



2022 WASC Report





FOCUS ON LEARNING: A SELF-STUDY

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Dan Freeman, Teacher Rep
Raquel Nelson, Teacher Rep
Adriana Perez, Teacher Rep
Jasper Thelin, Teacher Rep
Erika Bradbury, Classified Rep
Mia Laurence, Classified Rep
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 Mary-Kay Temple, Paraeducator
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 Jimly Thelusma, Library Specialist
 Lani Wolf, English Teacher

*VAPA = Visual and Performing Arts

**STARR = Students Taking Action for Anti-Racism

***SLC = Small Learning Community

[CHAPTER ONE](#) - Progress Report

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Chapter I: Progress Report

Archie Williams High School completed its last WASC Focus on Learning Self-Study and visitation in 2015, after which it received a six-year accreditation term with a one-day mid-term visit. In 2018, AWHS completed its Mid-Cycle Progress Report and hosted a one day visit from the chair and one other member. In 2019 our school asked for an extension because of the significant task of reimagining and development of our small learning communities for the ninth and tenth grade students.

The 2015 Self-Study Report and the 2018 Mid-Cycle Progress Report are available online on the [AWHS website](#) under WASC Reports.

The visiting committee reports are available for review:

[AWHS WASC Visiting Team Report 2015](#)

[AWHS WASC Visiting Team Mid-Cycle Report 2018](#)

I. Significant Changes

In the years since the last WASC Mid-Cycle Progress Report in 2018, several significant changes have occurred that have had a direct impact on the academic programs and the instructional pedagogy at Archie Williams High School.

Significant developments since the progress report include the following:

- Racial Equity - Restorative Practice and Justice, Equity Teams, AVID, Parent Engagement and School Name Change
- Staffing - Superintendents, Site Staff, Principals, Instructional Coaches
- Infrastructure - SLCs, Budget, Bell Schedule
- Curriculum - AP Courses, TUHSD Graduate Profile, Technology, CEC, NGSS
- Wellness and COVID

Racial Equity Work

Staff Training in Restorative Practices and Racial Equity - Addressed School-Wide Critical Areas For Follow Up #3.

In response to both the 2015 AWHS Action Plan and the 2018 Mid-Cycle Progress Report, AWHS staff started working with [CircleUp Education](#) in the fall semester of 2016. The Circle-Up mission:

Our Mission is to cultivate happy, thriving, and stress-free cities, organizations, and schools by developing a less oppressed, racist, and divided world for future generations we will never know through custom training,

consulting, coaching, and tools that are intentionally designed to interrupt implicit bias, restore community wellbeing, resolve conflict and misunderstandings, and inspire deeper connection and inclusion.

Their training included teaching a core group of AWHs teachers to lead restorative circles, and those circle leaders then lead small staff circles during the 2017-2018 school year. Those staff circles were created with the explicit purpose to hear diverse voices, to create healthier structures for communication and to build trust amongst the staff. Circle Up's training also included working with a small group of staff members on a restorative justice program for our site. That intense, thoughtful and consistent work built the foundation for the consensus process used to re-envision the SLCs. It also instigated the discipline changes implemented throughout our school at every level. Those include reduced suspensions, restorative circles with students, mindful meetings, addressing root causes of conflict, and students working with our Wellness program when an incident occurs. At the end of the 2020-2021 school year, the school adopted a restorative [Solution Matrix](#) to be used as a guide for all student discipline incidents. This matrix was created by a team of several staff members, with the help of CircleUp Education.

In the fall of 2016, at both the Marin County and TUHSD District levels, [Pacific Education Group](#) started working with sites and staff members at two day conferences called Beyond Diversity (now called Elevation to Transformation). Level I and II workshops were offered every semester and by now over 40% of our site's staff have participated in one or both of these training sessions. As articulated by Glen Singleton and the leaders at PEG,

COURAGEOUS CONVERSATION® is our award-winning protocol for effectively engaging, sustaining and deepening interracial dialogue. Through our Framework for Systemic Racial Equity Transformation, we help individuals and organizations address persistent racial disparities intentionally, explicitly, and comprehensively.

Starting in 2017, Dr. Lori Watson, a former facilitator with PEG, worked directly at our site with groups of staff members, parent/community members and students. She addressed our community's white privilege and worked strategically with these teams, especially the staff and students, to address racism and racial inequities at our school. STAAR, Students Taking Action for Anti-Racism, was born out of this work. And, over the last four years STAAR's mission has been aligned with both ASB and Peer Resource. The Associated Student Body is a group of both application based and elected student leaders that coordinate school-wide community events. Peer Resource is an applied for and student-led community that educates, supports and mentors their peers on many relevant social issues. The master schedule was realigned in 2019 so that all three of these leadership groups

could meet at the same time and collaborate. They are currently tackling issues that affect our school and use the multiple perspectives of other teams to broaden their understanding of school leadership.

