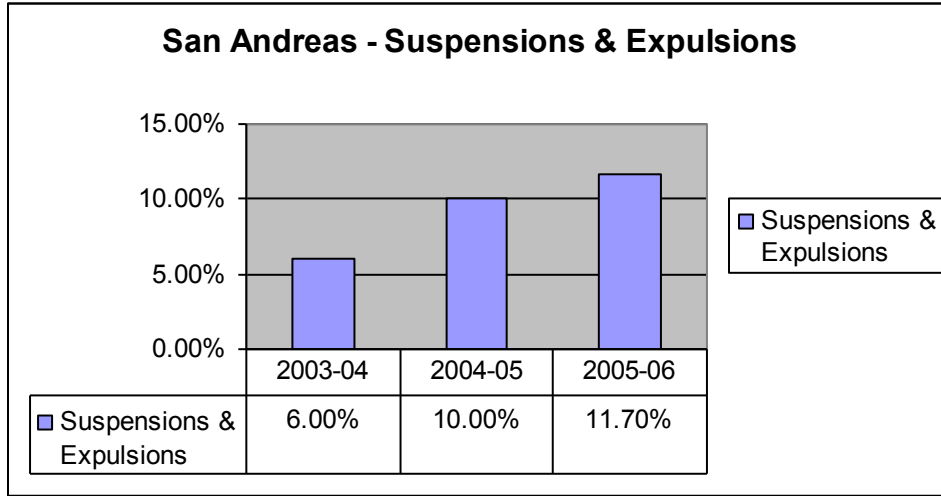
ASAM 2006 Data

Indicator 1: Student Behavior--a measure of school performance in changing and improving students' behavior and readiness to learn.

Your School is at Sufficient because the percentage of long-term students recommended for suspension or expulsion falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
Range:	78 – 100%	42 - 77.99%	7 - 41.99%	0 - 6.99%
San Andreas' performance:	11.70%			

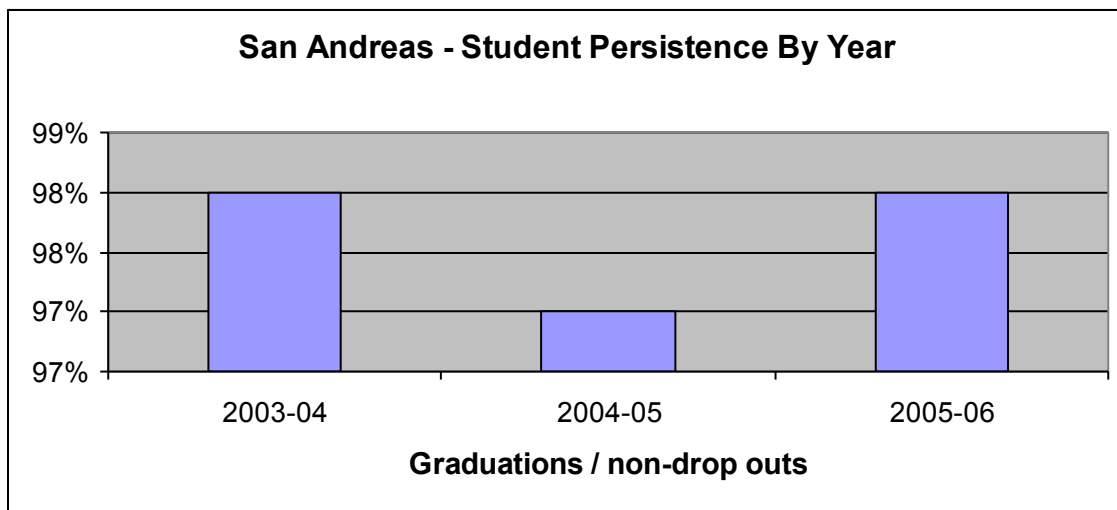
San Andreas' performance level is at **Sufficient**. During school year 2005-06 **11.7%** of long-term students receiving classroom-based instruction were recommended for suspension or expulsion under California's Education code sections 48900(i) or 48900(k).

Multi-Year Performance: Student Behavior



Indicator 5: Student Persistence- a measure of school performance in changing student attendance and persistence.

Your School is at Sufficient because the percentage of long-term students who graduated or could be accounted for falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	0	0-89.99%	90-100%	NA
	San Andreas' performance: 98.00%			

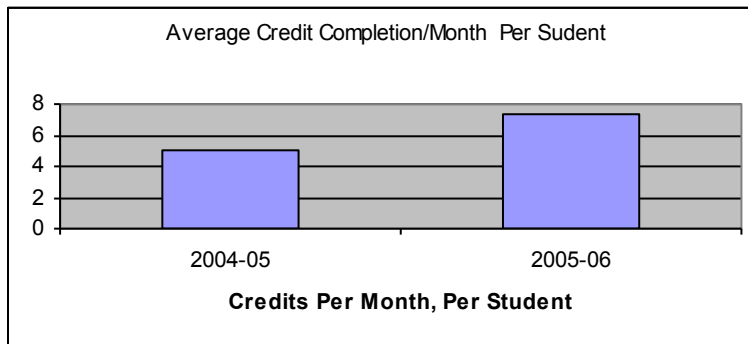


Multi year performance for this indicator is shown above.

Indicator 13B: Credit Completion (Average) This measures school performance emphasizing strategies for improving credit completion and academic progress, regardless of instruction strategy used.

Your school is at Sufficient because the monthly average number of credits completed by long-term students falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
Range: (credits completed per month)	0 - 3.89	4 - 5.4	5.5 - 9.4	9.5 - 15
San Andreas' performance:	7.3 credits			

Multi-year performance for this indicator is below:



ASAM 2005 and Prior Data

Indicator 1: Student Behavior:

The number of recommendations for suspension or expulsion for committing obscene acts, engaging in habitual profanity or vulgarity, disrupting school activities, or willfully defying school personnel as a percent of long-term student enrollment.

Performance Standards for ASAM Indicator 1: Student Behavior	Immediate Action	Growth Plan	Sufficient	Commendable
	78-100%	42-77%	7-41%	0-6%
San Andreas' 2005 performance:			9.80%	
San Andreas' 2004 performance:			5.90%	

Indicator 5: Student Persistence:

This measures the percent of long-term students who received either classroom-based instruction or instruction through the independent study strategy and who did not drop out during the reporting year.

Performance Standards for ASAM Indicator 5 - Student Persistence	Immediate Action	Growth Plan	Sufficient	Commendable
	-	0-89%	90-100%	-
San Andreas' performance:				
2005 Classroom Rate			97.3%	
2005 Independent Study Rate			-	
2005 Combined Rate			97.3%	
2004 Classroom Rate			100%	
2004 Independent Study Rate			-	
2004 Combined Rate			100%	

Indicator 13B: Credit Completion:

The average number of high school graduation credits earned by long-term high school students.

Performance Standards for ASAM Indicator 13B - Credit Completion	Immediate Action	Growth Plan	Sufficient	Commendable
	fewer than 4 credits /month	4 - 5.40credits /month	5.50 - 9.4 credits /month	9.5 or more credits /month
San Andreas' performance:				
2005 Reported Monthly Rate		5		
2005 Weighted Monthly Rate	0			
2004 Reported & Weighted Monthly Rate		NA		

Adequate Yearly Progress (AYP)

Over the 5 years that data has been released under NCLB, San Andreas High School met all targets with the exception of the participation rates in 2002 and 2003 and API in 2002 and 2003. API targets were not met because the school was not receiving an API rating at that point.

San Andreas High School Adequate Yearly Progress (AYP) 2002-2006 Targets				
	Participation Rates	Annual Measurable Objectives	API	Graduation Rate
2002	No	Yes	NA	NA
2003	No	Yes	No	Yes
2004	Yes	Yes	No	Yes
2005	Yes	Yes	Yes	Yes
2006	Yes	Yes	Yes	Yes

For 2005 and 2006, six of six of the specific AYP targets were met by San Andreas High School within the three specified areas. There was one subgroup (white) that was reported by the state, but this group was not significant because it had less than 100 students who participated in the sophomore CAHSEE assessment.

**San Andreas High School
2005 & 2006 AYP Targets**

2005 San Andreas met 6 out of 6 AYP targets

2006 San Andreas met 6 out of 6 AYP targets

Participation Target ELA* 95%								
Year	School wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
2005	N=21 91%	N=17 89%	N=0 NA	N=0 NA	N=0 NA	N=3 100%	N=0 NA	N=4 100%
2006	N=22 78%	N=15 75%	N=0 NA	N=0 NA	N=2 100%	N=1 100%	N=0 NA	N=5 84%

* Schools or LEAs with less than 50 students enrolled do not have participation rate criteria

Participation Target Mathematics* 95%								
	School wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
2005	100%	100%	100%	NA	NA	100%	NA	100%
2006	82%	80%	NA	NA	100%	100%	NA	100%

AMO English-Language Arts 22.3% Target								
2005	46.20%	NA	NA	NA	NA	NA	NA	NA
2006	46.70%	46.20%	NA	NA	NA	NA	NA	NA

AMO Mathematics 20.9% Target								
2005	42.90%	54.50%	NA	NA	NA	NA	NA	NA
2006	40.00%	38.50%	NA	NA	NA	NA	NA	NA

Graduation Rate 82.8%			API Target of 560 or 1 point Growth					
2005	98.20%		620					
2006	99.10%		597					

Bold Numbers represent the Groups included in the AYP determination
Green indicates a met target and **Red** a not met target

CST

In Spring 2006, 82% of San Andreas students participated in the STAR assessments, which was a 16% decrease from the previous year.

ELA

Number of Test Takers 2001-2006

In 2001, San Andreas had few students take the ELA CST. Since then, there has been an increase in numbers at all grade levels (San Andreas has very few, if any, 9th graders enrolled each year. Numbers have fluctuated since 2002, but we continue to meet the high participation expectation set by NCLB).

San Andreas - Grade 9,10, and 11 ELA CST Test Takers							
	2002	2003	2004	2005	2006	One-Year Change	Five-Year Change
Grade 9	*	1	1	2	4	200%	NA
Grade 10	28	18	17	24	20	-17%	-29%
Grade 11	37	53	64	44	49	11%	32%

Proficient or Advanced Percentages

Overall for grades 10, there was a 9% growth in the amount of students scoring proficient or advanced from 2003 to 2005, followed by an 11% percent drop from 2005 to 2006. Overall for grades 11, there was a 19% growth in the amount of students scoring proficient or advanced from 2003 to 2006. Our growth percentage was higher than the district and state for grade 11.

San Andreas - Grade 10 & 11 - ELA CST % Proficient or Advanced							
	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average
Grade 10	*	12%	12%	21%	10%	-11%	14%
Grade 11	*	8%	20%	17%	27%	10%	18%

Percent Correct in Reporting Clusters for 2005-2006

San Andreas Average % Correct as a Percentage						
	Grade 9		Grade 10		Grade 11	
Reporting Clusters	2005	2006	2005	2006	2005	2006
Word Analysis and Vocabulary Development	*	63%	71%	57%	49%	48%
Reading Comprehension	*	39%	58%	46%	52%	47%
Literary Response and Analysis	*	38%	55%	39%	53%	47%
Written Conventions	*	38%	52%	43%	48%	57%
Writing Strategies	*	38%	52%	46%	45%	50%

Science

The number of students taking the Biology CST had increased through 2005, while the number of students taking the Earth Science CST had decreased. In 2006, we made an adjustment to align students with the test for which they are receiving instruction, and the result was a decrease in the number of students taking the biology CST and an increase in the number of students taking the earth science CST.

Number of Students taking Earth Science and Biology CST's							
	2002	2003	2004	2005	2006	One-Year Change	Five-Year Change
Earth Science	6	45	33	5	46	820%	667%
Biology	0	0	38	47	10	-79%	NA
Total Science	6	45	71	52	56	8%	833%

Proficient or Advanced Percentages

No students were at the proficient or advanced level when the first students started taking the biology CST in 2004. 30% were proficient or advanced in 2006. The increase of 30 percentage points in two years is substantial. 11% of students were proficient or advanced when they first started taking the earth science CST in 2003, and 24% were proficient or advanced in 2006.

Students Proficient or Advanced on Earth Science and Biology CST's							
	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average
Earth Science	*	11%	12%	*	24%	12%	16%
Biology	*	*	0%	29%	30%	1%	20%
Total Science	*	11%	4%	27%	25%	-7%	17%

Percent Correct in Reporting Clusters for 2005-2006

Earth Science Reporting Clusters	2005	2006	One-Year Growth
Astronomy & Cosmology	55%	45%	-19%
Solid Earth	59%	50%	-14%
The Earth's Energy	45%	48%	7%
Investigation and Experimentation	60%	58%	-3%

Biology Reporting Clusters	2005	2006	One-Year Growth
Cell Biology	53%	42%	-19%
Genetics	54%	44%	-19%
Ecology and Evolution	71%	53%	-31%
Physiology	77%	61%	-20%
Investigation and Experimentation	68%	47%	-30%

Mathematics

From 2002 to 2006, too few students scored at the proficient level on the CST Math tests for data to be released by the state. In 2006, one student took the General Mathematics CST and scored below proficient, thirty-seven students took the Algebra 1 CST and one student scored at the proficient level, fourteen students took the Geometry CST and three scored at the proficient level, seven students took the Algebra 2 CST and all were below proficient, one student took the Integrated Math CST and was below proficient, and one student took the Summative Math CST and scored below proficient.

