

# San Andreas High (Continuation)

## 2024–25 School Accountability Report Card

### Reported Using Data from the 2024–25 School Year

#### California Department of Education

<b>Address:</b>	599 William Ave. Larkspur, CA , 94939-1554	<b>Principal:</b>	Ms. Cathy Flores, Principal
<b>Phone:</b>	(415) 945-3786	<b>Grade</b>	10-12
		<b>Span:</b>	

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.

## **Admission Requirements for the University of California (UC)**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## **Admission Requirements for the California State University (CSU)**

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in

that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Ms. Cathy Flores, Principal

📍 Principal, San Andreas High (Continuation)

### Contact

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San Andreas High (Continuation)

599 William Ave.

Larkspur, CA 94939-1554

Phone: [\(415\) 945-3786](tel:4159453786)

Email: [cgoode@tamdistrict.org](mailto:cgoode@tamdistrict.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Tamalpais Union High
<b>Phone Number</b>	(415) 945-1000
<b>Superintendent</b>	Goode, Courtney
<b>Email Address</b>	<a href="mailto:cgoode@tamdistrict.org">cgoode@tamdistrict.org</a>
<b>Website</b>	<a href="http://www.tamdistrict.org">www.tamdistrict.org</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	San Andreas High (Continuation)
<b>Street</b>	599 William Ave.
<b>City, State, Zip</b>	Larkspur, CA , 94939-1554
<b>Phone Number</b>	(415) 945-3786
<b>Principal</b>	Ms. Cathy Flores, Principal
<b>Email Address</b>	<a href="mailto:cflores@tamdistrict.org">cflores@tamdistrict.org</a>
<b>Website</b>	<a href="https://www.tamdistrict.org/sanandreas">https://www.tamdistrict.org/sanandreas</a>
<b>Grade Span</b>	10-12
<b>County-District-School (CDS) Code</b>	21654822134419

## School Description and Mission Statement (School Year 2025–26)

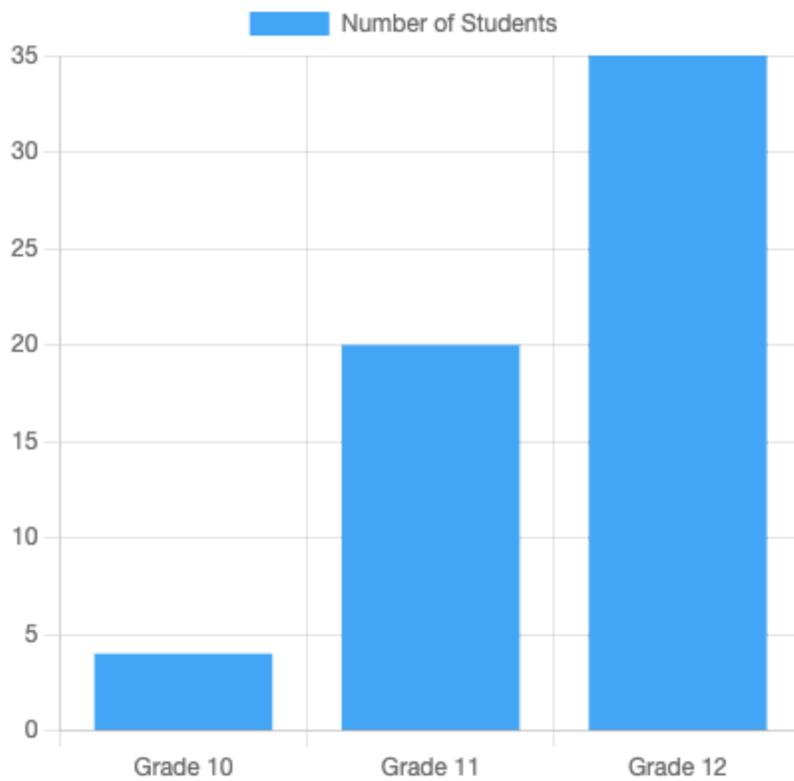
San Andreas High School believes in the brilliance each student possesses and values community, collaboration, critical thinking, justice, belonging, and care for the self and others. We are committed to these values and strive to empower our students to uphold them so that they positively elevate and contribute to a diverse and dynamic society.