Site and District Racial Equity Teams - Addressed all School-Wide Critical Areas For Follow Up as well as all School-Wide Critical Areas That Need to be Strengthened.

Born out of the work with the Pacific Education Group and Circle Up, a group of AWHs staff members decided to start meeting monthly as a racial equity team in 2016. Dr. Tara Taupier, the TUHSD superintendent, invited sites to send representatives to the district office for monthly district-wide equity team meetings starting in 2018. The purpose of both of these groups was to address all of the racial equity work that needed to be done at every site across the whole district. The district goals were outlined as follows:

Goal #1: Staffing - Increase and retain people of color in certificated, classified, and leadership positions (including site and district leadership groups/teams).

- Focus Area #1: Help create systems and supports that ensure diversity on district-based and site-based interview panels.
- Focus Area #2: Gather a list of the leadership/groups/teams that exist in the district and do more directed outreach to people of color from appropriate departments to participate

Goal #2: Professional Development - Provide ongoing and consistent staff development (site-based and district-wide) that engages all staff in meaningful and safe conversations about race, reduces white fragility and colorblindness, and supports staff to sit in discomfort.

- Focus Area #1: To create and/or offer ongoing professional development opportunities that help teachers understand the importance of and incorporate equitable practices/strategies in every classroom.
- Focus Area #2: To provide continuous support/coaching that assists the development of a racial equity lens and implementation of related practices.

Goal #3: Student-Centered - Increase the access, inclusion, recruitment and support of students of color in all site-based activities (i.e. AP/Honors courses, student leadership roles, sports, etc.). Provide students in leadership positions opportunities to participate in training and activities about race while helping to strengthen student voice.

- Focus Area #1: Gather and analyze data to identify and dismantle barriers that prevent diversity of site-based and district-wide programs.

At AWHHS the Equity Team developed the following:

Vision:

Archie Williams High School works to ensure that all students, especially those from currently/historically marginalized groups, achieve at high levels.

Mission:

To build on this belief, AWHHS strives for a learning community where all students--regardless of race, class, sexual orientation, gender, immigration status, home language, ableness, and religion--feel heard, valued, reflected in and included by the whole community.

Action:

We ask all staff (faculty, counselors, classified staff, and coaches) to embrace this commitment by reflecting upon their own racial and cultural assumptions, with an eye toward building stronger community and best teaching practices for all. This includes equitable, differentiated, and scaffolded instruction so that every student can demonstrate high levels of growth and learning.

With this stated purpose in mind, the Equity Team created an [anti-racist plan](#) for their work. They facilitated staff-wide readings and reflections, workshops on AVID [WICOR](#) strategies and AVID [staff resources](#), and [Culturally Responsive Teaching](#) strategies across curriculums. And, with the experience and leadership of [Deborah McKnight](#), also a former facilitator with PEG, the site Equity Team led small group discussions while tackling the work McKnight presented to the staff. These small group discussions also included self-selected affinity partnerships that gave individuals opportunities to reflect and hold themselves accountable to this personal equity work. Prompts for that work included:

- How have you been working to become an antiracist since our last session?
- What Monuments have you uncovered in yourself, classroom, school?
- What "unlearning" have you identified for yourself?
- How have you centered student voice and particularly students who are BIPOC in your teaching?

This work collaborated with a year-long professional learning plan that focused on antiracist teaching and learning with a focus on these three areas:

- Development of staff's own racial identity and how this influences their practices.
 - Smaller group of teachers did a four-part workshop on Leading while White- a study into white racial identity, whiteness and teaching.
- Developing skills and attributes that will allow them to more effectively lead through difficult racist issues that arise in the classroom and on campus.

- Identification and consideration of antiracist and culturally relevant pedagogy in curriculum and grading practices.

Membership is open to anyone on staff who is interested in helping coordinate professional development around racial equity. Current membership does not reflect all departments or staff roles. There is an ongoing effort to increase the diversity and inclusion of members of the team.

AVID - Addressed all School-Wide Critical Areas For Follow Up as well as #2 and #4 of School-Wide Critical Areas That Need to be Strengthened.

With the experience and leadership of Dr. Liz Seabury, our former principal, and LoRayne Ortega, an English department staff member, [AVID](#) was introduced to our site in the fall of 2014. Both women had worked previously at AVID schools in other parts of the US and brought that opportunity to our site to help us address the gaps and deficits outlined in our 2015 WASC Tier Two Academic Interventions Plan.

AVID statement of core beliefs:

YOUR PASSION. OUR FUEL.

