San Andreas Continuation High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 School Contact Information

School Name	San Andreas Continuation High School
Street	191 Alvarado St.
City, State, Zip	Hollister, CA 95023
Phone Number	(831) 637-9269
Principal	Garret Quindimil
Email Address	gquindimil@sbcoe.org
School Website	https://www.sbcoe.org
County-District-School (CDS) Code	35675383530029

2023-24 District Contact Information

District Name	San Benito County Office of Education on behalf of the San Benito High School District
Phone Number	(831) 637-5393
Superintendent	Krystal Lomanto
Email Address	klomanto@sbcoe.org
District Website	https://www.sbcoe.org

2023-24 School Description and Mission Statement

San Andreas Continuation High School is operated by the San Benito County Office of Education (SBCOE) on behalf of the San Benito High School District through an MOU. The staff believes all students can learn, given high expectations and the appropriate supports. Education is a shared responsibility which includes parents, students, staff, and the community. The mission of San Andreas Continuation High School is to provide students with a safe and positive learning environment with modern resources and accommodations necessary to learn. The goal is to educate all students to their highest potential, so they will have the greatest range of personal options upon graduation. It is the 21st century vision of SBCOE Alternative Education sites to deliver meaningful, accessible curriculum through multiple avenues. With the help of our entire community, we will empower our students by developing the necessary skills needed to join our complex world as an engaged citizen.

San Andreas Continuation High School serves youths in grades 10-12. Students with probationary status who attend are admitted based upon of the following criteria: referral by San Benito County Juvenile Court School; referral by another school district when the student has been unsuccessful; recommendation from the San Benito County Student Attendance Review Board (SARB) for habitual truancy, or when a student moves to San Benito County and had been attending a community school in their previous county of residence.

Average daily enrollment for San Andreas Continuation High School is approximately 80 students. However, over the course of a school year this site can serve approximately 120.

Teachers at San Andreas Continuation High School consistently align their curriculum maps, lessons and formative assessments to the Common Core State Standards to achieve positive classroom results. San Andreas teaching staff provides core academic courses in English Language Arts (ELA), Algebra, Algebra II, Geometry, History/Social Science and Science. In addition, migrant education, special education services, as well as support for Foster Youth and Homeless students are available. Computers are available to students within the classroom as San Andreas Continuation High School embraces technology and has a Google Chrome Book for every student. Each student is assessed in English and Math. Personal and/or crisis counseling is provided by the school counselor, School Social Worker and/or Mental Health Therapist. The principal and other staff members provide additional mentoring and coaching in the areas of communication, grades, and social development. San Andreas also uses Restorative Practices and is in the process of fully developing this program.

San Andreas Continuation High School provides a safe, organized and supportive environment that offers challenging and

2023-24 School Description and Mission Statement

equitable opportunities for all students, thereby promoting equity and diversity. It fosters academic achievement of all students, while developing career aligned and interpersonal skills required for success in a rapidly changing and technological world. The staff instills a strong work ethic and respect for the community effort, while preparing students for active and productive roles in society as adults.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	7
Grade 11	44
Grade 12	40
Total Enrollment	91

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.8%
Male	58.2%
Black or African American	1.1%
Hispanic or Latino	86.8%
White	8.8%
English Learners	30.8%
Homeless	6.6%
Migrant	8.8%
Socioeconomically Disadvantaged	89%
Students with Disabilities	3.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	77.04	95.90	73.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.70	3.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.70	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	22.96	5.20	4.04	12115.80	4.41
Unknown	0.00	0.00	15.70	12.04	18854.30	6.86
Total Teaching Positions	1.90	100.00	130.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	39.43	108.60	77.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	4.27	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.60	6.85	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	57.70	2.20	1.61	11953.10	4.28
Unknown	0.10	2.61	13.60	9.72	15831.90	5.67
Total Teaching Positions	3.80	100.00	140.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	2.20
Total Out-of-Field Teachers	0.40	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This program serves at-risk students who change schools frequently. The curriculum is coordinated and coherent across the sites and classrooms. The goal is to maintain educational consistency for students when they move from one site to another.