Percent Correct in Reporting Clusters for 2005-2006:

San Andreas Average % Correct Answers on CST		
General Math Reporting Clusters	2005	2006
Rational Numbers	*	45%
Exponents, Powers and Roots	*	33%
Quantitative Relationships and Evaluating Expressions	*	42%
MultiStep Problems, Graphing and Functions	*	37%
Measurement and Geometry	*	21%
Statistics, Data Analysis & Probability	*	52%

* no data submitted

Percent Correct in Reporting Clusters for 2005-2006

San Andreas Average % Correct Answers on CST		
Algebra Reporting Clusters	2005	2006
Number Properties/Operations/Linear Equations	50%	40%
Graphing and Systems of Linear Equations	40%	31%
Quadratics and Polynomials	35%	30%
Functions and Rational Expressions	26%	28%

San Andreas Average % Correct Answers on CST		
Geometry Reporting Clusters	2005	2006
Logic and Geometric Proof	49%	49%
Volume & Area Formulas	51%	57%
Angle Relationships, Constructions, & Lines	55%	36%
Trigonometry	37%	28%

San Andreas Average % Correct Answers on CST		
Algebra Reporting Clusters	2005	2006
Polynomials & Rational Expressions	30%	32%
Quadratics, Conics, and Complex Numbers	27%	35%
Exponents and Logarithms	18%	28%
Series, Combinatorics, Probability and Statistics	29%	26%

Social Studies

Since 2002, the number of students taking the World History CST and US History CST has increased at San Andreas. Although there was a drop in students taking the US History CST from 2004 to 2005, San Andreas did meet NCLB participation requirements both years indicating decreased enrollment of juniors in 2005.

San Andreas - # of Students taking World History and U.S. History CST's							
	2002	2003	2004	2005	2006	One-Year Change	Five-Year Change
World History	3	16	17	24	20	-17%	567%
U.S. History	7	42	61	45	51	13%	629%
Total History	10	58	78	69	71	3%	611%

Proficient or Advanced Percentages

On the World History CST, the number of students achieving at the proficient or advanced level increased by 5% since 2003. On the US History CST, the number of students achieving at the proficient or advanced level increased by 18% since 2003.

Students Proficient or Advanced on World History and U.S. History CST's							
	2002	2003	2004	2005	2006	One-Year Growth	Five-Year Average
World History	*	0%	6%	4%	5%	1%	4%
U.S. History	*	0%	10%	13%	18%	5%	10%
Total History	*	0%	9%	9%	14%	55%	17%

Percent Correct in Reporting Clusters for 2005-2006

San Andreas Average % Correct Answers		
World History Reporting Clusters	2005	2006
Development of Modern Political Thought	48%	50%
Industrial Expansion and Imperialism	48%	47%
Causes and Effects of First World War	37%	33%
Causes and Effects of Second World War	35%	31%
International Dev in Post-World War II Era	30%	33%

San Andreas Average % Correct Answers		
US History Reporting Clusters	2005	2006
Foundations of American Political & Social Thought	41%	46%
Industrialization & the U.S. Role as a World Power	38%	39%
United States Between the World Wars	45%	49%
World War II and Foreign Affairs	40%	41%
Post-World War II Domestic Issues	35%	38%

CAHSEE

In 2005/06, 82% of the grade 10 San Andreas High School students passed the English-Language Arts section of the CAHSEE, down from 84% last year. The sophomore mean scale score was 381, up from 374 the prior year. Sixty-nine percent of females passed this section compared to 56% for the males. One San Andreas' senior did not graduate because he did not pass the CAHSEE English-Language Arts exam.

Sixty-seven percent of all San Andreas High School grade 10 students passed the mathematics portion of the CAHSEE, which was the same as last year. The sophomore mean scale score was 369, up from 365 the prior year. Seventy percent of males passed this section compared to 57% for the females. Twelve special education students took the exam, with 60% passing.

In 2004-05, thirty-six students took the ELA section and 44 students participated in the mathematics, approximately half sophomores and half juniors on each part. Seventy-eight percent of all San Andreas High School students passed the English-Language Arts section of the CAHSEE, up from 43% last year. The mean scale score was 368.8, up from 343 the prior year. Sixty-seven percent of females passed this section compared to 35% for the males. Seventeen special education students took the exam, with two passing. Word Analysis strand had the highest percent correct and has been that way the previous three years. Writing Strategies strand was the lowest which was also the same as the three previous years.

Fifty-nine percent of all San Andreas High School students passed the mathematics portion of the CAHSEE, up significantly from the 23% last year. The mean scale score was 359, up from 339 the prior year. Sixty-one percent of males passed this section compared to 56% for the females. Thirteen special education students took the exam, with one student passing, 8%. On the mathematics portion, students' highest scores were on the Probability and Statistics strand, while the Algebra 1 strand has consistently been the strand with the lowest mean scores.

CAHSEE 10th Grade English-Language Arts Pass Rates				
	Class of 2005	Class of 2006	Class of 2007	Class of 2008
	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Pass Rate	80%	85%	84%	82%
Mean Score	281	375	374	381

CAHSEE 10th Grade Mathematics Pass Rates				
	Class of 2005	Class of 2006	Class of 2007	Class of 2008
	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Pass Rate	13%	40%	67%	67%
Mean Score	311	349	365	369

District Assessment Data

Beginning with the ninth grade class in the fall of 1998, students have been required to demonstrate proficiency on Student Learning Outcome #1 Communication and #2 Reading. The Core Literacy Portfolio and the Direct Writing Assessment are two among several measures used by the district to measure student performance in reading and writing.

The Core Literacy Portfolio is a holistic assessment of reading, writing, and speaking. All tenth grade students are expected to submit this Literacy Portfolio, which is evaluated by district teachers. Scoring is done on a 6-point rubric, with a score of '4' or better required to meet the literacy standard.

The Direct Writing Assessment, first taken in Grade 9, is an on-demand writing task based upon the Bay Area Writing Project model with holistic scoring. Students are given a prompt and limited time to compose a first draft quality piece. It is scored on a 6-point rubric, with proficiency established as a score of '4' or better. This assessment was changed beginning in 1998 with the ninth grade class, to require more demonstration of thinking rather than strict writing literacy.

Until spring 2001, the district used the Comprehensive Test of Basic Skills (CTBS) as its mathematics and reading assessments. In spring 1998, the Board adopted new standards based upon the SAT9 norm-referenced component of the state's STAR program. In spring 2003, the STAR program changed once again, and the CAT6 norm-referenced survey test replaced the SAT-9. On each of these assessments, the district established a criterion standard for each test using the scale score rather than a percentile score for each incoming ninth grade class and maintains that standard throughout the students' four years in high school. These scores provide one indicator of student proficiency in the required outcomes of reading, writing, and mathematics.

In addition, at that time the district provided alternative assessments in Reading and Mathematics for students who had reached the 11th grade without having met these standards. The alternatives include the MET8 Open Ended Reading test and the MET8 Math test.

In September 2003, the Board of Trustees approved a change in the graduation requirements, effective with the entering ninth grade class (graduating Class of 2006). For these students, the reading and mathematics proficiency requirements were to be met through a combination of the STAR test and the Core Literacy Portfolio.

Students have two options for meeting the Computer Literacy requirement:

1) Enroll in and complete a semester-long Computer Literacy course during which they demonstrate each of the required proficiencies or 2) pass the district's Computer Literacy performance test. Students must demonstrate proficiency in five areas before they can earn a diploma from the Tamalpais Union High School District.

All of these assessments are described in greater detail in the graduation outcome section of the appendix. In the district, the majority of students pass the direct write requirement in the 9th grade and the portfolio requirement in the 10th grade. In 2005/2006, San Andreas had no 10th graders who submitted a portfolio, and two 9th graders participated in the Direct Writing assessment. Most students enter San Andreas as juniors or seniors and still need to complete the district assessments prior to graduation. The majority of students at San Andreas pass the district assessments as seniors. In the table below, the number of students who passed the assessment and the percentage of students enrolled in each grade is listed below the specific assessment. Over 90% of seniors still needed all assessments in order to graduate.

San Andreas 2005- 06 Pass Rates on District Assessments											
Grade	Enrollment	Portfolio		Direct Write		Reading		Mathematics		Computer Literacy	
#	#	#	%	#	%	#	%	#	%	#	%
12	45	41	91%	44	98%	44	98%	41	91%	43	96%
11	60	9	15%	46	77%	33	55%	55	92%	36	60%
10	22	0	0%	11	50%	4	18%	12	55%	6	27%
9	4	0	0%	2	50%	1	25%	0	0%	0	0%

Number of Graduates and Graduation Rates

Due to the mobility of its student population, it is difficult to calculate the graduation rate for San Andreas. This year the calculation is based on the total of the number of graduates (66), dropouts (3), and seniors continuing enrollment in the coming year (2). This gives San Andreas a total enrollment of 71 seniors and a graduation rate of 92.4%.

San Andreas High School	2002	2003	2004	2005	2006
Number of Graduates	54	73	74	73	66
Graduation Rates	97%	98.5%	92.7%	92.4%	92.4%
Dropout Rates	3	2	3	3	3

Although there has been a drop in percentage of students graduating since 2002, the percentage has stayed above 90% during that time.

Drop Out Rate

San Andreas had three dropouts in 2005, the same as in 2004, and all three were male. Currently, San Andreas accounts for about 27% of the district's dropouts. The number of dropouts is expected to be larger at the continuation school given the high percentage of at-risk students enrolled. The four-year dropout rate for 2004-05 was 8.4%, and it was 8.0% in 2003-04. When examined in relationship to the graduation rate, this number is exceedingly low, well below other continuation schools across the state and is a demonstration of the school's effectiveness of maintaining student attendance.

San Andreas High School	2002	2003	2004	2005	2006
Number of Graduates	54	73	74	73	66
Graduation Rates	97%	98.5%	92.7%	92.4%	92.4%
Dropout Rates	3	2	3	3	3

Suspensions and Expulsions

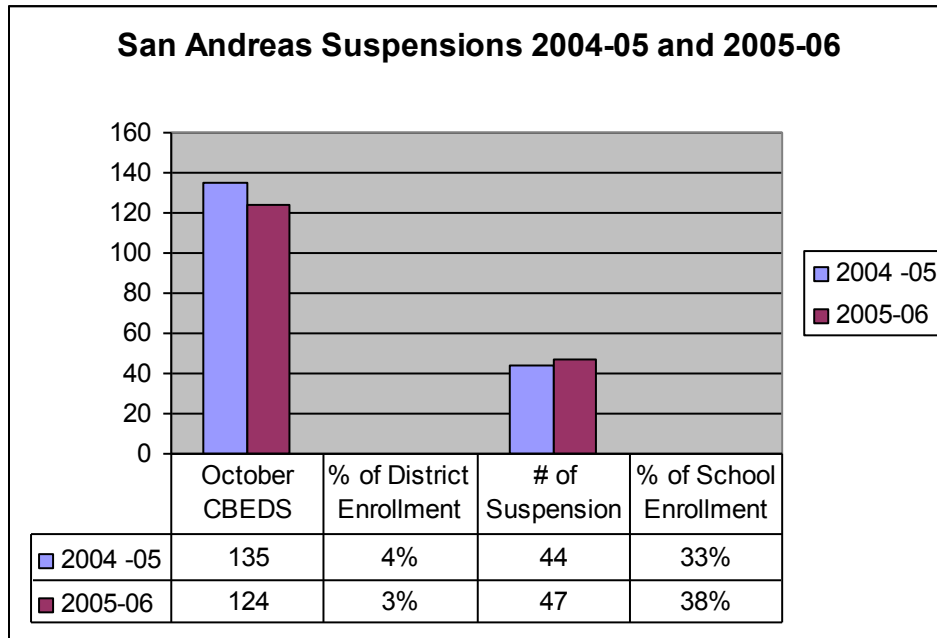
Suspensions:

In 2005-06, San Andreas represented 3% of the District's enrollment but 16% of the District's suspensions. The previous year San Andreas accounted for 14% suspensions. There were 47 suspensions in 2005-06. The most common suspendable offense was disruption/defiance with 19 suspensions. There were thirteen suspensions for drugs and alcohol. Males accounted for 79% of the suspensions. The percentage of eleventh graders suspended was 40%, whereas 36% of the suspensions were twelfth graders. There are few tenth or ninth grade students at the school.

Expulsions:

San Andreas recommended one male student for expulsion. The student was expelled for drugs and disruption.