Teachers are inherently passionate about education. AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. These elements are at the core of our approach to closing the opportunity gap.

- Relational Capacity - Schools today include students of diverse cultures, languages, and backgrounds. AVID helps teachers relate to all students.
- High Expectations - AVID teachers know that all students are capable, often challenging many core beliefs.
- Equity - AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.
- Leadership - AVID leaders shift the campus culture to drive change and spread best practices.
- Student Learning - With AVID, teachers inspire students to take control over their own learning.

As of this year, AWHHS has an AVID elective class at all grade levels and the teachers are working hard to implement these learning goals:

- [9th grade Standards](#)
- [10th grade Standards](#)
- [11th grade Standards](#)
- [12th grade Standards](#)

Along with the four elective classes, 10% of staff members have been trained in AVID practices and utilize them in their daily instructional practices. In recent years AVID teachers have taken time during staff meetings to share these practices, resources and strategies with all of the teachers at our site. In an effort to help students feel successful in high school and to feel like they can apply to and manage attending a university, AWHHS will implement AVID WICOR strategies across all classes. This will help develop a college-going mindset and habits through consistency and high expectations in every single classroom.

Parent Engagement

Archie Williams has established and continued two collaborative parent led engagement groups. The first group is our Parent Racial Equity Team. The group was established in 2017 and recently created/adopted the below purpose statement in October 2020:

The purpose of the Anti-Racism and Equity team is to confront, actively address and eliminate institutional, systemic and structural racism at AWHHS.

We will hold AWHHS accountable to its mission to provide a more equitable, safe, diverse, inclusive and culturally responsive educational and learning environment for all students, irrespective of race, ethnicity, religion, language, gender, sexual orientation, ability, or socio-economic status so that all students will have the opportunity to realize their full academic and social potential in high school.

We will focus on the advancement and implementation of anti-racist policies and a zero tolerance agenda for hate, prejudice and discrimination in our classrooms and on our campus.

We will partner with staff, students, parents and subject matter experts to disrupt all oppressive, colorblind, biased and white supremacist systems, practices and behaviors that currently persist within our school, district and community.

We will work in concert with the school administration to ensure that all educators have the requisite tools and training to support more equitable outcomes for our students. We will support the school's outreach and communication efforts to ensure all families in our school community are well served and represented and given access to appropriate counselling, administrative and educational resources.

This group meets monthly and focuses on leveraging the specific uniqueness of having parents/caregivers who are engaged in both the school setting and the community, for the purposes of addressing issues of equity, becoming more anti-racist and working collaboratively with the school on events, education and policy.

All meetings have live simultaneous interpretation for Spanish speaking families and translation of all resources and documents. See example of our most recent [agenda](#) here. These meetings are facilitated by school administration.

Our second parent led action group is our Familias en Acción. This is a Spanish speaking parent led action group focused on three main goals:

1. Parent Communication and making sure that there is access to communication for Spanish speaking parents/caregivers (email, text, whats app, robo calls). All of the families in one solid form of communication through live translation/interpretation for school wide parent meetings/workshops (not after the fact or separate).
 - a. Parent Square training for new and current parents/caregivers (navigation, settings, etc.)
 - b. New/updated Spanish speaking contact list to use to make calls to parents/caregivers
 - c. Translation of written communication
 - d. Live interpretation of parent meetings
2. Information, access and support for College readiness and support for students with IEPs and College readiness
3. Resources for Spanish speaking families on how to navigate and support their students through the education system

This group meets monthly and they spent the first meeting listening and collecting feedback from the group. It was evident from the first meeting that our Spanish speaking parents/caregivers wanted more access to school information and resources, specifically information on College Readiness and preparedness. The next two meetings at the end of last school year included presentations from our counselors, our college and career specialist and [10,000 Degrees](#). This group is completely parent led with the support of school personnel and will be continuing monthly meetings this school year, specially addressing the goals mentioned above.

Name Change

In the spring of 2020 in the wake of George Floyd's murder, the Black Lives Matter movement and after years of specific individuals at both our site and in the

community advocating for it, our school embarked on the significant and controversial process of changing the name of Sir Francis Drake High School to Archie Williams High School and the mascot from pirates to falcons.

This [site](#) includes a comprehensive set of resources that cover both the history and process of the name change.

Here are a few highlights that should be noted:

- HS 1327 (placeholder name) Staff "Why" Behind the Name Change - We, the staff of Sir Francis Drake High School, would like to add our voices to the growing calls for the removal of Sir Francis Drake's name from our place of learning. We acknowledge the racist and violent acts of Francis Drake, a slave trader, slave owner, and colonizer, and the legacy of white supremacy he represents. Honoring such a person is counter to the values held by our community and counter to the lessons and values we wish our students and colleagues to learn.