Year and month in which the data were collected	September, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Springboard, College Board 2016, grades 10-12 Edgenuity, various classes based on student need or for credit recovery	Yes	0
Mathematics	Big Ideas Math - Algebra I, 2020 Big Ideas Math - Algebra II, 2020 Big Ideas Math - Geometry 2020 Edgenuity, various classes based on student need or for credit recovery	Yes	0
Science	Biology: Experience Biology The Living Earth, Miller and Levine 2020 Environmental Science, National Geographic, 2020 Edgenuity, various classes based on student need or for credit recovery	Yes	0
History-Social Science	World History - CA Edition, Modern World History, McDougall Littell, 2003 US History - CA Edition,The Americans, Reconstruction to the 21st Century, McDougal Littell, 2006 Economics-Principles and Practices. MacMillan/McGraw-Hill-Glencoe, Inc., 2005 Government - American Government, National Geographic, 2018 Edgenuity, various classes based on student need or for credit recovery	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

The Santa Andreas Continuation High School Facility Inspection Tool (FIT) reports a rating of 98.53%, or GOOD. This score indicates that the school is maintained in good repair with a very small number of non-critical deficiencies noted. These deficiencies are isolated and/or resulting from minor wear and tear, and/or in the process of being mitigated. Systems, Cleanliness, Electrical, Restrooms/Fountains, Safety, and Structural And Exterior categories all received a rating of GOOD.

Year and month of the most recent FIT report	December, 2023

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Inspector Notes: The carpets in the Library, Room C1/2, Room #5 and Room #6 are worn due to normal wear and need to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	13	30	51	44	47	46
Mathematics (grades 3-8 and 11)	0	0	23	19	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	42	40	95.24	4.76	30.00
Female	16	16	100.00	0.00	31.25
Male	26	24	92.31	7.69	29.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	37	94.87	5.13	27.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	34	94.44	5.56	32.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	41	95.35	4.65	0.00
Female	17	17	100.00	0.00	0.00
Male	26	24	92.31	7.69	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	38	95.00	5.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	34	94.44	5.56	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.17	0.00	29.29	29.65	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	23	92.00	8.00	0.00
Female	--	--	--	--	--
Male	15	13	86.67	13.33	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	20	19	95.00	5.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	20	90.91	9.09	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Career Technical Education courses were provided through the Edgenuity online program during the 2022-2023 school year.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Opportunities for involving parents as partners begin with the enrollment/orientation process. The school provides information to the parents and the school community regarding student achievement, and academic standards. Parents learn they are welcome on campus and can consider the school as a source of support their children as well as themselves. The principal maintains an open-door policy and is available when parents need to talk or need assistance in making connections with other service agencies.

Teachers involve parents by providing ongoing communication about the progress of their student(s). For example, teachers call to share student successes and to seek parent support in modifying student behavior. In addition to making phone calls, teachers also send home "good news" reports, grade progress reports, and other forms of written communication, including postcards. An electronic messaging system notifies parents when students are absent and about upcoming events.

San Andreas Continuation School has a School Site Council, which meets bi-monthly or monthly when needed. The School Site Council advises on the goals and budgets for the school. A College and Career Fair is held each school year to promote career awareness and community resources and services for students and their families.

The school leadership encourages parental and community involvement initially through the student enrollment orientation process. Informational letters and bulletins are developed and mailed home in both English and Spanish. Community resources that support students' physical, emotional and social well-being are made available to both students and parents.