San Andreas High School is the Tamalpais Union High School District's continuation school and is one of two alternative schools in the district. San Andreas is an accredited high school from the Western Association of Schools and Colleges and is recognized as a Model Continuation

High School. San Andreas High School has a maximum enrollment of 80 students. Students come to San Andreas from Tamalpais, Archie Williams, 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 FTE credentialed teachers, two of which are special education teachers (one Resource Teacher and one Counseling Enriched Classroom Teacher). The resource teacher is supported by one instructional assistant, and the Counseling Enriched Classroom Teacher is supported by two instructional assistants. Other support staff include a full-time school psychologist, a full-time counselor, a part-time college & career specialist, a part-time Wellness Coordinator, a part-time health counselor, a one day a week "School to Career" counselor, campus staff assistant, attendance clerk and a full-time secretary. San Andreas has a Wellness program on site that operates under the direction of our Wellness Coordinator. This individual is responsible for facilitating SEL competencies on campus, offering support services for students, and coordinating Tier 2 or 3 social-emotional interventions on site. In addition to this, our Wellness Coordinator participates in San An's intake process for students, COST meetings, and case management meetings held by our therapy team on campus. San Andreas provides a rich curriculum that is aligned with the district and state graduation requirements. There are classes in English, Science, Math, and Social Studies. 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 challenges in their previous schools. Our staff is very experienced, and prides itself on its ability to help students thrive in a school setting. There is an emphasis by all 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 2024–25)

Grade Level	Number of Students
Grade 10	4
Grade 11	20
Grade 12	35
Total Enrollment	59



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	60.90%
Male	39.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.20%
Black or African American	6.50%
Filipino	0.00%
Hispanic or Latino	30.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	10.90%
White	50.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.30%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	21.70%
Students with Disabilities	50.00%

### 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 Preparation and Placement (School Year 2021–22)

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)	4.70	78.83%	229.60	87.60%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	0.75%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	12.20	4.65%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	20.17%	10.70	4.09%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.83%	7.60	2.90%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>6.00</b>	<b>100.00%</b>	<b>262.10</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2022–23)

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)	4.00	79.45%	215.70	86.98%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.50	1.01%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.50	2.25%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	20.35%	11.80	4.78%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	12.30	4.97%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>5.10</b>	<b>100.00%</b>	<b>248.00</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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.

## Teacher Preparation and Placement (School Year 2023–24)

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)	4.30	72.17%	207.10	85.04%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.41%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	3.33%	7.20	2.99%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	24.33%	20.40	8.41%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	7.60	3.14%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>6.00</b>	<b>100.00%</b>	<b>243.50</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

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	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.20
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.20

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	1.20	1	1.40
Total Out-of-Field Teachers	1.20	1	1.40

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
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%	0.00%

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

# Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

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 an 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. The district's textbook and instructional materials purchase process assures that student enrollments, by course, are used to determine the number 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 has also established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment.

Year and month in which the data were collected: September 2025

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Adopted in Accordance with the Curriculum Cycle	0
Mathematics	Adopted in Accordance with the Curriculum Cycle	0
Science	Adopted in Accordance with the Curriculum Cycle	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
History-Social Science	Adopted in Accordance with the Curriculum Cycle	0
Foreign Language	Adopted in Accordance with the Curriculum Cycle	0
Health	Adopted in Accordance with the Curriculum Cycle	0
Visual and Performing Arts	Adopted in Accordance with the Curriculum Cycle	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

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 district office. In 1998 and again in 2021, the district's Long Range Facilities Planning Committee developed specific standards for all district facilities in the areas of building integrity, roofing, mechanical and plumbing systems, heating and cooling systems, electrical system, structural safety, accessibility, educational technology, and instructional facilities (classrooms, science labs, libraries, multi-use facilities, visual arts rooms, gyms, athletic field,) teacher work areas, climate impact, 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, which provided funding to modernize the complete San Andreas twelve-room campus. A new art/workshop facility was completed in February 2009, and a classroom building replacement in August 2025. In November of 2024, a \$289 million facilities bond measure was passed by voters to fund facilities upgrades at all school campuses. Specifically at San Andreas, this bond measure will fund, repair, and replace roofing, heating, and cooling systems, and address building envelope needs (i.e. painting). The current status and specific projects of the District facilities modernization work can be found on the TUHSD website (<https://tuhsdfacilities.org/>). The Senior Director of Maintenance and Operations has established a regular standard for cleaning and maintaining 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 online maintenance Work Order system has been implemented to report and monitor the status of maintenance requests. The District provides significant annual funding from the general fund, restricted to be used only for facilities maintenance (Fund 14) and capital facilities (Fund 40), in addition to restricted general fund custodial funding. Roofing, plumbing, paving, heating, painting, and athletic field maintenance are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Senior Director of Maintenance and Operations. Campus assistants and an 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