We recognize that a performative act of a simple name change is not enough. We recognize that for far too long, we have failed in our allyship to our colleagues, students, and communities of color. The lack of truth in American history has had a truly deep impact and helped foster separation (Racism) in the lives of our youth. We have failed our students in inclusive true history in our books and classrooms. It has left our students with a lack of respect for other races as vital contributors to this country and this gap has continued to widen. We have hidden behind the time consuming "business" of the school; the content, the curriculum, the lesson plans, the grading, and the housekeeping of teaching. In doing so, we lost our focus on the students themselves, who are at the center of teaching and education. Individually, collectively and institutionally we have neglected to consistently and emphatically address policies, systems, and behaviors that have led our students and colleagues to feel unsafe, unwelcome, and undervalued.

We also recognize that these same inequitable policies, systems, and behaviors have negatively impacted our LGBTQ+, English learners, and learning disabled communities. While our primary concern is anti-racist action, we believe that such action must and will support equity for all marginalized community members.

By supporting this action, we are not seeking to erase our history but to acknowledge the deep racist roots of that history. Our responsibility will then be to dedicate time and work to build a truly anti-racist school culture. We hope that our new name will emerge from this reflective journey.

- [Letter](#) in support of the name change written to the site council and TUHSD School Board by the [Parent and Caregiver Anti-Racism and Equity Team](#).
- [Press release](#) from the TUHSD School Board after voting unanimously to support the site council's choice to rename the school Archie Williams High School:

A Local Hero, A Beloved Teacher

A revered educator, respected military officer, and a gold medalist in the storied 1936 Olympics held in Germany, Archie Williams was above all else a mentor to youth and warm and compassionate friend and colleague.

After returning from the Olympic Games, he completed a degree in mechanical engineering at UC Berkeley, then served as a flight instructor with the Tuskegee Airmen during World War II. His service to our country and military continued as an Army weather officer until 1964, when he retired as a lieutenant colonel.

A second career in teaching came next for Archie Williams, when he joined the faculty at Drake High School, where he taught math and computing for 22 years. Recognized for his warmth and genuine interest in students' well-being, Archie Williams was described by students as someone who created a safe, supporting and healthy educational environment. As one former student said, "he never gave up on a kid."

"Archie Williams' contributions and character align beautifully with the student body's values," said Liz Seabury, Principal. "We know that the Board is being asked whether or not our recommendation meets Board Policy for names and processes, but my hope was that in addition to receiving their support on these procedural points, that the Board would also see this recommendation as a true and just move toward a name that recognized community, equity, positivity and service to others. That's what Archie Williams' remarkable legacy says to us."

We know that for some community members this represents a loss and we also know that many of those same people knew and admired Mr. Williams as a teacher and coach. We hope that his name is one that the community can unite behind.

As noted above, it has been acknowledged by our staff, students and the wider community that the name change will be seen as purely performative if we do not continue to work diligently and transparently to eradicate structural racism in our public school system policies and procedures, to decolonize our curriculum and to build a school community that is safe for our historically marginalized students and

staff, committed to embracing diversity and dedicated to being inclusive of all people regardless of race, class, sexual orientation, gender, immigration status, home language, ableness, and religion. We must consistently and passionately strive to be a school that lives up to its vision, mission and action statement around equity and inclusivity.

Staffing

New Superintendent

Late June of 2015, Dr. David Yoshihara was hired as the TUHSD Superintendent. He resigned his position early in the spring of 2018 to take a position as assistant superintendent of the North Clackamas School District in Oregon. Co-interim superintendents Walt Buster and Valerie Pitts filled in the months between as appointed superintendents. In late August of 2018, Dr. Tara Taupier was appointed and approved as the new superintendent. At this time, Dr. Taupier assumed both the Assistant Superintendent of Educational Services and the Superintendent position. This remained in place until the 2020-2021 school year. Dr. Kimberlee Armstrong served in the Assistant Superintendent position for one year. Dr. Taupier now assumes both titles again.

Site Staff Changes

Staff changes through regular retirement and hiring practices are normal, however, in 2019, the district offered a significant financial incentive to veteran teachers who met the criteria to retire. AWHHS had 19 teachers take advantage of that opportunity in June of that year.

Between 2015 and 2021, the change in staff has been significant. Almost 40% of the teaching staff is new to our school.

New Interim Principal for AWHHS

In August of 2021 after serving as principal for nine years Liz Seabury took a position at the district office as Senior Director of Inclusion, Instruction, & Intervention. The impact that her leadership has had on Archie Williams High School cannot be adequately acknowledged in this self-study, but it must be noted that every significant and substantive change at our high school could not have happened without her vision and leadership. Those changes have not been easy and have sometimes been extremely controversial amongst the staff and the community. Liz navigated these challenges with firmness, clarity, and inclusiveness. She worked diligently to incorporate all stakeholders in both the processes and products of this work, always prioritizing the students and their right to an outstanding high school experience.