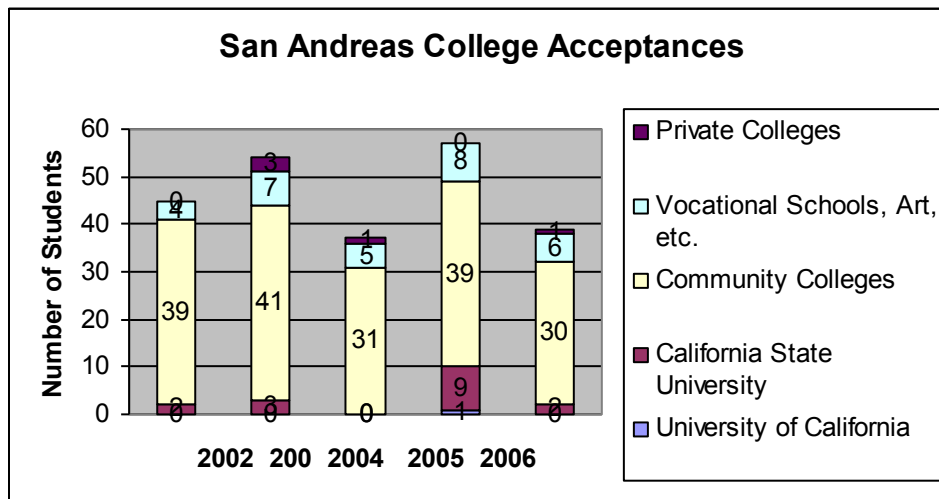
Expulsions and Suspended Expulsions by School and Year					
San Andreas High School	2001-02	2002-03	2003-04	2004-05	2005-06
Expulsions & Suspended Expulsions	0	0	1	1	1



College Acceptances

In 2005, 57 of 73 graduates enrolled in an educational program after high school, an increase of 20 students over 2004 graduates. The majority of students who continue their education enroll in community colleges.

San Andreas College Acceptances					
School	2002	2003	2004	2005	2006
University of California	0	0	0	1	0
California State University	2	3	0	9	2
Community Colleges	39	41	31	39	30
Vocational Schools / Art, etc.	4	7	5	8	6
Private Colleges	0	3	1	0	1
Total	45	54	37	57	39



Student Enrollment

In October 2006, there were 132 students enrolled when CBEDS data was collected for the school. Of the 132 students, 60 were female and 72 were male. The majority of students were Caucasian with African American being the next largest representation of students. Most of the students are juniors and seniors.

Males	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White- not Hispanic	Multiple or no response
Grade 9							
Grade 10					2	5	
Grade 11				3	3	20	
Grade 12	2			3	8	25	1
Total	2			6	13	50	1

Females	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White- not Hispanic	Multiple or no response
Grade 9							
Grade 10				2	1	2	
Grade 11				3	6	10	
Grade 12	1	1		4	9	21	
Total	1	1		9	16	33	

In October 2005, there were 124 students enrolled in October when CBEDS data was collected for the school. Of the 124 students, 46 were female and 78 were male. The majority of students were Caucasian with African American being the next largest representation of students. Most of the students are juniors and seniors.

Males	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White- not Hispanic	Multiple or no response
Grade 9						1	
Grade 10						7	1
Grade 11			1	2	4	21	1
Grade 12	1		1	3	6	29	
Total	1	0	2	5	10	58	2

Females	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American not Hispanic	White- not Hispanic	Multiple or no response
Grade 9							
Grade 10						3	
Grade 11		1		2	2	15	
Grade 12	2			1	4	16	
Total	2	1	0	3	6	34	0

California Healthy Kids Survey – 2005-06

On January 9, 2007, the 2005/06 California Healthy Kids Report was made by the TUHSD Director of Instruction to the TUHSD school board. San Andreas was commended for some of their results and progress. The results were the following:

ALCOHOL, MARIJUANA, AND TOBACCO

Since 2001, there has been a slight decrease of the amount of juniors at San Andreas who have used alcohol or marijuana in their lifetime. San Andreas numbers are higher than district percentages.

Chart 1: LIFETIME USE OF ALCOHOL AND MARIJUANA												
School	Alcohol						Marijuana					
	9th grade			11th grade			9th grade			11th grade		
	'01	'03	'05	'01	'03	'05	'01	'03	'05	'01	'03	'05
Redwood	47%	52%	54%	78%	75%	79%	28%	21%	28%	54%	52%	55%
Tamalpais	47%	48%	51%	75%	70%	66%	29%	36%	30%	65%	54%	54%
Drake	55%	64%	59%	80%	79%	80%	38%	38%	38%	66%	63%	61%
San Andreas				85%	77%	82%				81%	83%	77%
Tamiscal				n/a	72%	73%				n/a	63%	70%
District	49%	54%	55%	78%	74%	74%	32%	31%	32%	61%	56%	57%
Marin County	55%			79%			32%			55%		
California	48%			65%			24%			44%		

Since 2001, there has been a significant decrease in the amount of juniors at San Andreas who have used alcohol or marijuana in the last 30 days. San Andreas' numbers are higher than district percentages.

Chart 2: USE OF ALCOHOL AND MARIJUANA - LAST 30 DAYS												
School	Alcohol						Marijuana					
	9 th grade			11 th grade			9 th grade			11 th grade		
	'01	'03	'05	'01	'03	'05	'01	'03	'05	'01	'03	'05
Redwood	26%	30%	35%	55%	56%	51%	18%	15%	15%	31%	34%	35%
Tamalpais	27%	30%	39%	55%	45%	47%	15%	28%	22%	43%	36%	34%
Drake	35%	40%	39%	65%	65%	62%	28%	24%	27%	53%	45%	39%
San Andreas				83%	77%	68%				71%	66%	59%
Tamiscal				n/a	2%	54%				n/a	10%	43%
District	29%	33%	38%	58%	55%	53%	21%	22%	21%	41%	38%	36%
Marin County	30%			54%			22%			36%		
California	29%			41%			13%			23%		

Since 2001, there has been a significant decrease in the amount of juniors at San Andreas who have used alcohol or marijuana in school over the last 30 days. San Andreas numbers are higher than district percentages with respect to Marijuana, but slightly lower with respect to alcohol.

Chart 3: USE IN SCHOOL OF ALCOHOL AND MARIJUANA LAST 30 DAYS												
School	Alcohol						Marijuana					
	9 th grade			11 th grade			9 th grade			11 th grade		
	'01	'03	'05	'01	'03	'05	'01	'03	'05	'01	'03	'05
Redwood	8%	5%	4%	6%	13%	12%	11%	7%	3%	9%	10%	3%
Tamalpais	2%	7%	4%	2%	4%	3%	7%	10%	5%	15%	8%	8%
Drake	8%	8%	6%	8%	9%	6%	11%	7%	10%	15%	17%	8%
San Andreas				16%	21%	6%	n/a	8%		35%	32%	15%
Tamiscal				n/a	2%	2%				n/a	10%	9%
District	7%	7%	5%	5%	9%	7%	9%	8%	6%	12%	11%	7%
Marin County	7%			9%			9%			11%		
California	8%			9%			6%			8%		

San Andreas students find it more difficult to obtain alcohol and Marijuana than students at the other district high schools.

Chart 5: PERCEIVED DIFFICULTY OBTAINING ALCOHOL OR MARIJUANA												
School	Alcohol						Marijuana					
	Difficult		Easy		Don't know		Difficult		Easy		Don't know	
	9 th grade	11 th grade	9 th grade	11 th grade	9 th grade	11 th grade	9 th grade	11 th grade	9 th grade	11 th grade	9 th grade	11 th grade
Redwood	12%	10%	72%	85%	16%	5%	17%	6%	62%	84%	22%	10%
Tam	9%	9%	78%	86%	13%	4%	13%	7%	70%	87%	16%	5%
Drake	10%	14%	76%	83%	13%	3%	8%	5%	77%	90%	16%	5%
San Andreas		27%		62%		10%		12%		76%		12%
Tamiscal		9%		79%		13%		9%		75%		16%
District	11%	11%	76%	84%	14%	4%	14%	7%	69%	87%	18%	7%

VIOLENCE AND SAFETY

45% of San Andreas students feel very safe at school, which is 4% higher than the district average.

Chart 6: STUDENTS WHO FEEL VERY SAFE AT SCHOOL				
	9 th Grade		11 th Grade	
	2003	2005	2003	2005
Redwood	17%	32%	28%	34%
Tam	24%	19%	31%	39%
Drake	24%	24%	36%	52%
San Andreas	n/a		38%	45%
Tamiscal	n/a		52%	80%
District	21%	25%	31%	41%

There has been a decrease in students at San Andreas who have had property stolen or damaged since 2001, but numbers are slightly over the district average. There has been a 10% decrease in the number of students who have damaged school property on purpose since 2001, but numbers are 12% higher than the district average.

Chart 7: PROPERTY STOLEN OR DAMAGED												
	Had Property Stolen or Damaged						Damaged School Property on Purpose					
	9th Grade			11th Grade			9th Grade			11th Grade		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Redwood	37%	37%	34%	32%	34%	29%	25%	22%	14%	15%	18%	12%
Tam	29%	27%	32%	34%	23%	21%	21%	24%	23%	20%	19%	11%
Drake	28%	23%	29%	33%	28%	23%	22%	16%	15%	21%	22%	11%
San Andreas				28%	25%	25%				33%	22%	23%
Tamiscal				n/a	26%	13%				n/a	20%	11%
District	32%	30%	32%	33%	29%	24%	22%	21%	17%	18%	20%	11%

22% of juniors at San Andreas indicate they have experienced some form of harassment at school, which is 3% higher than the district average.

Chart 8: HARASSMENT AT SCHOOL		
Because of Race, Ethnicity, Gender, National Origin, Religion, Sexual Orientation, Disability		
	9th Grade	11th Grade
Redwood	32%	23%
Tam	30%	21%
Drake	25%	13%
San Andreas		22%
Tamiscal		11%
District	29%	19%

PHYSICAL AND MENTAL HEALTH

80% of juniors at San Andreas exercised at least 3 days in the last week, which is 1% higher than the district average.

Chart 9: EXERCISE 20-30 minutes at least 3 days in the last week		
	9th Grade	11th Grade
Redwood	93%	81%
Tam	92%	74%
Drake	81%	80%
San Andreas		80%
Tamiscal		79%
District	89%	79%

There has been a 16% decrease in the number of juniors indicating they felt said or hopeless for at least two weeks during the last 12 months since 2001, but numbers are still 10% above the district average.

Chart 10: SAD AND HOPELESS FEELINGS For 2 weeks during the past 12 months						
	9th Grade			11th Grade		
	2001	2003	2005	2001	2003	2005
Redwood	29%	29%	22%	33%	31%	28%
Tam	25%	32%	24%	29%	33%	30%
Drake	26%	24%	26%	29%	21%	25%
San Andreas				54%	44%	38%
Tamiscal				n/a	37%	35%
District	27%	28%	24%	31%	29%	28%

RESILIENCY

61% of juniors at San Andreas indicate that they have a caring relationship with adults at school, which is 23% above the district average.

Chart 11: CARING RELATIONSHIP WITH ADULTS AT SCHOOL				
High Level of Caring				
	9th Grade		11th Grade	
	2003	2005	2003	2005
Redwood	27%	30%	33%	34%
Tam	28%	36%	34%	36%
Drake	30%	30%	33%	45%
San Andreas			62%	61%
Tamiscal			63%	82%
District	28%	32%	33%	38%

71% of juniors at San Andreas indicate that there are high expectations from adults at school, which is 25% above the district average.

Chart 12: HIGH EXPECTATIONS FROM ADULTS AT SCHOOL				
High Level				
	9th Grade		11th Grade	
	2003	2005	2003	2005
Redwood	39%	47%	43%	41%
Tam	39%	48%	41%	44%
Drake	41%	42%	40%	53%
San Andreas			63%	71%
Tamiscal			63%	78%
District	39%	46%		46%

33% of juniors at San Andreas indicate that they have meaningful participation at a high level at school, which is a 19% increase since 2003 and 15% above the district average.

Chart 13: MEANINGFUL PARTICIPATION				
High Level				
	9th Grade		11th Grade	
	2003	2005	2003	2005
Redwood	14%	17%	16%	16%
Tam	15%	22%	16%	17%
Drake	18%	19%	13%	21%
San Andreas			14%	33%
Tamiscal			43%	47%
District	15%	19%	15%	18%

58% of juniors at San Andreas indicate that they feel connected to school at a high level, which is an 8% decrease since 2003 and 4% above the district average.