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2026

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2026

Overall Rating

Good

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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	63%	18%	71%	69%	47%	48%
Mathematics (grades 3-8 and 11)	12%	6%	54%	54%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	19	17	89.47%	10.53%	17.65%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	11	91.67%	8.33%	9.09%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	20	17	85.00%	15.00%	5.88%
Female	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
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	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education	0	0	0%	0%	0%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Services					
Students with Disabilities	13	11	84.62%	15.38%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2023–24</b>	<b>School 2024–25</b>	<b>District 2023–24</b>	<b>District 2024–25</b>	<b>State 2023–24</b>	<b>State 2024–25</b>
Science (grades 5, 8, and high school)	20.00%	12.82%	46.53%	51.54%	30.73%	32.33%

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 in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group  
Grades Five, Eight and High School (School Year 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	43	39	90.70%	9.30%	12.82%
Female	25	24	96.00%	4.00%	12.50%
Male	18	15	83.33%	16.67%	13.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	23	21	91.30%	8.70%	23.81%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	13	11	84.62%	15.38%	9.09%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	19	86.36%	13.64%	10.53%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## Career Technical Education (CTE) Programs (School Year 2024–25)

San Andreas is committed to supporting all students in developing a plan for post graduation. As part of the school plan, students attending San Andreas have a Personal Growth Plan (PGP) that includes sections in which student can participate in - internships, job-shadows, and college and community activities. Students 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 (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
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 of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	97.87%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	21.88%

### 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

### California Physical Fitness Test Results (School Year 2024–25)

#### Percentage of Students Participating in each of the five Fitness Components

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

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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

### Opportunities for Parental Involvement (School Year 2025–26)

San Andreas Staff Parent Liaison, Cathy Flores: 415-945-3786

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, social-emotional strategies, and graduation. Parents contribute to the program by raising funds to support the academic program, school-wide celebrations and student scholarships. Parents also volunteer their time by participating in special events such as our Fun Friday advisory period, presentations, or all-school cultural celebrations.

### State Priority: Pupil Engagement

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

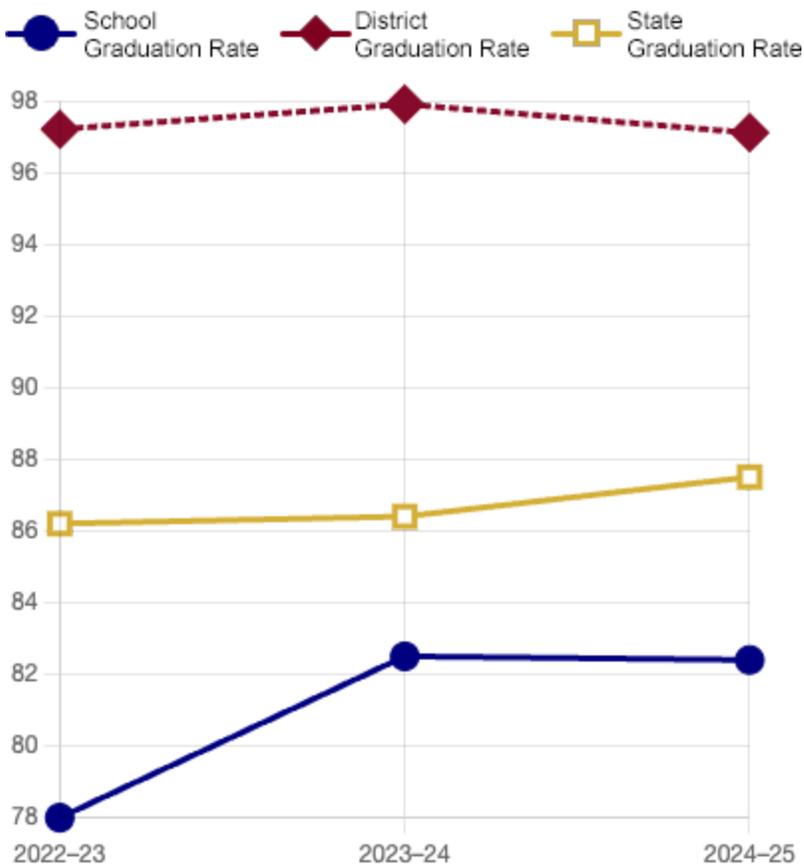
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