LaSandra White, the assistant principal at Redwood High School for the last 19 years, became the interim principal in August of 2021. She assumed the mantle of leadership with confidence and equanimity. AWHHS staff, students and community members are getting to know and appreciate her leadership every day. She has prioritized building relationships with our school community, learning the nuances of the school's history and culture and pushing us forward in the essential work of making all of our students feel included, safe and academically challenged. In January 2022, Ms. White was named Principal of Archie Williams High School.

Curriculum and Instructional Coaches - Addressed School-Wide Critical Areas For Follow Up #2 and #4 as well as #1, #3 and #4 of the School-Wide Critical Areas That Need to be Strengthened.

Starting in 2016, Paula Berry, a former science teacher, left our school to take a district position as an instructional coach. She remained in this position until this school year and is now serving as the Senior Director of Curriculum and Instruction. During that time she worked with Tam Adult School Staff and Tamiscal whole staff on a monthly basis. She worked with small groups of teachers in our [New Tech Network](#) cohort model. She worked one on one with teachers on target goals and well as for the alternate evaluation process across all sites. Paula also worked with the San Andreas staff as a whole group and with science teachers across the district to develop the three course model for the NGSS.

From 2016-2019 Paula worked with TLC, one of AWHHS's former small learning communities, on a monthly basis. During that time the cohort worked on instructional rounds, Culturally Relevant Teaching practices, strengthening Project Based Learning practices, aligning learning outcomes and improving collaborative teaching practices.

Instructional coaches were also instituted at each site starting in 2018. Chizzie Brown and Sue Fox have been in this position at our school since that time. They work directly with first and second year teachers, but they also offer their coaching workshops to the greater teaching staff during different times throughout the year.

Starting in August of 2017, the district started offering professional development opportunities to all teachers the week before school starts. Instructional coaches and district staff offer workshops on a variety of topics ranging from software platform support to project based learning to best instructional practices. Teachers are now required and compensated for completing seven hours of professional development each fall.

In July of 2021, Paula was appointed the Senior Director of Curriculum and Instruction. In this role she oversees all aspects of curriculum that include any changes to courses the district/sites offer, oversight of new courses and their

development, decisions that impact graduation requirements, UC admissions, and NCAA eligibility, and the development and support of Career Technical Education (CTE). Paula also oversees professional development, facilitates and runs department task forces (math, science, and social studies), runs the curriculum group for the Racial Justice Task Force and for the district equity team, oversees the new teacher induction program, the Instructional Coaching program, and all state assessments including CAASPP/CAST.

Having strong instructional coaches at both the district and site levels that coordinate significant district mandates like working to close racial equity gaps and providing professional development to all teachers towards that end is, and continues to be, instrumental in meeting these school-wide critical areas.

Infrastructure

SLCs Evolution - Addressed all School-Wide Critical Areas For Follow Up as well as all School-Wide Critical Areas That Need to be Strengthened.

After years of community feedback, internal dialogue and conflict, and the WASC 2018 mid-cycle progress report visit, the staff [voted](#) on the top critical areas of need that we wanted to address. In order of priority, small learning communities came in first and grading came in second. As a whole staff and over a number of meetings a purpose statement was created to focus this work.

*We believe students succeed when we ensure deeper, equitable and inclusive learning experiences through interdisciplinary and integrated learning that foster relationships, mentorship, and collaboration within a community.
We organize students in 9/10 SLCs in order to achieve this purpose.*

In 2019, a group of 22 teachers called the Drake Innovation Team (DIT) and the administration started re-envisioning the structure of the ninth and tenth grade experience using this purpose statement as their guide. After many weeks of meetings and consensus building they brought a proposal to the whole AWHs staff - eliminate the structures of ROCK, DaVinci and TLC, the SLCs that were operating at that time, and create a new and consistent structure that would be more aligned, both structurally, curricularly and pedagogically.

The group proposed that the new structure would put all 9/10 students in a 3x3 (English, history, science). Other fundamental changes to the structure meant that students would no longer choose a specific SLC but would be placed into heterogeneous groupings. Elective choices would be wide open. SLCs would have three teachers who would consistently collaborate on student support and learning outcomes. And, the teachers who opted to be a part of this new structure would

also collaborate across all SLCs to align curriculum goals, learning outcomes and community building. They also proposed that the preponderance of sound research based practices already being utilized in the veteran SLCs would be applied in all of the newly structured ones.