Chart 14: SCHOOL CONNECTEDNESS				
High Level				
	9th Grade		11th Grade	
	2003	2005	2003	2005
Redwood	45%	53%	40%	50%
Tam	42%	57%	47%	48%
Drake	47%	61%	39%	65%
San Andreas			66%	58%
Tamiscal			65%	87%
District	45%	57%	42%	54%

Expected School wide Learning Results (ESLRs)

The Tamalpais Union High School District has 14 student learning outcomes that are expected upon graduation. They are the following:

- *Outcome 1:* Communicate articulately, effectively, and persuasively when speaking and writing
- *Outcome 2:* Read/view and analyze material in a variety of disciplines
- *Outcome 3:* Use technology to access information, analyze/solve problems, and communicate ideas
- *Outcome 4:* Demonstrate knowledge of individual rights and responsibilities in a democratic society
- *Outcome 5:* Apply mathematical knowledge and skills to analyze and solve problems
- *Outcome 6:* Demonstrate scientific literacy
- *Outcome 7:* Demonstrate knowledge of the global environment and its resources
- *Outcome 8:* Communicate in a second language
- *Outcome 9:* Apply the principles of economics
- *Outcome 10:* Analyze current issues from historical, political, economic, geographic, scientific and multicultural perspectives
- *Outcome 11:* Appreciate, interpret, experience, create, and/or perform artistic work
- *Outcome 12:* Demonstrate school-to-work/post secondary transition skills and knowledge
- *Outcome 13:* Participate in community, social, civic, or cultural service
- *Outcome 14:* Demonstrate knowledge, skills, and self-discipline necessary to achieve and maintain good health

The student learning outcomes are embedded in our current ESLRs and were also part of the ESLRs of our previous Focus on Learning (2000). The outcomes were developed as part of process involving all shareholders in the TUHSD learning community. The current San Andreas ESLRs were developed through meetings with parents, students, and San Andreas staff. They focus on academic results as well as health and life skills. The resulting overall emphasis of the ESLRs is on the development of the whole child. The following are the San Andreas ESLRs:

San Andreas High School will prepare its graduates to:

Academics and Standards

Demonstrate their competency with respect to federal, state, and district expectations and standards. In meeting the expectations and standards, students will:

- Communicate articulately, effectively, and persuasively when speaking and writing
- Read and analyze material in a variety of disciplines
- Use technology as a tool to access information, analyze and solve problems, and communicate ideas
- Demonstrate knowledge of individual rights and responsibilities in a democratic society
- Apply mathematical knowledge and skills to analyze and solve problems
- Apply the principals of economics
- Analyze and propose solutions to contemporary issues using a variety of perspectives
- Demonstrate scientific literacy
- Demonstrate knowledge of the global environment and its resources
- Demonstrate critical thinking and problem solving skills
- Analyze current issues from historical, political, economic, geographic, scientific and multicultural perspectives
- Appreciate, interpret, experience, create, and/or perform artistic work
- Transfer learned skills to new situations
- Show how to effectively analyze and synthesize

Health

Demonstrate knowledge, skills, and self-discipline necessary to achieve and maintain good health and make safe and healthy choices. As healthy individuals, students will:

- Establish and practice appropriate hygiene, proper nutrition, and physical fitness
- Demonstrate positive self-esteem, self-confidence, and personal identity
- Prioritize and use time effectively
- Create and adapt to change
- Demonstrate good manners
- Demonstrate skills in resolving conflicts through positive, non-violent alternative actions
- Exhibit self-discipline and accept individual responsibility
- Demonstrate knowledge of human diversity that fosters tolerance for individual differences
- Develop, create, and support intellectual, artistic, and practical endeavors

Life Skills:

Demonstrate their ability to be effective citizens. As effective citizens, students will:

- Make informed choices
- Demonstrate positive and productive citizenship
- Participate in community, social, civic, or cultural service
- Contribute time, energy, and talents to improve the quality of life for themselves, their school, community, state, nation, and world
- Analyze and propose solutions to contemporary issues using a variety of perspectives
- Demonstrate skills in resolving conflicts through positive, non-violent alternative actions
- Understand how actions, or lack of actions, affect oneself, others, and the community at large

Demonstrate their ability to be responsible, self-directed adults. Students will:

- Demonstrate school-to-work/post secondary transition skills and knowledge
- Use effective goal setting strategies to create a positive vision for themselves and their future in order to set priorities and achievable goals
- Develop a road map of short-term and long-term educational, vocational and personal goals
- Exhibit self-discipline and accept individual responsibility
- Develop a life-long love for learning
- Use self-evaluation while implementing ideas and plans
- Establish and adhere to standards of behavior that will aid in their development
- Demonstrate how to budget money and handle finances
- Demonstrate vocational knowledge and skills

Demonstrate their ability to be a collaborative worker. Students will:

- Use effective leadership and social skills to foster, develop, and maintain relations in diverse settings
- Manage interpersonal relationships in a positive manner
- Work effectively in groups while accomplishing significant goals

Chapter 2: Student and Community Profile-Analysis of Data

Analysis of Data

In looking at the data presented in Chapter 1, there are a number of conclusions that merit our attention. The following are the most significant:

- San Andreas students struggle with performance in all academic areas according to CST data. Although there has been some improvement, few students are performing at a proficient level.
- More students are participating in the CST exams, although low scores indicate a lack of buy-in to a certain extent. San Andreas is meeting participation guidelines required by No Child Left Behind, indicating that students are willing to participate to help the school but not necessarily willing to try.
- CAHSEE scores indicate that our students are specifically struggling in language arts and mathematics. A good percentage of seniors are unable to pass the tests until senior year, indicating a lack of skills and/or motivation.
- The majority of San Andreas students are passing district assessments as seniors and meeting graduation requirements. For example, the CORE Literacy Portfolio requirement is intended for completion in sophomore year, but our students are completing the requirement as seniors when they have more skills, motivation, and a higher maturity level.
- San Andreas consistently has a high graduation rate indicating success in the classroom and on assessments.

Critical Academic Needs

Based upon observations and findings from the data, the following academic needs are critical for San Andreas:

1. Refocus on the ESLRs as a guiding force of classroom curriculum and school program.
2. Develop and implement a plan to support underperforming students. Support should not only be academic but motivational as well.
3. Develop and implement a long-term plan that will help students meet CAHSEE and district graduation requirements.

Important Questions

1. How can San Andreas stakeholders support students in the achievement of the ESLRs?
2. How can San Andreas stakeholders help students improve performance on state and district assessments?
3. How can stakeholder buy-in and acceptance of state and district assessments be increased?

Chapter 3: Progress Report

It is important to note when evaluating our progress from the previous action plan that the educational climate in our district, state, and country have changed since the year 2000. No Child Left Behind was not in place in 2000, nor was the Academic Performance Index (API), the Alternative Schools Accountability Model (ASAM), or the California High School Exit Exam (CAHSEE). Although we were aware at San Andreas that changes in assessment and accountability were coming to all public schools, we were unaware what those changes would be specifically. As a result, when the expectations of No Child Left Behind and other accountability measures became clear, we had not entirely prepared ourselves through our previous action plan to meet those demands. In 2004, the new superintendent of the Tamalpais Union High School District and the new principal of San Andreas began to focus San Andreas towards the content standards and the necessary steps needed for San Andreas to meet federal, state, and district accountability measures. The shift in focus towards greater accountability with respect to state and federal assessment requirements has impacted aspects of our action plan developed six years ago. We have had measured success with regards to the areas of focus in the action plan developed in WASC 2000.

The year 2000 San Andreas FOL Action Plan outlined three main improvement areas:

1. Improve the overall performance of the San Andreas student population.
2. Strengthen connections and increase communication between staff, students, parents and community members.
3. Explore additional integrated and collaborative learning options for all students.

1. Improve the overall performance of the San Andreas student population:

1-1 Retaining the small size of alternative/continuation school (Cap at 120) in favor of strengthening programs for struggling students at district feeder schools.

The cap at San Andreas was increased to 140 students beginning with the 2003-04 school year. As a result, class sizes have increased, especially in the English and social studies where students need 4 years of credit to graduate.

At this point, there have been no new programs developed for struggling students at the comprehensive schools. It is a board goal for 2005-06 to review what the district is doing to meet the needs of at-risk students.

1-2 Efforts have been made to improve the accountability system for daily attendance and performance of students.

San Andreas applied for and received a School Link Services grant from the Marin Community Foundation to work on counseling, employment and attendance services. In the summer of 2005, the school linked services grant was dramatically reduced from \$66,000 to \$27,000. Consequently, the Attendance and Welfare position was cut to a 20 hours per week position. To help students improve their attendance, we utilize these strategies: home visits, individual and family counseling, distribution of inexpensive bus passes, daily phone calls home for absences by teacher/advisors (through spring 2005), machine generated phone calls to parents (fall 2005 to present), and when appropriate, attendance contracts and truancy letters along with our Student Attendance Review Board (SARB) meetings. While hiring an Attendance & Welfare Coordinator had begun to make a difference, as a continuation school with over a 40% matriculation rate, attendance will always be a work in progress.

For the 2005-06 school year, the school day was increased from a five period day to a six period day, and credits became even more closely tied to student attendance. In addition, San Andreas purchased a phone system that notifies parents when a student misses a period of school. In September, October, and November of 2004, the average daily attendance was 64%, and in corresponding months in 2005, average daily attendance increased to 77%.

To help improve student performance, the district applied for and received Title I funding, which San Andreas has been receiving for the past five years. At San Andreas this money has been used to hire instructional assistants and to purchase technology and material to work with students who need to meet district and state graduation standards. In 2005, a 0.2 FTE math teacher was hired to support students requiring extra help with the math portion of the CAHSEE.

1-3 Develop a transportation plan and seek funding to provide reliable access for field trips and San Andreas field classes.

To help address the transportation issue, a provision for the lease and/or purchase of a bus was included in the original School Link Services grant application. Following receipt of the grant, the principal and staff began to work with the district business manager on the provision of transportation for field trips. Due to the ongoing significant costs of maintenance and insurance, it was decided to rent rather than purchase a bus for fieldtrips. The renting of buses has worked, and students have gone on a variety of field trips over the past five years. However, transportation continues to be a challenge whenever organizing field trips. We rely on staff members and their cars for most off-campus activities, which is very limiting.

1-4 Provide financial support to further assist low performing students in meeting outcomes and ESLRs.

For four years, San Andreas applied for and received a School Linked Services Grant, amounting to \$66,000 per year for counseling, attendance & welfare and employment and training services. In addition, the district applied for and received Title I money and

allocated financial support to San Andreas to provide instructional assistance and materials for students to pass district and state graduation assessments. In 2002-03, San Andreas has also applied for and received a two year, \$10,000, Youth Mediation and Conflict Resolution grant from the state. In addition to applying for grants, the San Andreas Advisory/Parent Club fundraises through eScrip. The Parent Club uses the money they raise to provide for student financial needs such as clothing, bus tickets, and testing fees. This money is also used for community building within the school through school-sponsored barbecues, student scholarships, recognition awards, and student and staff recognition breakfasts and lunches.

- 1-5 Establish alternative indicators and assessments for San Andreas students to help them meet district requirements.

Staff and our Advisory Committee worked with district staff and the district Instructional Council on the development of alternative assessments (I-D). As a result of this work, in addition to the District Portfolio and state assessment measures being used as graduation assessment instruments for English and math, the Metropolitan 8 was adopted. While the Core Literacy Portfolio and the Reading and Math sections of the state assessment measures were considered to be difficult for a number of alternative and at-risk students, we feel that we made some progress with adoption of the Metropolitan 8. The Metropolitan 8 Reading and Math tend to provide a more authentic assessment of our students' abilities. It was also important to find an alternative to the state assessment measures, which are only given once a year, limiting students' chances of meeting the Reading and Math standards. Successful results of the adoption of the Met 8 are seen in the fact that all graduating seniors passed the Reading and Math standards. The introduction of the CAHSEE has resulted in the district dropping the MET 8 math test as an assessment measure for graduation purposes.

2. Strengthen connections and increase communications between staff, students, parents and community members.

- 2-1 Continue to build liaisons between school and community partners, and increase positive communication between San Andreas and the community using a variety of approaches and media.

Work on developing school to community connections has focused on each of the areas described in the Action Plan including parent involvement, community events, art/outreach, a newsletter and school Web page. The principal and staff have worked to get parents involved in the school and particularly the San Andreas Advisory/Parent Club. The Advisory Committee meets monthly and works on issues of curriculum and instruction, policy, resource development, school image, facilities, WASC, safety, and grant applications. This group has also sponsored several community barbecues and celebrations.

The San Andreas Employment Coordinator and our College & Career Specialist also make important connections to the community. The two people in these positions are continually developing and maintaining community connections for our students to get them jobs, scholarships and/or to place them in classes offered at other schools like the community college, ROP or vocational and trade schools. They also invite guest speakers from the community to make presentations and work with our students, and they arrange community/school activities such as career days.

Our web page provides information about staff and programs to the community. The district has placed a strong emphasis on school and community connections with the district Web site, linking all schools, and with the implementation of a web based computer system, Powerschool, to connect teachers, students, parents and community members.

San Andreas has also improved and increased the content and offerings in our newsletter. The parent advisory committee is actively working on expanding the newsletter.