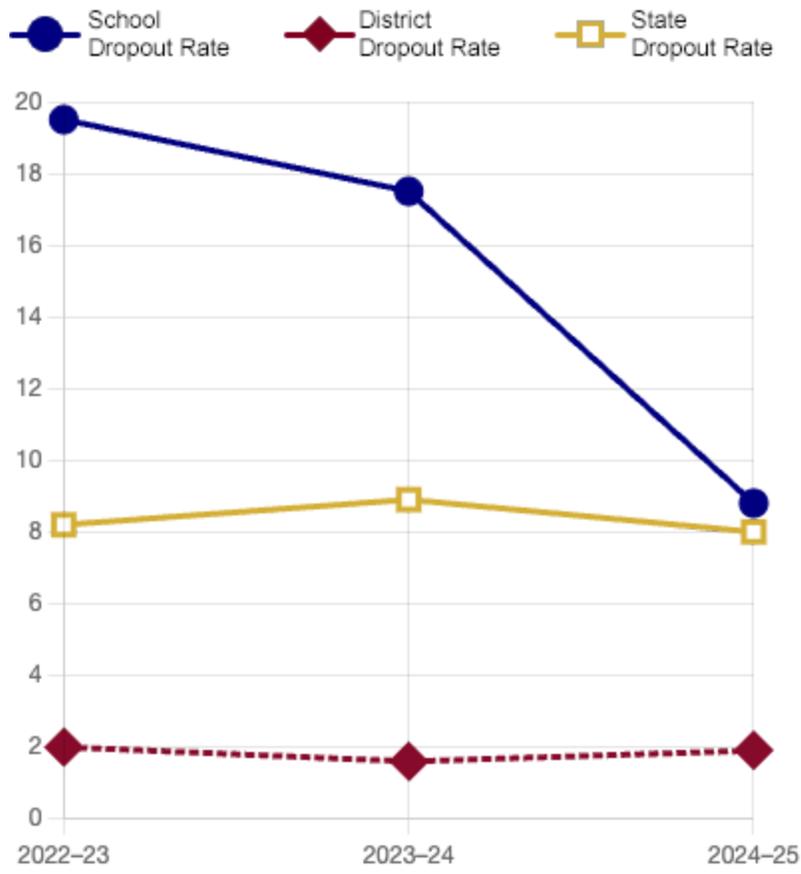
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	78.0%	82.5%	82.4%	97.2%	97.9%	97.1%	86.2%	86.4%	87.5%
Dropout Rate	19.5%	17.5%	8.8%	2.0%	1.6%	1.9%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

### Graduation Rates



# Dropout Rates



### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	34	28	82.4%
Female	19	18	94.7%
Male	15	10	66.7%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	17	14	82.4%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	16	14	87.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
Students with Disabilities	15	10	66.7%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

### Chronic Absenteeism by Student Group (School Year 2024–25)

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	65	59	54	91.5%
Female	36	33	33	100.0%
Male	29	26	21	80.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	17	17	100.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	29	24	82.8%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	24	22	21	95.5%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	33	30	90.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.15%	9.76%	3.08%	1.49%	2.41%	2.37%	3.60%	3.28%	2.94%
Expulsions	1.08%	1.22%	1.54%	0.04%	0.04%	0.07%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.08%	1.54%
Female	2.78%	2.78%
Male	3.45%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.26%	5.26%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.03%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.17%	4.17%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.41%	2.70%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## School Safety Plan (School Year 2025–26)

The school's Safety Plan is on file in the principal's office. The safety plan is reviewed and updated 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. Beginning the 22-23 school year, San Andreas adopted an alert system called Share 911 as its communication tool during emergencies. Teachers received training, and it is part of the protocol followed during an emergency. 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.

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K				
1				
2				
3				
4				
5				

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	4.00	16	0	0
Mathematics	3.00	17	0	0
Science	5.00	11	0	0
Social Science	4.00	18	0	0

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	3.00	23		
Mathematics	3.00	20		
Science	4.00	14		
Social Science	4.00	19		

\* 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.

## Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	2.00	25		
Mathematics	2.00	15		
Science	2.00	16		
Social Science	3.00	19		

\* 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.

## Ratio of Pupils to Academic Counselor (School Year 2024–25)

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	59

\* 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.

## Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	0.60
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	\$124433.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$113595.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

