

San Andreas Continuation High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	San Andreas Continuation High School
Street	599 William Avenue
City, State, Zip	Larkspur, CA 94939
Phone Number	(415) 945-3786
Principal	David Luongo
E-mail Address	dluongo@tamdistrict.org
Web Site	www.tamdistrict.org/sanandreas
CDS Code	21-65482-2134419

District Contact Information	
District Name	Tamalpais Union High School District
Phone Number	(415) 945-1020
Superintendent	Dr. Tara Taupier
E-mail Address	ttaupier@tamdistrict.org
Web Site	www.tamdistrict.org

School Description and Mission Statement (School Year 2018-19)

San Andreas Mission Statement: San Andreas High School students challenge themselves, discover their passions, apply knowledge, and demonstrate a commitment to personal and intellectual growth as they pursue their goals and aspirations. Students meet or exceed rigorous expectations.

San Andreas High School is the Tamalpais Union High School District's continuation school, and is one of a number of alternative programs in the district. San Andreas is an accredited high school from the Western Association of Schools and Colleges.

San Andreas High School has a maximum enrollment of 110 students. Students come to San Andreas from Tamalpais, Sir Francis Drake, Redwood, and Tamiscal High Schools. These students are referred to San Andreas because their needs may be better addressed in an alternative continuation school setting.

The instructional staff consists of a full time principal and 6.8 FTE credentialed teachers, one of which is a special education resource teacher. The resource teacher is supported by one instructional assistant. Other support staff include a one-day per week school psychologist, a full-time counselor, a part-time college & career specialist, a part-time health counselor, a one day a week "School to Career" counselor, staff assistant, attendance clerk and a full-time secretary.

San Andreas is developing a rich curriculum that is aligned with the district and state graduation requirements. There are classes in English, science, math, social studies, fine art, and computer education. San Andreas has an excellent art studio with photo lab, computer lab, science lab, and a multi-purpose room that is the site for food services and our assembly program. Class sizes are relatively small (average 13 to 1) and instruction is differentiated to meet individual student needs. Students attending San Andreas are required to complete all Tam District and State outcomes for graduation.

The majority of students at San Andreas have encountered some difficulties in their previous schools. Our staff is very experienced, and prides itself on its ability to help students re-establish themselves in a school setting. There is an emphasis amongst the staff to meet the social emotional needs of our students by using trauma informed practices and culturally responsive teaching practices.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	1
Grade 11	24
Grade 12	52
Total Enrollment	77

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	15.6
American Indian or Alaska Native	0.0
Asian	3.9
Filipino	0.0
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	5.2
White	39.0
Socioeconomically Disadvantaged	57.1
English Learners	2.6
Students with Disabilities	22.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	8	8	7	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 12/2017

The district uses a curriculum review and development process that ensures all district curriculum is compared to state content standards at least every five years. The selection and evaluation of the instructional materials is coordinated with the process for curriculum development. This curriculum cycle also provides opportunity to update supplementary and electronic instructional materials. All students in the district are provided copies of and access to standards-aligned textbooks and other instructional resources, which have been adopted by the governing board of the Tamalpais Union High School District and curriculum frameworks are consistent with those adopted by the California State Board of Education in the core areas of English Language Arts, Mathematics, Science, Social Science, World Language and Health. TUHSD is currently investigating and piloting materials in Mathematics and English aligned to the new Common Core state standards.

The district's textbook and instructional materials purchase process assures that student enrollments, by course, are used to determine the numbers of copies of books to order so that each student has his/her own materials to use at school and at home. Instructional materials are selected after courses of study are reviewed and updated, to ensure that they are aligned with the state content and performance standards for that course. The district also has established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted in accordance with Curriculum Cycle	Yes	none
Mathematics	Adopted in accordance with Curriculum Cycle	Yes	none
Science	under review	Yes	none
History-Social Science	Adopted in accordance with Curriculum Cycle	Yes	none
Foreign Language	Adopted in accordance with Curriculum Cycle	Yes	none
Health	Adopted in accordance with Curriculum Cycle	Yes	none
Visual and Performing Arts	Adopted in accordance with Curriculum Cycle	Yes	none
Science Laboratory Equipment (grades 9-12)	under review	Yes	none

School Facility Conditions and Planned Improvements (Most Recent Year)

The District makes considerable efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a school facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the at the district office.

In 1998, the district's Long Range Facilities Planning Committee developed specific standards for all district facilities in the areas of building integrity, mechanical and plumbing systems, electrical system, structural safety, accessibility, educational technology, and instructional facilities (classrooms, science labs, libraries, multi-use facilities, visual arts rooms, gyms, athletic fields,) teacher work areas, food service, paving and drainage, landscape and irrigation. The results of this study are published in the District Facilities Master Plan.

San Andreas High School was modernized in 2005-06 as part of a \$121 million dollar facilities bond measure approved by the Tam District voters. Approximately three million dollars was spent to remodel the complete San Andreas twelve-room campus. A new art/workshop facility was completed in February 2009. The current status of the District modernization work can be checked at the tamdistrict.org website.

The Director of Maintenance has established a regular standard for cleaning all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas on a regular basis. Classrooms, offices and restrooms are cleaned every day. An on-line Maintenance Work Order system has been implemented to report and monitor status of maintenance requests.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Roofing, plumbing, paving, heating, painting are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Director of Maintenance and Operations.

