

Tamalpais High School, Mill Valley, CA

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Tamalpais High School, Mill Valley, CA
Street	700 Miller Avenue
City, State, Zip	Mill Valley, CA 94941
Phone Number	(415) 380-3510
Principal	JC Farr
E-mail Address	jcfarr@tamdistrict.org
Web Site	www.tamhigh.org
CDS Code	21-65482-2133692

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

School Description and Mission Statement (School Year 2017-18)

Tamalpais High School was opened in 1908 and has a long history of providing an excellent education to generations of young people in Southern Marin. Students attending the site come from Marin City, Bolinas-Stinson, Mill Valley, and Sausalito. As a member of the Tamalpais Union High School District, the school is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	426
Grade 10	400
Grade 11	373
Grade 12	328
Total Enrollment	1,527

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.3
Asian	8.3
Filipino	1.2
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.5
White	68.4
Two or More Races	0.9
Socioeconomically Disadvantaged	7.9
English Learners	1.9
Students with Disabilities	9.4
Foster Youth	0.1

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	85	96	99	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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 2017-18)

Year and month in which data were collected: 12/17

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 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	0
Mathematics	Adopted in accordance with Curriculum Cycle	Yes	0
Science	under review	Yes	0
History-Social Science	Adopted in accordance with Curriculum Cycle	Yes	0
Foreign Language	Adopted in accordance with Curriculum Cycle	Yes	0
Health	Adopted in accordance with Curriculum Cycle	Yes	0
Visual and Performing Arts	Adopted in accordance with Curriculum Cycle	Yes	0
Science Laboratory Equipment (grades 9-12)	under review	Yes	0

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 District Office.

Tamalpais High School is a 26.8 acre campus which has 60 classrooms, a student center (multipurpose room), a library, an administration building, swimming pool, and athletics fields. The original campus was built in 1908. Tamalpais High School recently completed major modernization as part of a \$121 million dollar facilities bond measure. Approximately sixty million dollars was spent to remodel classrooms, refurbished the gymnasium, build a performing arts center, and install new athletics fields. During the 2008-09 school year, the campus constructed a new 22 classroom building (Keyser), a new pool, field house, and student drop off area. The current status of the District modernization work can be checked at the tamdistrict.org website. Modernization has included replacement of the major infrastructures (heating, lights, electrical, plumbing), painting, new floors, lockers, and furniture. Technology networking has been upgraded and is accessible in all instructional spaces. The Tam High Foundation has finished renovation on the Student Center.

The Director of Maintenance 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.

Campus supervisors and administrators 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: 11/16/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/16/2017				
Overall Rating	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, 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	66	80	71	75	48	48
Mathematics (grades 3-8 and 11)	49	57	55	59	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	364	347	95.33	79.83
Male	187	177	94.65	72.88
Female	177	170	96.05	87.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	26	96.3	88.46
Filipino	--	--	--	--
Hispanic or Latino	39	36	92.31	55.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	253	243	96.05	83.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	30	88.24	63.33
English Learners	12	9	75	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	31	27	87.1	37.04

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	364	346	95.05	57.23
Male	187	179	95.72	53.63
Female	177	167	94.35	61.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	25	92.59	72
Filipino	--	--	--	--
Hispanic or Latino	39	37	94.87	29.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	253	242	95.65	60.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	28	82.35	17.86
English Learners	12	10	83.33	20
Students with Disabilities	31	27	87.1	22.22

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	89	86	83	83	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Tamalpais High School offers a variety of Career Technical Education courses through the Applied Technology Department and The Regional Occupational Program (ROP). The Applied Technology Department offers a wide variety of courses that prepare students for the technological expectations of college and the workplace. ROP offers tuition-free occupational training to Marin County residents 16 years of age and over. ROP works closely with local business to provide students with on-the-job training and to encourage a high potential for student employment in every training course offered. Students can take courses in fields of computer applications, automotive repair, architectural design, and construction technology.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	214
% of pupils completing a CTE program and earning a high school diploma	36%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.61
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	78.8