Smaller groups of those 22 teachers met to discuss curricular and pedagogical alignment. The [Drake Innovation Team](#) collaborated on:

- Curriculum - Course alike teachers worked to align learning outcomes. Teachers across the three curriculum areas worked to align units over the 9th and 10th grade curriculum.
- Culture - Teachers discussed how to cultivate community building activities and practices across all SLCs.
- Grading - Teachers discussed standards based grading practices.

After three staff meetings working to build consensus, it was decided that the proposal brought forward would be adopted and the new SLCs would be implemented in the fall of 2020.

Significant Budget Crises:

1. Elimination of Teacher Leaders

After nine years and because of serious budget constraints, the decision was made to eliminate the Teacher Leader position at all sites in the TUHSD in the fall of 2018. Because the position came with a significant stipend and a full release period, the savings were significant.

The elimination of the Teacher Leader position has left a vacuum of leadership for the last three years. Teacher Leaders served in many ways at each site and at the district level. They served on site council, met with all school sites to coordinate policies and practices, organized departments from budgets to instructional practices and worked collaboratively with the administration to organize and facilitate almost all of the professional development. The loss of department leadership has had a dramatic and negative impact on the staff and school sites. Evidence of that is shared throughout this self-study.

2. Elimination of Librarians at each site

All librarians at all three comprehensive school sites were eliminated in June of 2019. Now each site has a librarian specialist and the district has one librarian that oversees the subscriptions and other librarian tasks covered by their credential..

3. Class Size Increases

With the significant rise in the student population the last five years, most teachers and counselors have experienced an increased work/caseload. The only courses not affected by this change are chemistry. This increase temporarily changes the

contract maximum for each teacher for three years and then the maximum outlined in the contract will be reinstated. The data shows few teachers are at the new contract size increase.

Bell Schedule

In the fall of 2017, after months of research, collecting site data and gathering suggestions on various schedule options, the staff voted to pilot a new bell schedule that prioritized student health and wellbeing. After a 2018 review of the original pilot, the [current schedule](#) was adopted. Four distinctive changes were implemented:

- The first period of the day was moved from 8:00 to 8:30 AM. Research has long shown that teenagers are more productive with a later school day - it supports students' emotional welfare, improves attendance and student academic performance.
- The Monday seven period schedule was changed to align with the block periods Tuesday through Friday. SLCs and academies could experience contiguous class periods all days of the week.
- Tutorials were moved to the end of the school day. The most productive hours of the school day are spent in their curriculum classes.
- Staff meetings are Friday afternoon. Students and families were used to an earlier release on Fridays and appreciated that the staff opted to keep that structure. Some teachers appreciated having meetings when planning for the next school day was not at the top of their to-do list.

Curriculum

Elimination of prerequisites for all AP and honors classes except in math - Addressed School-Wide Critical Areas For Follow Up #1.

Before the 2015 WASC report and visit, all departments with AP courses were asked to revisit the prerequisites outlined in the Curriculum Guide. Over time and with many discussions about rigor and institutionalized barriers to access, most departments agreed to eliminate testing, grades and essays as [prerequisites](#) to taking an AP course. District task forces (math, science and English) are also working on vertical alignment with our feeder middle schools.

TUHSD Graduate Profile

This document is not yet formally adopted by the Board of Trustees. The Curriculum Council of 2018-2019 led by Tamiscal High School Principal Kim Stiffler created this [profile](#) and updated it in 2020.

Technology Purchases and Upgrades - Addressed all School-Wide Critical Areas For Follow Up as well as #1 and #3 of the School-Wide Critical Areas That Need to be Strengthen.

Starting in the 2013-2014 school year, two iPad carts were available for teachers to reserve and use in their classroom. The following year the small learning community TLC distributed iPads to every 9/10 student in their program. Chromebook carts were provided for all departments and some individual teachers starting in 2017. Eventually TLC and SEA-DISC encouraged students to check out an iPad or a Chromebook each year in their one-to-one program.

Everything changed dramatically when COVID hit and all TUHSD students left school to enter lockdown on Friday, March 13, 2020. During the remaining weeks of the school year it became glaringly obvious that providing Chromebooks to each and every student in our district needed to be a priority if schools were going to remain in distance learning for the foreseeable future. Providing hotspots for students without reliable WIFI also became necessary. As of this school year the district has committed to providing Chromebooks to all students. Hotspots or access to affordable WIFI is also a service that is being provided.

When TUHSD prepared for staff to return to campus full time in the spring of 2021, significant investment was made in providing all teachers with extra monitors, IPEVO document cameras and a Targus Universal Docking Station Audio. Every classroom is set up to provide a hybrid learning environment.