A campus supervisor and administrator are on duty supervising the campus before, during, and after school. They routinely monitor the entire campus, including surrounding streets. The school has a system for visitor check-in with signs posted to direct the public to the office. Procedures are in place to handle unauthorized access during the school day

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/13/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	16.0	27.0	75.0	72.0	48.0	50.0
Mathematics (grades 3-8 and 11)	8.0	0.0	59.0	56.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	30	83.33	26.67
Male	14	14	100.00	7.14
Female	22	16	72.73	43.75
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	10	76.92	20.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	13	92.86	38.46
Socioeconomically Disadvantaged	19	17	89.47	17.65
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	31	86.11	0
Male	14	14	100	0
Female	22	17	77.27	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	10	76.92	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	13	92.86	0
Socioeconomically Disadvantaged	19	17	89.47	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

San Andreas is committed to supporting all students in developing a plan for post graduation. As part of the school plan every student attending San Andreas has a Personal Growth Plan (PGP) that includes sections in which student can participate in - internships, job-shadows, and college and community activities. Teacher- advisers work with students to monitor their participation in post graduation career planning. Students are required to participate in a job skills inventory program as part of their PGP. Throughout the school year the School to Career counselor and the College Career counselor work together in conjunction with the organization 10,000 Degrees. They focus on career planning, career information, and preparation for students seeking both college and entry into the workforce. The size and structure of San Andreas does not allow for the traditional CTE 4 year continuous cycle of courses. Instead, students attending SA participate in programs both on-site and off site at our larger comprehensive schools that may be part of the CTE cycle but this is not reflected in student data.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	4.0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

San Andreas Staff Parent Liaison, Corey De Mars: 415-945-3790

San Andreas welcomes parent involvement in its advisory committee/site council. Through this group, parents receive information to support students in areas such as college preparation, drug and alcohol abuse, and graduation. Parents contribute to the program by raising funds to support the academic program, school-wide celebrations and student scholarships. The San Andreas Parent Advisory group/site council meets 5 times per year.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	13.6	27.9	11.8	2.1	2.6	2.3	10.7	9.7	9.1
Graduation Rate	75.0	58.1	70.6	96.4	96.1	95.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	86.2	96.8	88.7
Black or African American	75.0	80.8	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	92.9	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	52.6	85.0	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	98.9	92.1
Two or More Races	0.0	90.9	91.2
Socioeconomically Disadvantaged	56.3	100.0	88.6
English Learners	0.0	20.0	56.7
Students with Disabilities	84.6	87.3	67.1
Foster Youth	0.0	50.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.8	11.7	6.3	2.2	2.5	2.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The school's Emergency Plan is on file in the principal's office. The safety plan and emergency incident plan is reviewed each year. Staff roles and staff responsibilities are reviewed at fall staff meetings and throughout the year at staff-meeting updates. The principal of San Andreas attends district -wide facility and safety meetings held throughout the year. Drills are held regularly to prepare staff and students for various kinds of emergency situations. Each classroom has a school disaster pack with food, basic first aid supplies, and equipment. The school site is equipped with safety/security cameras. A public address system is also in place to help support the safety program within the school. The school has a strong working relationship with local law enforcement and emergency services in both Larkspur and Corte Madera. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by San Andreas staff and District support services.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	5	1		18.0	5	1		15.0	9		
Mathematics	7.0	10	1		7.0	11			8.0	10		
Science	14.0	3			8.0	4			5.0	5		
Social Science	19.0	4	2		14.0	9			11.0	13		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	91
Counselor (Social/Behavioral or Career Development)	.8	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	21173.69	3794.15	17379.54	99875
District	N/A	N/A	13076.25	\$99,551
Percent Difference: School Site and District	N/A	N/A	28.3	0.3
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	83.7	15.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Title One funds are used to support students in meeting both State and District graduation requirements. Title One funding also supports the purchasing of technology to provide one-to-one tablet devices to students while they are on campus.

District funding supports a School to Career counselor (1 full day) and a College Career Counselor (ten hours) who develop internships and work related job shadow visits for students in preparation for life after graduation. District funds are also combined with Title 1 funds to support a drug and alcohol counselor for 20 hrs a week.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,424	\$50,747
Mid-Range Teacher Salary	\$92,686	\$86,127
Highest Teacher Salary	\$113,373	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$161,907	\$150,286
Superintendent Salary	\$231,750	\$238,058
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Tamalpais Union High School District annually schedules 5 full-day and two minimum day staff development days during each school year. These days are instituted in primarily three ways: district-wide, district department level, and school site staff development opportunities. For the 2018-19 school-year the number of full-day staff development days was reduced to two. Recently, the district-wide staff development days have been focused on equity and culturally responsive practices. District department meetings are focused on developing performance goals, assessments to qualify student success and to develop systematic responses to supporting students when they fail to meet any or all parts of the proficiencies that District departments have agreed upon (these meetings were put on hold during the 2018-19 school-year). District-wide staff development is focused on success for all students. At San Andreas High School, the site level days are used to further the work of the District and for meeting our program goal of re-engaging students to learning. Site level activities also include workshops that support our Western Association of Schools and Colleges (WASC) accreditation goals. We continue to focus on improving and developing curriculum activities that support the program goals developed across the district. Each Staff member maintains a professional development plan that is consistent with the school-wide staff development plan. Much of the site level work is developed by collaborative group work amongst the staff. San Andreas staff also participate fully in the district -wide departmental staff development activities.