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.5	17.2	70.9

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Tamalpais High School encourages parental involvement in a variety of ways. The site is fortunate to partner with active school connected organizations including the Tam High Foundation with three subsidiary parent-student-teacher organizations (CTE (drama), PATH (art) and THUMB (music)), the Parent Teacher Student Association (PTSA), and a Tam Athletic Boosters organization to support athletics. The Tam High PTSA provides parent education series that features a variety of topics that supports students both academically and socio-emotionally. The Tam High Foundation provides monetary support in bolstering Tam's academic and extracurricular programs. Parents also serve on the Site Council, a Parent Advisory Committee, and WASC focus groups. Parent feedback is routinely sought out regarding the progress and direction of the school, on a variety of school committees, and in the hiring interview process for Administration.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.2	2.1	0.7	1.5	2.1	2.6	11.5	10.7	9.7
Graduation Rate	97.48	97.14	98.95	97.34	96.42	96.13	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	97.11	87.11
Black or African American	100	96	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	94.12	94.42
Filipino	100	100	93.76
Hispanic or Latino	100	92.86	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	97.81	90.99
Two or More Races	100	96.59	90.59
Socioeconomically Disadvantaged	96.3	100	63.9
English Learners	60	37.5	55.44
Students with Disabilities	100	100	85.45
Foster Youth	0	0	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9	3.6	2.9	1.3	2.2	2.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The school's Emergency Plan is on file in the principal's office and was recently updated in 2017. Practice safety drills are held annually to prepare staff and students for various kinds of emergency situations (fire, lock-down, earthquake). Each classroom has a school disaster pack with food, basic first aid supplies, and equipment. The safety plan is reviewed with staff in detail to support comprehension of safety measures. Tam staff and administration have a strong working relationship with local law enforcement and emergency services in Mill Valley. The relationship ensures clear channels of communication and up-to-date information. Crisis counseling can be provided as needed by Tamalpais staff and adjunct support services, such as Bay Area Community Resources.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2014-2015
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	23	20	36	2	23	21	41	1	22	22	49	1
Mathematics	22	18	39		22	20	40	2	21	26	43	1
Science	24	18	42	3	26	13	49	4	23	20	60	2
Social Science	19	44	36		19	39	28	1	19	54	40	1

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	315
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12423.22	1848.09	10575.13	95076
District	N/A	N/A	10402.38	\$96,948
Percent Difference: School Site and District	N/A	N/A	1.7	-1.9
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	60.9	14.9

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

Types of Services Funded (Fiscal Year 2016-17)

Title I funds are designated to pay for additional personnel. This year funds were allocated to support our Title I students through an initiative known as the Success Network. The Success Network supports students by creating a support network of Tam personnel with Community Based Organizations. The success network coordinator tracks the data of the success network student, ensuring that someone within the network connects with the student to provide additional support (academic, socio-emotional). Title I funds were also used to secure chromebooks for students along with wifi hot-spots to supports students with technology needs outside the classroom. Students were able to take equipment home and access the internet and google classroom, which many teachers use for submission of assignments. The remaining funds are designated for the salary of a part-time instructional assistant who supports our English Language Learners. This person supports EL students in self-contained and mainstream course. Tam has the sole EL Program in the district, and all TUHSD ELL students have access to the program.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,693	\$50,221
Mid-Range Teacher Salary	\$89,986	\$83,072
Highest Teacher Salary	\$110,070	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$160,918	\$146,114
Superintendent Salary	\$225,000	\$226,121
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	4%	5%

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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	2	N/A
All courses	14	37.3

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 five full-day and four minimum day staff development days during each school year. These days are instituted in primarily three ways: Districtwide, district department level, and school site staff development opportunities. Throughout the district, there has been a concerted effort to focus on Equity. The focus on Equity supports the districts mission to ensure that all students learn at high levels. District department professional development has focused on changes within the curriculum, ensuring that common core standards are adhered to. District days has also explored culturally relevant teaching, seeking to develop the skills needed to meet the needs of all students. Teachers in the district have collaborated to define specific learning outcomes for their courses of study, and have developed protocols to review student work and their teaching practices. At Tamalpais High School, the site level professional development have multiple purposes; portions of the days are used to explore race and racial consciousness, develop the mindset of culturally relevant instruction, investigate personal culture and implications for the classroom, to reflect on the way we think about our students and communicate expectations, articulate with feeder schools, discuss student performance, design lesson plans and units of study, and discuss school-wide issues. In addition, administrators, counselors, and teachers participate in numerous other staff development opportunities each school year.