Our students make the most important connections between San Andreas and the community. These connections are made every time we place a student in a job, in an internship, as a Student Trustee on the Tam District Board of Trustees, or in a community service position. We find that our students serve as San Andreas' best ambassadors, while getting real world experience, and now we look for every opportunity to place them in the community. The ongoing challenge at San Andreas is preparing students to take advantage of internships and job shadowing opportunities. A pilot "Strategies" class was introduced in October 2005 to help prepare students for post-graduation work experience opportunities. A component of the class is off-site work placement visits.

While the evidence indicates that San Andreas is doing a better job of presenting a positive image and connecting to the community, as a continuation school in a fairly traditional community, we need to continue our efforts and continue developing new ways to make positive community connections.

3. Explore additional integrated and collaborative learning option for students.

3-1 Pilot a San Andreas cooking program, incorporating various content areas such as nutrition, gardening, and animal products businesses.

San Andreas continued to receive instruction in nutrition and gardening, but a cooking program was never developed. In agroecology class, students grow vegetables in the school garden, and the teacher instructs the students about proper nutrition. As different vegetables come into season, Agroecology students include the food they have raised in meals they prepare for the staff and themselves. With the extension of the school day and the addition of a lunch period for the 2005/06 school year, students began helping

with the distribution of food by the district's food services department. At this time, there are no plans to develop a cooking program in the near future.

- 3-2 Continue to explore an improved food services program, emphasizing nutritional soundness, through the culinary arts program.

When the committee developed this objective, it was hoped that the San Andreas staff would be able to work together and with district staff to develop an integrated food service program that offered less "junk food," e.g. sweets, sodas, processed foods, and more nutritionally wholesome food and nutritional education. To date the answer to this desire has been seen through our Agroecology class, where students grow vegetables in the school garden, and the teacher instructs the students about proper nutrition. As different vegetables come into season, Agroecology students include the food they have raised in meals they prepare for the staff and themselves. Our science instructor has also integrated nutrition into his curriculum.

Currently, San Andreas students are provided meals from the district food services department. Nutritional standards are the same as those at the comprehensive high schools.

- 3-3 Involve more students in internships and job shadowing programs for vocational education.

With the introduction of the School Links Services grant enabling us to hire a Work Experience Coordinator, and the addition of a School to Career specialist one day per week, progress had been made in this area. Work Experience placements included restaurants, coffee shops, grocery stores, computer companies, clothing stores, recreation programs, sporting goods stores, law offices, medical offices, bicycle shops, and veterinary clinics, to name a few. The Work Experience coordinator, school to career specialist, and College & Career counselor are located in the same room and work as a team offering a variety of services to students. For example, when students come in looking for employment, they can also explore career options, training programs and/or colleges. However, at this point, there is no longer a work experience coordinator in place.

Year 2000 Visiting Committee: Schoolwide Critical Areas of Follow-up

1. *Continue to seek ways to maintain a small school atmosphere by controlling enrollments and appropriate placement of students within the programs available at San Andreas High School.*

Since 2000, the enrollment at San Andreas has grown by 20 students. The school counselor makes an effort through class scheduling and frequent monitoring to maintain small class sizes, but sometimes the structure of the schedule necessitates larger class sizes in certain cases.

2. *The leadership, instructional staff and district personnel continue in the developments of an accountability program which establishes alternative indicators and assessments for San Andreas High School students to help them comply with district requirements.*

At this point, no alternative indicators or assessments have been developed. San Andreas students consistently meet the requirements for all students of the Tamalpais Union High School District.

3. *The school transportation subcommittee will develop a transportation plan and seek funding to provide equal access to all students to all programs to ensure that all students living outside the immediate radius of the school have equal opportunity.*

There were discussions around the year 2000 about providing additional bus service for students in areas far away from San Andreas and the other schools in the district, but no results came of those conversations. Students rely on rides or public transportation to get to school.

4. *The continued cultivation of a parent advisory/support group will be critical to the availability and relevance of the San Andreas High School program. Besides providing parental support and input, parent teams can provide direction to the board and superintendent's staff as well as engage in fundraising and grant writing.*

San Andreas has maintained a Parent/Advisory Committee since 2000. Parents meet monthly to discuss the school and raise money for school activities and student scholarships. The Parent/Advisory Committee has varied its meeting times over the years but currently meets in the evenings. The committee has had members meet with the superintendent and school board members at times to discuss and advocate for San Andreas.

Chapter 4: Self Study

A: Organization: Vision and Purpose

A1: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and academic standards?

Evidence Inventory:

1. Tamalpais Union High School District (Tam District) Vision statement
2. Tamalpais Union High School District Student Learning Outcomes
3. Board of Trustees' Vision - Goals and Objectives 2004-05, 2005-06 – 2007-08
4. San Andreas Mission statement
5. San Andreas Expected School-wide Learning Results
6. San Andreas Three Year Instructional Plan 2003-05
7. San Andreas Review of Progress of Instructional Plan 05-06
8. Surveys for Parents, Students and Staff
9. Board of Trustees and District Office Survey
10. Parent Advisory and Site Council Plans and Agreements i.e. Safety Plan - Instructional Plan.

Overall Findings:

- The school's vision was developed with representation from all stakeholder groups at the time that the mission statement and the longer term Instructional Plan were developed. The mission statement and the instructional plan for San Andreas reflect elements of the District's vision for all students.
- Staff, parents and students developed the mission statement and instructional plan drawing on the broadest perspective for meeting the needs of all students attending San Andreas. The focus of the mission statement and the instructional plan seeks to promote self-esteem, responsibility, productivity and success. Recognizing and addressing the differences among students while enriching their lives with a quality education are keys to meeting the needs of all students.
- There is increasing awareness among staff, students and parents of the impact of Federal, State and District assessment requirements. Like many alternative programs, the transition with respect to curriculum alignment and developing

instructional strategies to address the standards and assessment goals has been challenging.

- Using the Tam District courses of study as their reference, the staff at San Andreas adapts and develops innovative strategies to reconnect students to find success in high school. The pace at which instructional strategies have developed at San Andreas to meet the state's content standard requirements reflects a measure of anxiety that key elements of the mission of the school would be disrupted in transition.
- The school's stakeholders are beginning to discuss how to increase academic rigor with respects to the state content standards and how to develop approaches that will support the learning needs of all students.
- The Board of Trustees and the district administration are committed to supporting San Andreas as it seeks to define its vision with respects to meeting Federal, State and District assessments and outcomes. The Board of Trustees has adopted specific goals to address the needs of all of the alternative programs within the district.

A1 Strengths

1. The school vision and mission are aligned with the district vision and mission. All stakeholders were involved in developing the instructional plan and school vision.
2. There is increasing awareness among staff, students and parents of the impact of Federal, State and District assessment requirements.
3. Staff is willing to develop innovative strategies to reconnect students with high school and help them find success.
4. The Board of Trustees and the District administration are committed to supporting San Andreas

A1 Prioritized Growth Area

1. There is a continued need to align curriculum and instruction with standards and assessments.

A2: To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association plan?

Evidence Inventory:

1. Tamalpais Union High School District Board Policy and Administrative Regulations Document.
2. Report to the Board on Student Performance Data.
3. Report to the Board on Instructional Improvement.
4. Tamalpais Board of Trustees minutes of meetings
5. Report to the Board on progress at San Andreas October 2005
6. TUHSD District Outcomes
7. Student Representative reports to the Board
8. Board of Trustees' Vision - Goals and Objectives 2004-05, 2005-06 – 2007-08
9. Board of Trustees and District Office Survey

Findings:

- The Board has adopted and maintains both bylaws and policies that define San Andreas Continuation School. Board policies as they pertain to San Andreas are contained in the Tamalpais Union High School District Board polices document. The Board monitors the development of instructional policy throughout the district by means of: regular reports from the Assistant Superintendent for Instruction, reports at board meetings from departmental teacher-leaders, reports from individual teachers and school principals, and from participation in the District's "Instructional Council."
- Student performance data for all of the District's schools is reported every year to the Board. Individual board members attend the annual District retreat for all district administrators. Performance data is shared at these gatherings.
- Members of the Tam District board of Trustees attend San Andreas' Back to School Night, Open House and graduation ceremonies. A board member also visits the school annually, visiting classrooms and meeting with the students and staff of the school.
- A San Andreas student representative represents San Andreas at fortnightly board meetings. The student representative provides the Board of Trustees with

updates of activities, concerns and issues as they relate to the student body at San Andreas.

- San Andreas' Expected Schoolwide Learning Results are aligned with the district and board approved learning outcomes. It is a board expectation that students are working towards the outcomes, and San Andreas is making progress towards helping students meet the outcomes by graduation.
- The District superintendent and members of the District office staff are responsible for reporting progress on all aspects of initiatives and policies and procedures to the board. The principal of San Andreas attends all district management meetings: principal's council, management team, leadership council, and meets monthly with the superintendent to discuss the ongoing operation and any issues as they arise. The director of student services and the assistant superintendent of instruction are regular visitors to San Andreas.
- The principal and the San Andreas school counselor attend district wide student services meetings to provide updates on student numbers, issues of concern surrounding supporting all students, and intake and exit information for the other high schools within the district.

A2 Strengths

1. The Board of Trustees is aware of student performance at San Andreas and reviews the data in various formats.
2. Board members visit San Andreas and a San Andreas student trustee attends board meetings to represent the school.
3. The TUHSD learning outcomes and San Andreas ESLRs are aligned.

A2 Prioritized Growth Area

1. San Andreas need to increase students' success on all district learning outcomes by focusing instructional program towards the ESLRs.

A3. To what extent, based on student achievement data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide learning plan based on analysis of data to ensure alignment with student needs?

Evidence Inventory:

1. Agendas for staff development days both district-wide and onsite.
2. Staff meeting agendas and minutes.
3. Student and Staff survey data.
4. District generated student lists of students needing to meet both State and district outcomes.
5. San Andreas Review of Progress of Instructional Plan 05-06
6. Staff development requests for conferences and inservice opportunities
7. Changes, additions to the master schedule to accommodate student needs with respects to State mandated testing (CAHSEE.)
8. School bulletin outlining special days designed to meet student needs –health day, career day, School to career visits, internships visits and college and career days.
9. Addition of new programs, (senior strategies class, ROP Career management) to support post graduation goals.

Findings:

- Until recently the staff and leadership have not used student achievement data in a significant way to fashion changes to instructional strategies and curriculum.
- The San Andreas leadership team, consisting of the principal and 3 staff members, has made progress in moving the school forward towards aligning curriculum and instructional practice with the State content standards.
- Significant changes have occurred over the last two years at San Andreas. Adding a 6th period lengthened the school day. Scheduling, which had previously been based on a quarterly period, was altered to a six-week reporting period. The move to a six-week reporting period was made not only to assist with providing students with manageable study periods, thereby eradicating an unmanageable add/drop policy, but also to facilitate the intake of students from the other high schools in the district.
- A school counselor is responsible for monitoring schedules students and creating a master schedule that maximizes the course offerings to students.
- Several programs with regards to employment training, welfare, and attendance and career counseling were developed as part of the last WASC visit. These

programs provided a higher level of support for all students wanting to take advantage of the opportunities they offered. In particular, students did make greater use of the career center counselors and participated in both college and career preparation activities. However, the employment, training, welfare, and attendance coordinator position and program were eliminated for the 2006/07 school year due to funding loss.

- The addition of a full time school counselor also provided much needed support for students. The employment, welfare, and attendance position had mixed success. Attendance rates did not significantly improve, but monitoring of student attendance was well documented.
- With regards to developing strategies to meet the expected school-wide learning results, staff developed a Health day with guest speakers where students learned about the importance of living a healthy life. There are also speakers and groups that deal with issues surrounding alcohol, tobacco, and drug use. Following the same model as health day, San Andreas staff also has coordinated a peace day and career day. Overall, there are few offerings and programs that focus students and staff on the health and life skill ESLRs.
- Over the last two years the staff, principal and district administration has been involved in an ongoing discussion about aligning both the curriculum and the types of classes offered for students to Federal, State and Tam District assessments.
- Scheduling for students is now developed with a closer examination of what the students might need to meet CAHSEE requirements and STAR test alignment. Additionally, preparation classes for CAHSEE are now offered for both math and English language arts to seniors and juniors who have yet to pass the test.
- Staff Development time has been made available to address state and district assessments. San Andreas' teachers have met with their district departments to discuss and develop activities within their area of study in an attempt to support students on state and district assessments.
- Several staff members attended the California State conference for continuation schools in order to develop new strategies to meet the demands of the latest round of assessment expectations. San Andreas' teachers have also attended language arts conferences and reading development conferences in the last two years.
- As outlined in the last WASC action plan, staff at San Andreas continue to visit other exemplary continuation schools and programs.

- The development of new programs and scheduling routines has evolved in response to helping all students meet the expected school-wide learning results and the academic standards.