For more information on how to become more involved with the school please contact Principal Garret Quindimil at gquindimil@sbcoe.org or at 831-637-9269 ext. 303.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school Dropout Rates;
	• High school Graduation Rates; and
	• Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	37.7	18.8	23.9	8.1	6.1	6.3	9.4	7.8	8.2
Graduation Rate	47.2	75	69.6	88.4	91.5	92.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	46	32	69.6
Female	23	18	78.3
Male	23	14	60.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	40	28	70.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	19	13	68.4
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	43	30	69.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	121	110	104	94.5
Female	52	46	43	93.5
Male	69	64	61	95.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	109	98	92	93.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	8	8	8	100.0
English Learners	44	38	35	92.1
Foster Youth	1	1	1	100.0
Homeless	11	10	10	100.0
Socioeconomically Disadvantaged	111	101	95	94.1
Students Receiving Migrant Education Services	14	12	10	83.3
Students with Disabilities	4	4	4	100.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.30	18.27	6.61	0.12	5.01	8.44	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.39	0.71	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.61	0
Female	3.85	0
Male	8.7	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.34	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.82	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.21	0
Students Receiving Migrant Education Services	21.43	0
Students with Disabilities	0	0

2023-24 School Safety Plan

San Andreas staff provides a safe, orderly and supportive environment for all students. The school shares a campus that houses other San Benito County Office of Education educational programs. This location allows for greater supervision of, and support to, students and teaching staff. Teaching staff are aware of and abide by school safety procedures as outlined in the School Safety Plan. Daily safety procedures have been put in place based on student needs. These include escorted restroom visits, visual contact of minors at all times, student movement standards, and protocols for speaking with staff, etc.

The School Safety Plan is reviewed and updated annually, this year this occurred on January of 2024. Each year, an in-house inspection and reporting process is conducted. Every year a Workman's Compensation Inspection is conducted, as well as a Fire Safety Inspection. Various drills are held throughout the year, including fire drills, earthquake drills, and lock-down drills. Moreover, staff participate in a monthly Five-Minute Safety Lesson. All staff must complete online safety training modules from Keenan Safe Schools.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics	17	1		
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	8	1	
Mathematics	13	4		
Science	18	2	1	
Social Science	20	4	2	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	8	1	1
Mathematics	16	4	0	0
Science	27	0	3	0
Social Science	19	4	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	182

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,187	$2,850	$15,337	$92,077
District	N/A	N/A	$8,380	$84,391
Percent Difference - School Site and District	N/A	N/A	58.7	8.7
State	N/A	N/A	$7,607	$85,804
Percent Difference - School Site and State	N/A	N/A	67.4	7.1

Fiscal Year 2022-23 Types of Services Funded

The San Andreas Continuation High School provides many student programs to ensure the opportunity for a positive academic outcome. A Migrant Program, which is overseen by San Benito County Office of Education is offered to those that qualify. Contracted counseling services are also provided through various public entities, as well as services provided by a Mental Health Therapist. Students who are credit-deficient can complete credit recovery courses for the core subject areas on Edgenuity an online program and students who struggle with core classes such as English or Math can use IXL to improve academic performance. Electives and Career Technical Education course are also offered through Edgenutiy.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,556	$53,824
Mid-Range Teacher Salary	$85,604	$84,312
Highest Teacher Salary	$111,572	$104,930
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	
Average Principal Salary (High)	$152,900	$148,501
Superintendent Salary	$197,021	$199,596
Percent of Budget for Teacher Salaries	26.69%	28.73%
Percent of Budget for Administrative Salaries	5.8%	5.39%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Administrator of San Benito Alternative Education programs, and staff determine the professional development plan based upon a variety of information, including student achievement data, curricular needs, and teacher input via a San Benito Countywide Professional Development Survey, as well as input from staff meetings, professional development meetings and individual evaluations.

2022-2023 Professional development activities included Social Emotional Learning, Restorative Practices, Trauma-Informed

Professional Development

Practices, English Learner Supports/Integrated and Designated ELD, Reclassification supports, ELPAC Lesson Design, Culturally Designated Pedagogy, Professional Learning Communities, and student data analysis.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5