Another significant technological change has been the adoption of one learning management system for the entire district. The teacher-led technology group at Archie Williams began their study into different LMS platforms in 2019-2020. With COVID, this team made the recommendation to AWHHS to adopt and move directly into Canvas for the 2020-21 school year. The following year, representatives from the different sites made a "Distant-Learning Lead" team and brought forth the proposal of adopting Canvas district-wide. In the fall of 2021, teachers were asked to use either Google Classroom or Canvas and were given training in both platforms. Starting in the fall of 2022 all teachers are expected to only use Canvas. Our students have gone from as many as seven different platforms for reporting learning materials and grades to one LMS (in fall of 2022) and one SIS, Synergy (adopted summer of 2021). This shift has been a radical and positive transformation for the teachers, but more importantly, for the students. We are proud to have brought this change to the district level.

Counseling Enriched Classroom

The [CEC](#) is a special education program meant to serve students who are significantly impacted by their mental health symptoms. These students require a therapeutic component to their school day, and students in the CEC program require a high level of support in order to function on a mainstream campus. This includes direct mental health services, curriculum in a small classroom setting, and ongoing

consultation with school staff, families, and outside providers. The district opened AWHs's CEC in January of 2019. It currently serves 16 students.

NGSS - Addressed all School-Wide Critical Areas For Follow Up.

In 2013, California adopted the Next Generation Science Standards. TUHSD science teachers started working with the new curriculum and developing new course outlines, units and proficiency scales the following school year. In 2018, AWHs realigned the science classes offered to the NGSS. Physics in the Universe (9th), Living Earth (10th), and Chemistry in the Earth System (11th) were gradually added to the master schedule.

Wellness

Wellness Center and Clinics

In January of 2017, the [Wellness Center](#) opened on the AWHs campus. Their mission:

The TUHSD Wellness Centers will support the health, well-being, self-advocacy and educational outcomes of all students. Our mission is to enhance the delivery of coordinated physical, mental, and reproductive health and substance abuse services through a continuum of prevention and intervention programming services.

Situated in the main hallway of the school, AWHs's Center is accessed by students from 7:30 to 4:00 Tuesday through Friday of every school week. The [services](#) they provide cover such needs as:

- Counseling
- Crisis support
- Community support groups
- Resources and support for BIPOC students and families
- Resources and support for LGBTQ+ students
- Drug and alcohol education
- Physical and mental health education
- Resources and support for food and housing
- Monthly Sexual Health Clinics

They are also a place where students can take time out from their regular schedule when they are experiencing extremely stressful situations. Students are also able to stop by for a cup of tea, a tampon, or fidget spinner.

The Wellness Center is staffed by the Wellness Coordinator, Katrina Southard, and the Wellness Specialist, Danya Axelrad-Hausman. Also affiliated with the Wellness Center are:

- 2 staff [BACR](#) employees (one 3 days/week, one 4 days/week)
- 1 BACR intern (2 days/week)

In addition:

- 1 [Huckleberry Youth Programs](#) provider (focusing on substance use) 1 day/week
- 2 graduate level interns (one 4 days/ week, one 2.5 days/week)
- 1 [SPAHR](#) provider that runs our LGBTQ+ support group and provides 1:1 support as needed
- Vaping support as needed
- [MCC](#) sexual health clinic every 3 weeks

Here are the links to the data collected for [2018-2019](#) and [2019-2020](#) about the services students utilized through the Wellness Centers in the district. It should also be noted that the Peer Resource class which has been at AWHHS for decades started collaborating in significant ways with the Wellness Center when they opened at the school site. These collaborations are important because PR essentially acts as the student outreach arm of Wellness.

COVID

March 13, 2020, TUHSD went fully remote, and classes stayed 100% online through the end of that school year. The following school year the decision was made to adopt a temporary and abbreviated bell schedule and to stay fully remote until federal, state and most especially local health guidelines approved returning to in person instruction in the classroom. In March of 2021, the sites went to a hybrid model with alternating schedules for three cohorts. And in April, the sites gave all students the option of returning to the classroom full time. The hybrid model continued through graduation of that school year. A small percentage of students chose to remain fully remote at the end of the 2020-2021 school year.

Distant Learning Leads (Teachers on Special Assignment) helped provide professional development on virtual learning, Canvas and Google Classroom, Synergy, hybrid teaching, and technology starting in 2020 and are ongoing.

This school year students in the district were offered two options: attend school in person or enroll in [Edgenuity](#), a fully virtual platform. Five students enrolled full time in Edgenuity for the fall 2021 semester. For the spring semester of 2022, students in the district will only be allowed to enroll for remote learning with [NOVA](#).