A3 Strengths

1. The San Andreas leadership team has made some progress in moving the school forward towards aligning curriculum and instructional practice with the state content standards.
2. The six-week reporting period allows for a smooth add/drop policy and facilitates an improved intake process
3. The addition of a full time school counselor also provided much needed support for students.
4. Healthy Day, Career Day, and Peace Day, in addition to guest speakers have provided some support for ESLRs.
5. Scheduling for students is developed to support STAR and CAHSEE learning needs, in addition to supporting the ESLRs.
6. Preparation classes for CAHSEE are now offered for both math and English language arts to seniors and juniors who have yet to pass the test.
7. Staff development externally and internally at the district and site level has been provided in the area of writing to support completing of the CORE literacy portfolio.

A3 Prioritized Growth Areas

1. Staff and leadership need to use student achievement data to develop instructional strategies and align curriculum with the state standards.
2. The employment/training, welfare, and attendance coordinator is an important component for preparing students for post-secondary options. It is necessary to have increased support for college and career preparation.
3. There needs to be more programs and instructional support for the health and life skills ESLRs.

A4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction and ongoing professional development?

Evidence Inventory:

1. Agendas for Inservice/buy back days both district-wide and onsite.
2. Staff meeting agendas and minutes.
3. San Andreas Review of Progress of Instructional Plan 05-06
4. Staff development requests for conferences and inservice opportunities
5. Changes, additions to the master schedule to accommodate student needs.
6. School bulletin outlining special days designed to meet student needs –health day, career day, School to career visits, internships visits and college and career days.
7. Addition of new programs, (senior strategies class, ROP Career management) to support post graduation goals.

Findings:

- The school counselor also serves as the testing coordinator for the school and therefore can better place students in the appropriate STAR testing module. In the past some students may have been inadvertently given the wrong test module.
- The district provides new teacher induction programs for teachers joining the district. However San Andreas does not have an induction program for new staff joining the school. The principal does meet with new staff and provided information taken from the California Continuation Education Association website. No formal handbook exists for staff presently.
- All San Andreas teachers participated in the Beginning Teachers Support and Assessment (B.T.S.A.) program offered by the superintendent of instruction. In the program, teachers learn how to design instruction and develop assessments in their curriculum areas.
- Staff Development time has been made available to address state and district assessments. San Andreas’ teachers have met with their district departments to discuss and develop activities within their area of study in an attempt to support students on state and district assessments.
- The small and intimate nature of San Andreas means that the staff has access to the principal. The leadership team does meet infrequently, but most discussion regarding school policy takes place with the whole school staff at staff meetings.
- 100% of the staff at San Andreas, certificated and classified, meet the No Child Left Behind statute of “highly qualified.” All staff teach within their credentialed

area of expertise. A limited elective course offering allows some staff to branch out into offering activities of their interest. (i.e. agroecology)

- The staff at San Andreas has been involved with collegial strategies with other district teaching staff members beyond San Andreas. However there is very limited staff collaborative activities presently offered at San Andreas. The leadership activities have allowed staff members to work collaboratively on particular projects.

A4 Strengths

1. The district provides a beginning teacher training program for all teachers coming into the district to help teachers with instructional design.
2. Due to the small and intimate nature of San Andreas, all staff is involved in discussions of school policy and decision making.
3. All instructional staff at San Andreas meet the No Child Left Behind highly qualified requirement.

A4 Prioritized Growth Areas

1. San Andreas should have a support program for new teachers to help them learn how to align instruction with the ESLRs.
2. San Andreas staff and specifically teachers need more opportunities for collaboration to develop curriculum and programs that are aligned with the ESLRs.

A5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Evidence Inventory:

1. Staff development requests for conferences and inservice opportunities
2. District evaluation policy and options to “regular evaluation procedures”.
3. Schedule of district and school site inservice days calendar.
4. Master schedule outlining district teacher work load and preparation periods.
5. Extended staff development: Rick Smith and developing classroom climate.

Findings:

- Student performance data is reviewed at the district level in Instructional Council and district department facilitators coordinate staff development around data trends and growth areas. Site staff development is also influenced by data.
- All teaching staff within the Tam District is scheduled for two preparation periods during the course of the regular seven period school day. The staff at San Andreas understands that on occasion they may be asked to teach beyond the number of preps that the teachers in the regular high school are asked to teach.
- Staff development funds are available at both the school site and through district funding initiatives. San Andreas has had a “carry over” amount in funding in each of the last 3 years. No staff member either certificated or classified has been denied the opportunity to attend an inservice opportunity in the last 3 years.
- All staff at San Andreas is evaluated in accordance with district policy. Certificated staff who hold tenure are evaluated every two years. Classified staff are also evaluated every two years. Certificated staff with positive evaluations and 5 years of experience may opt for an alternative form of evaluation that provides for staff to work with colleagues and or the principal in a mutually agreed area of interest, examining exemplary practice. New staff members are evaluated each of the two years required to obtain tenure. The traditional evaluation process includes classroom observations by the principal and pre and post conferences to establish and evaluate the focus of the instructional activity. Formal observation of classified staff consists of interviews and discussion around a series of standards of performance.
- Besides the evaluation process, there is a new teacher induction program, supported by mentors from within the district to guide both new and experienced teachers who are new to the district through the program.

- With the advent of the high school exit exam, staff at San Andreas have attended both district and locally organized workshops. Trainings have recently been held to help teaching staff responsible for presenting CAHSEE instruction with newly developed online resources. Inservice has been provided by the district to teaching staff to meet the needs of students who need extra support in meeting CAHSEE requirements.
- Most recently the staff at San Andreas underwent an extended inservice opportunity presented by Rick Smith that examined how to establish the classroom climate necessary for student success. Several staff members utilized the information from the workshops into their instructional program.
- Currently the staff at San Andreas does not have individual learning plans for staff development.
- Other than data for academic performance, there is little data with respect to the Life Skill and Health ESLRs. Therefore, staff development has not been focused in those areas.

A5 Strengths

1. The district and staff attempts to align staff development to trends and growth areas identified in student performance data
2. Preparation time and staff development funding is available to staff and teachers
3. Recent staff development has been aligned specifically with CAHSEE instruction

A5 Prioritized Growth Areas

1. There is a need for more data to measure progress towards the Life Skill and Health ESLRs. Once more data can be obtained, staff development can be better aligned with the ESLRs.
2. Staff members need individual plans for staff development aligned with the ESLRs.

A6: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the programs(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Evidence Inventory:

1. Operating budget for all programs at San Andreas.
2. Title one budget and Title One plan for San Andreas.
3. Safety budget and plan for San Andreas.
4. Master plan for facilities for the Tam District.
5. Staffing list for San Andreas.
6. Minutes of instructional council meetings re; textbook adoptions and textbook allocations.
7. Maintenance and operations procedures for all school sites.

Findings:

- Funding allocation for San Andreas is based on a per pupil basis with additional instructional and administrative support funding. Staffing ratios at San Andreas exceed the district norm with regard to counseling, but student to teacher ratios are at the contract maximum. The school has the opportunity to request additional funding when needs arise. The school also receives Title One funding.
- The Tam district office of instruction provides monitoring and funding to update and maintain instructional materials. A yearly allocation is provided to each site to cover both repair and maintenance of equipment. A yearly allocation for technology upgrades is also provided from the District office. The opportunity to request additional funding when the need arises also exists.
- The facilities at San Andreas were modernized in 2005. All classrooms were upgraded for technology enhancement during the renovation. The campus is the first wireless campus in the Tam district. In 2007, San Andreas will add another 1200 square foot workspace classroom as a result of the 2006 Tam district bond. The new workspace will accommodate ceramics and woodshop equipment.
- The staff at San Andreas is made up of 7.6 full time equivalent (FTE) teachers, one FTE special education teacher, 0.4 FTE ROP Graphic Arts teacher, one administrator, one FTE counselor, 0.2 FTE psychologist intern, 0.2 school psychologist, one FTE staff assistant, 0.3 FTE college and career counselor, 0.2 FTE school to career coordinator, one FTE literacy portfolio instructional assistant, one FTE administrative assistant, 0.8 FTE attendance clerk, 0.6 FTE special education instructional assistant, 0.2 technology assistant and 0.5 FTE custodian.
- All staff, certificated and classified, meet the No Child Left Behind requirements for “highly qualified” status.

- The physical plant and the maintenance of the school are supported by the Tam district Maintenance and Operations office (M & O). A computerized system is in operation for the school to report problems, and/or make requests for the upgrading of school facilities. Issues of health and safety are dealt with immediately. General maintenance and supervision of the plant, including landscaping is handled in a timely manner by M & O.
- General facilities are well maintained. All classrooms are equipped with telephones, and a public address system. The lack of a custodian during the early part of the day has in the past caused minor issues with respects to problems with bathrooms. M & O do respond as quickly as possible but delays sometimes impact the bathrooms. In addition, students provide maintenance support with recycling and trash.
- San Andreas has a good ratio of computers to the student body. However, some of the computers are older models that are unable to meet all teacher and student needs. All classrooms have access to the Internet. Currently four of the eight classrooms have more than twelve computers, providing a lab style experience. All classrooms with the exception of one of the social studies classrooms have three or four computers. San Andreas was the District's first wireless campus.
- Title One funding provides for a full time instructional assistant to help students meet the district's portfolio outcome. Recent funding cuts to Title One have prompted the district to support the addition of a 0.6 FTE mathematics teacher to assist students with CAHSEE prep. The District has also provided support for online programs designed to enhance both language arts (Plato) and mathematics (Cognitive Tutor.)
- Funding from the School Safety grant has supported programs designed to enhance the program at San Andreas and allow students to achieve the expected schoolwide learning results. Assemblies and field trips along with special day long programs have been developed to support student health.

A6 Strengths

1. Staffing ratios for teachers are aligned with the contract.
2. San Andreas has a modernized campus and will have a new building for an expanded elective program in 2007. The facilities are well maintained.
3. San Andreas has a good ratio of computers and full internet access, wireless in most areas.
4. Title One and the district have provided additional support for literacy and mathematics.

A6 Prioritized Growth Areas

1. Title One support has diminished necessitating the need to bring in additional mathematics support. Funding for mathematics support and the literacy position needs to come from district revenue sources as Title One support continues to drop.
2. Many of the computers are getting old and additional revenue needs to be found in order to replace old equipment at an adequate rate.

B: Standards Based Student Learning: Curriculum

B1: To what extent do the students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results? [Through standards-based learning (i.e. what is taught and how it is taught), the expected school-wide learning results are accomplished].

Evidence Inventory:

1. Student Performance Data
2. Tamalpais Union High School District Courses of Study
3. State Frameworks and Standards
4. Teacher assignments and lessons from various subject areas
5. Student work samples from various subject areas
6. Student CORE Literacy Portfolios
7. Student work on the San Andreas Server
8. Student survey responses
9. Staff survey responses
10. Parent Survey Responses
11. Student Schedules
12. Master Schedule
13. Student Transcripts
14. Student Progress toward Graduation

Findings:

- Students are enrolled in courses that are aligned with the district courses of study, which are aligned with the state standards. Teachers utilize the courses of study to develop and plan their courses.
- There has been growth in student participation and performance over the last five years with respect to standards-based assessments in all subject areas. In addition, there has been an increase in student and staff buy-in towards the state standards. However, there is a very low rate of proficiency in all academic areas.
- Many teachers review the district's courses of study and state standards and frameworks to inform and develop curriculum. These items guide classroom curriculum choices along with other factors such as student interest, relevance, connection with real-life experience, etc... The standards and frameworks are reviewed individually and at staff meetings and staff development days.

- Teachers consistently work and are committed to improving, modifying and redesigning curriculum to make courses more challenging and satisfying for students.
- The majority of teachers are not using the state assessment data to assist their curriculum choices. The data is discussed at staff meetings and during staff development at the school site and with district departments, but little is done to influence instruction as reported on staff survey.
- San Andreas has a course specifically designed to support the teaching of the standards that are assessed on the California High School Exit Exam language arts and mathematics tests. The curriculum for those courses comes directly from the California Department of Education and private exit exam support materials.
- San Andreas has a course specifically designed to help students meet the districts computer literacy requirement. Teachers provide curriculum directly aligned with the standard.
- San Andreas has a course specifically designed to help students meet the districts CORE Literacy Portfolio requirement. Teachers provide curriculum directly aligned with the standard.
- There is some collaborative development of curriculum between teachers in like or different disciplines.
- The district courses of study, graduation requirements and state standards are aligned with the Academics and Standards' ESLR. There has been staff development aligned with the Academics and Standards' ESLR. Some curriculum is designed to support the Health and Life Skills' ESLRs. There has been little staff development to address these issues formally. There is an annual health and career day for students. Teachers make curriculum choices that inform students about making productive health and life choices. However, there is not as much focus on supporting Health and Life Skills in comparison with Academics and Standards.
- Students have taken CST tests according to grade level instead of the subject area in which they are enrolled. This may have resulted in lower test scores.