**Types of Services Funded (Fiscal Year 2024–25)**

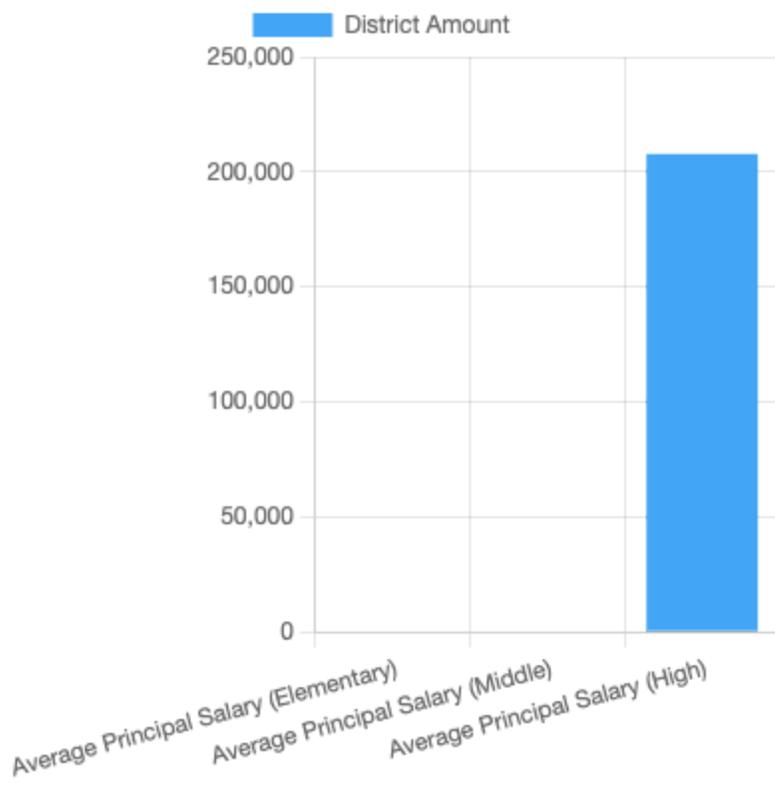
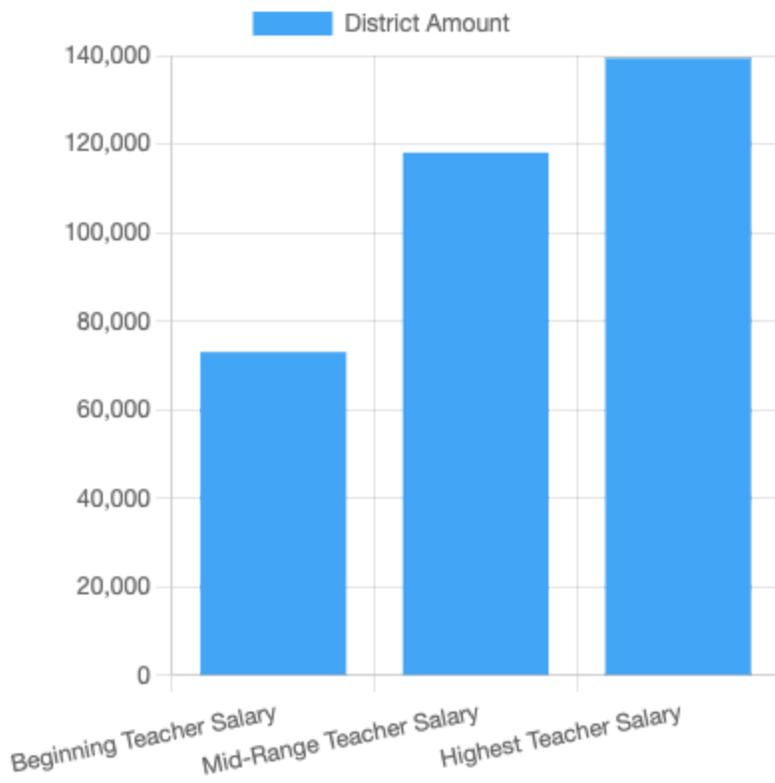
Title One funds are used to support students in meeting both State and District graduation requirements. Title One funding also supported a consultant hired to provide intervention support and mentorship for at-promise students who were struggling with attendance and school avoidance.

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.

## Teacher and Administrative Salaries (Fiscal Year 2023–24)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$73062.00	\$67237.98
Mid-Range Teacher Salary	\$118056.00	\$106841.05
Highest Teacher Salary	\$139394.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$207776.00	\$193950.22
Superintendent Salary	\$286633.00	\$314303.88
Percent of Budget for Teacher Salaries	28.16%	29.51%
Percent of Budget for Administrative Salaries	4.64%	4.87%

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



## Advanced Placement (AP) Courses (School Year 2024–25)

### Percent of Students in AP Courses 0 %

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*	0

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

### Professional Development

The Tamalpais Union High School District annually schedules 2 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. The district-wide staff development days have been focused on equity, culturally responsive practices, and instructional strategies that support our multilingual learners. 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. 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 achieving our program goal of re-engaging students to learning. Site level activities also include workshops during staff meeting times 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 the LLT (Learning Leadership Team) and the principal. San Andreas staff also

participate fully in the district -wide departmental staff development activities and serve on multiple curriculum committees and equity initiatives.

<b>Measure</b>	<b>2023– 24</b>	<b>2024– 25</b>	<b>2025– 26</b>
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4