B1 Strengths

1. Instruction is aligned with courses of study and state standards. Buy-in towards standards-based assessment is increasing.
2. There is staff meeting and staff development time provided to review curriculum and assessment results.
3. There are support classes for students who have not passed the CAHSEE, the computer literacy tests, or the core literacy portfolio.
4. Title One and the district have provided additional support for literacy and mathematics.

B1 Prioritized Growth Areas

1. Student performance on standards-based assessments needs to be improved in all subject areas
2. San Andreas teachers need to review performance data and modify instruction to improve scores in all subject areas
3. Teachers need to collaborate more to develop curriculum that is innovative and interesting
4. The testing coordinator and teachers need to ensure that students are taking the STAR tests according to the subject area they are enrolled. Teachers need to utilize curriculum that prepares students for the STAR exam
5. Teachers need to develop curriculum that supports the Life Skill and Health ESLRs.

B2: To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Evidence Inventory:

1. Student survey responses
2. Staff survey responses
3. Parent Survey Responses
4. Student Schedules
5. Master Schedule
6. Student Transcripts
7. Student Progress toward Graduation
8. Robert Steele's (Parent and Community Member) interviews with College Career Specialist and School to Career Specialist
9. School to Career Annual Report
10. Student Review Agendas
11. College and Career Center Staff Observations

Findings:

- San Andreas students are heterogeneously grouped with respect to grade and ability level in most cases. Currently, math classes are grouped according to student ability. Special education students and second language learners are mainstreamed into our classes. Students have access to all courses, but the majority of schedules are developed with graduation requirements as a priority.
- Other than pre-determined requirements for graduation, there is no personal learning plan developed for students. Advisors and the counselor monitor graduation progress and follow a graduation plan, but there is no extension to personal learning or growth. Students' specific learning needs are not addressed through collaborative planning outside of monthly student review discussions and IEP and 504 plans.
- All students have access to the college and career center and the school to career program. Some students take advantage of those programs. In 2005/2006, San Andreas seniors completed a post-secondary preparation program to help them transition to life after high school. This program is being offered as a class through Regional Occupational Program to all grade levels currently. Seniors are encouraged but not required to take the course.
- A student leadership group and student advisory group meet infrequently to discuss issues and plan school activities.
- The College and Career specialist is available for 10 hours per week to help students plan and prepare for college. Many of the catalogues and resources in

the College and Career Center are out of date. Some students are enrolled in a work experience (WEEP) program. The School to Career specialist is available one day per week to help students find internship opportunities. Few students are taking advantage of this support. San Andreas no longer has an employment and training coordinator to run the W.E.E.P. program and maintain employment resources. This is currently an additional responsibility of the College and Career specialist. The College and Career center lacks an easy to use and readily available list of services. In addition, there are few classroom visits and no formal process for assessing students' skills and aptitude with respect to career preparation.

- There is currently very limited tracking of what San Andreas students do after graduation.

B2 Strengths

1. Students have access to all courses and are scheduled to meet graduation needs.
2. All students have access to the college and career center.

B2 Prioritized Growth Areas

1. Students' specific learning needs need to be addressed through Personal Learning Plans and collaborative planning involving all stakeholders
2. The college and career center needs to be staffed, open and supported for more hours than it is currently. Employment assistance and college and career support need to be emphasized and required for all students. Strategies need to be developed so that all students are reached by the college and career center.
3. Student leadership needs to be expanded and its role formalized
4. A plan and system for tracking graduates in the years after they leave San Andreas needs to be developed.

B3: To what extent are students able to meet all requirements of graduation upon completion of the high school program?

Evidence Inventory:

1. Student Transcripts
2. Graduation Rates
3. Student Performance Data
4. Annual Graduation Lists

Findings:

- More than 90% of seniors have graduated in each of the last 5 years. All students who graduate have met state and district assessment requirements. Students who are unable to meet the requirements at the end of 4 years of high school are usually invited back for a 5th year.
- In 2006, only 1 student did not pass the California High School Exit Exam, and 4 students did not pass the Core Literacy Portfolio Requirement. The students who did not meet the portfolio requirement were also deficient in credits required to graduate.
- Students are enrolled in courses to meet graduation requirements and support courses to help with state and district assessments.
- Students meet graduation requirements but are not achieving all points of all the ESLRs. There is no measure or method that tracks student progress towards the ESLRs as a whole.

B3 Strengths

1. San Andreas has a high graduation rate.
2. San Andreas' students are highly successful on the CAHSEE exam and in meeting district graduation requirements.
3. Courses are available to help students meet state and district graduation requirements.

B3 Prioritized Growth Area

1. Each student needs a plan that is closely monitored to assess progress towards ESLRs.

C: Standards-Based Student Learning: Instruction

C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Evidence Inventory:

1. Teacher assignments and lessons from various subject areas
2. Student work samples from various subject areas
3. Student CORE Literacy Portfolios
4. Student work on the San Andreas Server
5. Student survey responses
6. Staff survey responses
7. Parent Survey Responses
8. Healthy Kids Survey

Findings:

- Students are required to complete the district graduation requirements, which include coursework and assessments. The requirements are challenging and extensive.
- Teachers use a variety of innovative teaching methods including debates of controversial issues, individualized instruction, Socratic seminar, Teachers Curriculum Institute social studies instructional methods, and art projects. They address a variety of learning styles by providing a variety of strategies that address different learning methods – audio, visual, music, kinesthetic, real-life experience, guest presenters, and field trips.
- Student performance data continues to show low proficiency in all subject areas indicating a gap in instruction and learning of the concepts and standards. The majority of teachers are not using student performance data to inform their instructional choices. However, teachers are familiar with the state standards and frameworks, and they use their knowledge to compliment instruction.
- Teachers are addressing the health and life level ESLRs at certain levels with instruction, but the emphasis of staff development has been on academics rather than health and life skills.

C1 Strengths

1. Teachers use a variety of innovative teaching methods
2. Teachers are familiar with and utilize state standards and frameworks

C1 Prioritized Growth Areas

1. Student performance data needs to be reviewed by teachers and instruction modified or augmented to improve student performance.
2. Teachers need to address health and life skills in instruction to ensure that students meet all ESLRs.

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Evidence Inventory:

1. Teacher assignments and lessons from various subject areas
2. Student work samples from various subject areas
3. Student CORE Literacy Portfolios
4. Student work on the San Andreas Server
5. Student survey responses
6. Staff survey responses
7. Parent Survey Responses

Findings:

- Teachers integrate technology as part of instruction in a variety of ways including word processing, Internet research, PowerPoint presentations, microscopes, telescopes, gardening and building technology, computer-based instruction and calculators, and spreadsheets.
- Teachers provide opportunities for a variety of experiences above and beyond the textbook in including field trips and other hands-on activities. Teachers try to connect instruction with the students' real-life experiences and prior knowledge. Teachers attempt to connect with student interest.
- There are some hands-on opportunities for students in classes, but the amount could be increased in all subject areas. Students would benefit from increased laboratory exercises in science. The elective program has some hands-on opportunities through art, computer/graphics, P.E. and agro-ecology, but the opportunities and facilities for hands-on and alternative learning experiences could be expanded. The new building being built at San Andreas with facilities and materials for woodworking, small engine repair, and an expanded art program will provide additional hands-on learning opportunities.
- Students at San Andreas struggle to be successful for a variety of reasons including learning disabilities, emotional instability, attendance issues, physical and mental health issues, economic and home issues, and behavior issues. Other than a monthly student review meeting, there is little time to learn about, collaborate and develop strategies to support students who have unique learning needs.

C3 Strengths

1. Teachers integrate technology into their instructional practices.
2. Teachers attempt to connect with student interest and real life. Instruction is not limited to the textbook.
3. New facilities are being added in 2007 to increase the opportunities for hands-on experiences.

C3 Prioritized Growth Areas

1. Teachers need to collaborate and develop more innovative and hands-on instruction that engages and motivates students to learn.
2. Teachers need to collaborate and develop strategies to support students with unique learning needs.

D. Standards-Based Student Learning: Assessment and Accountability

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?

Evidence Inventory:

1. Student Performance Data and Analysis
2. Staff Meeting Agendas
3. Staff Development Agendas
4. District Instructional Council Agendas
5. School Accountability Report Card
6. Teachers systems for awarding credit and grades
7. Healthy Kids Survey
8. Staff survey responses
9. Parent Advisory Agendas
10. School Board Agendas

Findings:

- The Department of Instruction for the Tamalpais Union High School District under Assistant Superintendent Steve Butler is responsible for collecting, disaggregating, analyzing, and reporting of student performance data to all shareholders in the community.
- Student Performance Data is discussed and analyzed at all levels within the district – school board, instructional council, district departments, school sites, school departments. Parents receive information about their child and school, and overall data for the district and schools is public information.
- San Andreas staff analyzes student performance data at staff meetings and during staff development time on a regular basis throughout the year.
- The Educational Task Force reports on student progress on district assessments. The reports are presented to the school board and the TUHSD Instructional Council. In addition, the reports are discussed at San Andreas and available to the parent community. The data is made available to parents through mailings to each parent and the Parent Advisory Committee. School Accountability Report Cards are available online at the district website.

D1 Strengths

1. Student performance data is analyzed and reviewed in a professional manner by the school board, district, and school site.
2. Student performance is made available to all stakeholders.
3. San Andreas staff reviews student performance data at staff meetings

D1 Prioritized Growth Area

1. Performance data needs to be part of each student's personal learning plan, and all stakeholders need to be involved in monitoring that plan.

D2: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Evidence Inventory:

1. Teacher assignments and lessons from various subject areas
2. Student work samples from various subject areas
3. Student CORE Literacy Portfolios
4. Student work on the San Andreas Server
5. Student survey responses
6. Staff survey responses
7. Staff Meeting Agendas
8. Staff Development Agendas
9. Teachers systems for awarding credit and grades
10. Healthy Kids Survey

Findings:

- Teachers assess students in a variety of ways including tests, quizzes, student interviews, projects, PowerPoint presentations, oral presentations, debates, experiments, oral quizzes, position papers, essays, research papers, computer software assessments, and varieties of writing assignments.
- Teachers utilize a combination of standards-based assessments (written, oral, objective) and real-life application based assessments (research of warning labels on foods, analysis of pay check to determine future pay, letters to organizations and the government, journal assignments).
- The CORE Literacy Portfolio is an authentic assessment of the reading, writing, and speaking skills of each student. In order to graduate, students must pass their portfolio requirement. The majority of work in the portfolios is being generated in the portfolio support classes and/or comes from the students' previous school.
- Teachers at San Andreas are sensitive to student needs and the variety of learning styles among students. Teachers create and implement individualized assessment where necessary.
- Students who are falling behind or missing class are expected to approach the teachers about how they can catch up. Some students are not aware of this procedure. Some students approach teachers to check on class progress with respect to grades and credit. There is no evidence of a formalized progress check

for students during six-week sessions. Students find out their grades and credits every 6 weeks through report cards, reviewed in advisory period.

- Teachers attempt to individualize and differentiate instruction after reviewing student performance on classroom assessments, but many students continue to struggle even after modifications.
- There are few examples of students assessing themselves or peer assessment across subject areas.

D2 Strengths

1. Teachers assess students in a variety of ways including standards-based assessments and real life application based assessments.
2. Teachers create individual assessments when necessary for students
3. San Andreas staff reviews student performance data at staff meetings

D2 Prioritized Growth Areas

1. Students need to generate work in all classes to support completion of the portfolio.
2. Teachers need to provide more frequent updates to students on their progress during each 6-week period.
3. Teachers need more opportunities to collaborate and develop individualized, differentiated, and alternative assessments that will measure student progress towards ESLRs accurately.
4. Students need more opportunities to self-assess their overall progress towards ESLRs.

D3: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Evidence Inventory:

1. Student Performance Data and Analysis
2. Staff Meeting Agendas
3. Staff Development Agendas
4. San Andreas Staff Lists
5. Staff survey responses
6. Healthy Kids Survey
7. Teacher Assignments

Findings:

- Students are assessed by teachers in the classroom and through state and district assessments, but there is no formal system for monitoring student growth within the school other than reviews of progress towards graduation.
- Student Performance Data is discussed and analyzed at all levels within the district – school board, instructional council, district departments, school sites, school departments. Parents receive information about their child and school, and overall data for the district and schools is public information.
- In monthly student review meetings, the San Andreas staff discusses and develops plans to support students who are struggling. The school counselor usually implements the plans with the support of the staff.
- San Andreas staff analyzes student performance data at staff meetings and during staff development time on a regular basis throughout the year.
- Students work with advisors and the school counselor to monitor progress towards completion of coursework and progress on district and state assessments. Efforts have begun to have students track their own progress in advisory.

D3 Strengths

1. Student performance data is available for review by all stakeholders. San Andreas staff reviews the data.
2. Student Review meetings provide a format for monitoring and planning for student success.

D3 Prioritized Growth Area

1. A more frequent and systematic process needs to be in place to monitor student progress towards the ESLRs. Each student needs a plan for growth that can be monitored by the students, parents, and staff at San Andreas.

D4: To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Evidence Inventory:

1. Student Performance Data and Analysis
2. Staff Meeting Agendas
3. Staff Development Agendas
4. Staff survey responses
5. Parent Advisory Agendas

Findings:

- The San Andreas staff regularly discusses student performance on state and district assessments. The goal of those discussions is to determine how the program can be improved. The instructional program has been changed to include California High School Exit Exam language arts and mathematics and Core Literacy Portfolio support courses.
- In order to assist students with their CORE Literacy Portfolio and other literacy assessments, San Andreas has a literacy coach who works one on one with students to complete their portfolios. The literacy coach is funded through Title 1 funding which has been cut heavily in recent years.
- The majority of teachers are not using the state assessment data to inform their curriculum choices. The data is discussed at staff meetings and during staff development at the school site and with district departments, but little is done to influence instruction.
- There are no formal measures of student progress towards the health and life skill ESLRs.

D4 Strengths

1. San Andreas staff discussed student performance on a regular basis.
2. San Andreas has a literacy coach to help students with the Core Literacy Portfolio.

D4 Prioritized Growth Areas

1. A more frequent and systematic process needs to be in place to measure student progress towards the ESLRs. There needs to be an assessment in place to monitor progress towards all ESLRs.
2. The literacy coach position needs to be supported permanently in order to maintain one to one support and continue student success on literacy assessments.

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

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Evidence Inventory:

1. San Andreas Web Site
2. Parent Advisory and Site Council (meeting minutes)
3. Flyers for Back-To-School Night and Open House
4. Parent/Student Orientation evenings
5. Parent Newsletter
6. Teachers as Advisors
7. Outside Speakers
8. Progress/Report Cards (every 6 weeks)
9. Volunteer Sign-up sheet in registration packet
10. On-going parent/student/counselor meetings

Findings:

- San Andreas Staff and Leadership have worked hard to encourage parent participation within the school. Participation rates have varied widely due to the nature of the school population and the transitory rates of students.
- At the time of the last WASC, the parent advisory committee had regular monthly meetings in the morning, which allowed both staff and students to attend. More recently, however, a survey of potential parent participants requested evening meetings. There has been a decline in staff and student participation as a result.
- All students entering San Andreas meet with the school counselor for an orientation to the school. Expectations are outlined for parents and students to ensure success in the academic program. The counselor organizes school-wide group meetings at the beginning of each year and grading period to inform parents and students of the expectations of the school.
- San Andreas has a new advisory program that meets each morning for 18 minutes. Up until two years ago, teachers were responsible for advising students and contacting families with issues regarding attendance and academic progress. Over the past two years, a change in the advisory set-up has led the utilization of an automated phone-calling system for attendance, and the primary responsibility

for contacting parents regarding daily attendance and progress towards graduation is now done by the counselor, principal, and attendance clerk.

- In the 3-year instructional plan of 2002-2005, a goal for increasing parent participation was to produce two newsletters per year outlining info about the school and activities. More recently, the newsletter has been produced on a monthly basis and currently the Parent Advisory Committee has taken over the production of the newsletter itself.

E1 Strengths

1. San Andreas has a variety of methods for involving parents including the Parent Advisory Committee and school orientation program.
2. The San Andreas newsletter provides more information for parents about the school.

E1. Prioritized Growth Areas

1. The Parent Advisory Committee structure and timing needs to be reviewed so that more parents, students, and staff can be involved.
2. Increased communication between all staff, students, and parents, is a priority. Student progress needs to be discussed and monitored at all levels.

E2. *To what extent is the school a safe, clean and orderly place that nurtures learning?*

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Evidence Inventory:

1. Safety Coordinator positions description
2. Staffing Positions: Campus supervisor and custodial
3. Suspension and Expulsion Records
4. Recycling Bins
5. Graduation requirements
6. Student Probation Data
7. Student review agendas
8. Staff development agendas
9. Student Survey Results
10. Staff Survey Results
11. Parent Survey Results

Findings:

- In collaboration with the parent advisory, the school has an established safety plan that addresses the needs of the students on and around the campus. Funding from the safety budget provides for two safety coordinators responsible for site safety and communication systems for the principal, school counselor, and the campus supervisor.
- Safety and general fund money has also been used to support school-wide activities such as health day, peace day, career day, etc... to promote campus safety and awareness.
- There is on-going communication between San Andreas, Redwood High School and the District Office to alert and identify suspicious characters/situations.
- There is an on-going recycling/campus clean-up program maintained by staff and students.
- Student Review takes place once a month. It involves the entire faculty and is designed to focus attention on students and families identified as of great concern, most at risk, or exhibiting a change in behavior or a change in program that needs to be communicated to the staff as a whole. Facilitated by our full time counselor, the meeting format is a problem solving approach – identify area and evidence of concern, look at options, develop intervention plan and method of implementation, and follow-up for the key players. Staff discuss students for whom they have concerns.

- There is an on-going relationship with and presence of Juvenile Probation Department. Many San Andreas students are on probation, and San Andreas supports students in their work with the Juvenile Probation Department.
- Carry-over funds have been used to partially fund psychological counseling services. The loss of Marin Community Foundation Grant has reduced psych services from one full time position to 5 hours per week. Increased funding from the district has not been able to close the gap.
- Expulsions from SA are fairly rare and the school follows the board policy evident throughout the district.
- The majority of suspensions at SA are for defiance. Second leading cause is substance abuse. The staff takes pride in the fact that the campus is generally safe and free from acts of violence and harassment. The student survey indicates that harassment and discrimination do occur among students.

E2 Strengths

1. San Andreas has an established safety plan and funding to support it.
2. Funding and activities are in place to support campus safety and awareness.
3. Expulsions are rare at San Andreas.
4. Staff is committed to having a campus free from discrimination, violence, and harassment.
5. Juvenile probation and San Andreas work together to support students.
6. Student review provides an opportunity to monitor student progress.

E2 Prioritized Growth Areas

1. Psychological counseling and support is insufficient at San Andreas. Psychological support needs to be returned to previous level and increased from 5 hours to full time
2. San Andreas needs to develop a greater level of community where there is even less discrimination, harassment, and violence.

- E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?*
- E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?*

Evidence Inventory:

1. Independent Study and Alternative Instructional Records
2. Master schedule
3. Staffing Descriptions
4. Suspension and Expulsion Records
5. Class Size Data
6. Student Review Agenda
7. College/Career center
8. Job-shadowing program Description
9. School-to-Career Program Description
10. Robert Steele's College/Career Center Report
11. Internship/Job Apprenticeship Program Description
12. Field Trip Descriptions

Findings:

- Master schedule created every six weeks to allow for students to access required courses. The schedule allows for students to earn credit at an accelerated rate to close any credit deficits. Additionally, this frequent change addresses the monotony that our students often feel with an extended semester of each course.
- Independent study is offered on a limited basis for those students needing employment or those experiencing extenuating circumstances within the family.
- The master schedule provides opportunity for students to participate in the Work Experience Program without academic penalty.
- Counseling services at San Andreas have been inadequate over the past few years due to grant-funded positions. In 2005, a full time counselor was provided by the district. This individual is responsible for providing personal and academic counseling services, crisis intervention, family intervention, development of the master schedule and scheduling of the entire school body and, in the absence of the principal, acts as designated administrator. Additionally this individual acts as registrar, intake coordinator, coordinator of all state and district standardized testing and facilitates new-student orientation.
- San Andreas has enjoyed a number of initiatives that provided additional monies for counseling services. However, the recent loss of Title 1 funding and decreases in contracted counseling services due to the loss of grant money has

resulted in the loss of supplemental counseling services in the form of the elimination of the Employment, Welfare and Attendance Counselor position, a decrease in the hours of our College and Career Specialist and a drastic decrease in hours for our clinical internship position.

- San Andreas has a full time resource specialist with an instructional aide for 4 hours per day, serving a caseload of 28 students. Additionally, we have the services of a district provided school psychologist one day per week to assist with psycho-educational assessment and clinical support for our special education population.
- Currently, the school has been able to access Title 1 funds to provide an instructional assistant for literacy support. Those funds have been cut recently and the funding to support the literacy coach position has come into question.
- Currently, the average class-size at San Andreas is approximately 14 to 16 students.
- Each teacher also takes on the role of Academic Advisor for a caseload of approximately 15 students. Advisory period is built into the master schedule and meets daily for 18 minutes. During this time, the teacher/advisor reviews the academic, attendance, and overall status of each student.
- Student Review takes place once a month. It involves the entire faculty and is designed to focus attention on students and families identified as of great concern, most at risk, or exhibiting a change in behavior or a change in program that needs to be communicated to the staff as a whole. Facilitated by our full time counselor, the meeting format is a problem solving approach – identify area and evidence of concern, look at options, develop intervention plan and method of implementation, and follow-up for the key players. Staff discuss students for whom they have concerns.
- Our College/Career Center is a comprehensive information center for students and families pursuing post-high school plans involving college placement, vocational and/or trade school programs, college entrance testing information, employment – job shadowing – internship – apprenticeship opportunities. We have a part-time College/Career Specialist here 4 days per week for a total of 10 hours, a School-To-Career Liaison, provided by the Marin County Office of Education, here one full day per week, a host of guest speakers and representatives from nearby colleges, programs, and businesses, and a full library of resource materials, including written and audio-visual, pertaining to the vast options (during high school and post-high school) available to our students. Ideally, we would like to expand the College/Career Specialist position to full time and increase the School-to-Career Liaison position and build upon our

vocational/ROP/trade school programs to better address the goals and objectives of our students.

E3 and E4 Strengths

1. Master schedule is reviewed frequently to ensure that appropriate courses are offered.
2. Independent study is available for students whose needs necessitate an alternative schedule.
3. Work experience program is available to students.
4. San Andreas has appropriate special education staffing.
5. San Andreas maintains small class sizes.
6. Teachers have time during advisory to meet individually with students.
7. Student review provides a format for monitoring students.
8. A college and career center is available to students.

E3 and E4 Prioritized Growth Areas

1. San Andreas needs a minimum of 1 full time position to support college and career services and employment, training and welfare services. These are essential components of the school program and meet important needs of students.
2. The literacy coach position needs to be supported permanently in order to maintain one to one support and continue student success on literacy assessments.
3. San Andreas needs to expand the College/Career Specialist position to full time and increase the School-to-Career Liaison position and build upon our vocational/ROP/trade school programs to better address the goals and objectives of students.

Chapter V

School-wide Action Plan

The San Andreas staff, students, and parents participated in the self-study process and examined evidence and data to determine our action plan needs. After completing the self-study, stakeholders met and worked to develop the action plan. The action plan has been reviewed in a variety of settings including all of the following: student advisory representatives meeting, staff meeting, district WASC support group meeting, Parent Advisory Committee meeting, and a San Andreas School Site Council meeting. The following are the four goals of our action plan:

Action Plan Goal #1: San Andreas High School will develop and implement a comprehensive Personal Growth Plan (PGP) for all students

Action Plan Goal #2: To improve student performance as measured by:

- An increased number of students who score at or above the proficiency level and meet Annual Measurable Objectives on the CST for English Language Arts, Mathematics, Social Studies and Science
- Consistent student success on the CAHSEE language arts and mathematics tests as measured by continued achievement of a 90% or better passing rate by senior year
- Consistent student success with district assessments and graduation requirements as measured by continued achievement of a 90% or better passing rate and graduation rate

Action Plan Goal #3: San Andreas High School will provide a variety of vehicles for students to develop their skills towards becoming effective citizens, self-directed adults, and collaborative workers.

Action Plan Goal #4: San Andreas High School will provide a variety of vehicles for students to develop their skills towards exhibiting self-discipline and accepting individual responsibility towards making healthy life choices

Our plan focuses on supporting students in the achievement of the ESLRs. In developing the action plan, we reviewed and addressed the 4 criteria for meeting Adequate Yearly Progress under No Child Left Behind – participation rate, percent proficient on annual measurable objectives, API as additional indicator, and graduation rate. We are committed to supporting the whole child at San Andreas, and our plan and ESLRs will help guide us in our efforts. The action plan clearly states the specific steps we will take to accomplish our goals, although we realize that we need to break down each step into individual tasks, and to formalize, implement, evaluate, and document each step. The San Andreas leadership team will maintain the responsibility for the implementation of the action plan, supporting staff members will all assist in facilitating the process.

Goal #1 is the foundation of our action plan. Our students need a Personal Growth Plan (PGP) that will allow all stakeholders to monitor and plan for success. The personal growth plan will be the method for guiding and tracking progress towards the ESLRs. Goal #2, 3, and 4 are all dependent on the success and efficiency of the PGPs. In addition to the PGP, there are essential steps that are present in Goal 2, 3, and 4. Each goal requires a committee to monitor and develop curriculum aligned with the ESLRs, and each goal contains a staff development component that is critical for its success.

The San Andreas action plan will be a success with the continued commitment of all stakeholders. It is a plan that will carry our students and school into the promise of the future.