At this time all students on campus are required to wear masks indoors. There is no required social distancing, and they have the option of not wearing masks while outdoors. While there are COVID vaccination records for all staff, there are no firm records of our students. The vaccination rate for all eligible residents in [Marin](#)

[County](#) is 91.89% for one shot and almost 85.31% for fully vaccinated as of January 29, 2022. Staff and students continue to get boosters as they are eligible.

The substantial and negative impact on academic learning, social and emotional health and so much of our personal and professional lives cannot be articulated, summarized or even fully understood. Addressing and working to resolve these significant issues is ongoing and ever evolving as we adapt to new research and experiences.

II. Schoolwide Critical Areas for Follow-up

The following charts list the Schoolwide Critical Areas for Follow-Up as identified by the AWHs WASC Visiting Team Mid-Cycle Report 2018. The follow up in these areas have also been addressed above in section one. With each of the four “critical areas that needed follow up” and the four areas that “needed strengthening,” the who, what, why and impact on student learning has been addressed.

School-Wide Critical Areas for Follow-Up				
Area	Who	What	Why	Impact on Student Learning
#1 The school must provide all students opportunity and access to grade level instruction, core competencies, higher level course offerings and college/career options for the 21st century.	Admin Teachers Teacher Leaders (no longer in position) Counselors Site Equity Team	Dismantling the previous SLC's and aligning learning outcomes Diminishing or eliminating prerequisites to Honors and AP courses AVID elective classes for all grade levels AVID strategies for all classes Targeted AW classes	Institutionalized barriers to access for challenging courses created systemic disenfranchisement for students of color and low SES students.	Eliminating these barriers provides an opportunity for all students to seek and find success in challenging, higher level courses leading to more students completing all A-G requirements upon graduation from AWHs.

		<p>Implementation of ELD program.(2016? 2017?)</p> <p>Opened a Counseling Enriched Classroom (CEC)</p> <p>Beyond Diversity I and II training offered to all staff</p> <p>Site work with Dr. Lori Watson and Deborah McKnight from Pacific Education Group®</p>		
<p>#2 The administration and teachers must develop procedures and tools to ensure consistency around determination of grades, grading practices and use of proficiency scales.</p>	<p>Admin Teachers</p>	<p>Department work to align learning outcomes for each grade level using frameworks such as the Common Core, NGSS, CA State Standards, NCSS, and NCTM.</p> <p>Content proficiency scales developed and adopted in departments. Skill proficiency</p>	<p>Students are able to clearly articulate what they know (content and skills) and what they need to learn next in order to progress.</p> <p>Teacher Mode: Use of a common LMS to provide student access to grades in a consistent manner.</p> <p>Students'</p>	<p>Students have ownership of their learning, develop skills around taking academic risks and utilize multiple opportunities to improve their learning, ultimately becoming more prepared for college and careers post-high school.</p>

		<p>scales developed and adopted across the site.</p> <p>School-wide agreement to use Google Classroom and/or Canvas LMS to communicate learning outcomes and assessments.</p> <p>Standards based grading professional development provided to teachers.</p> <p>Teachers calibrate student work in departments and SLCs.</p> <p>Surveyed both students and parents/caregivers about grading practices. Facilitated a series of staff circles about what the data was saying.</p>	<p>literacy skills are developed across all curriculums.</p> <p>Student Mode: Students learn and gain dexterity utilizing two learning management systems.</p> <p>Students' progress on the learning outcomes is clearly tracked. Students are given multiple opportunities to reach proficiency and even mastery with each learning outcome.</p>	
<p>#3</p> <p>The school must improve communication; for students to</p>	<p>Admin</p> <p>Teachers</p> <p>Counselors</p>	<p>School-wide agreement to use Google Classroom and/or Canvas</p>	<p>When all stakeholders are kept up to date on essential</p>	<p>Students being well informed in a timely and transparent manner means</p>

<p>provide better school-wide and academic information, for parents/caregivers to improve grading and student performance information, and among staff to improve decision-making ability and develop more capacity to resolve internal differences and conflicts in order to support a culture of trust and respect.</p>		<p>LMS to communicate learning outcomes and assessments.</p> <p>Naviance access and workshops provided at every grade level.</p> <p>Canvas and Synergy access for adult caregivers.</p> <p>Weekly emails via Parent Square (e.g. Tam District Family Newsletter, Falcon Community Newsletter, CREW Announcements, TUHSD Wellness Outreach, Counseling Department grade level meetings for families)</p> <p>College and Career Center timely emails for grade appropriate opportunities</p> <p>Weekly Outlook</p>	<p>information they experience efficacy around critical decision making areas like grades and opportunities for success during and after high school.</p> <p>When school staff embraces and uses a research-based Restorative Practices and effective structure for healthy</p>	<p>they are better able to develop agency, support their own social-emotional wellbeing and take advantage of the academic opportunities afforded them both today and in the future.</p>
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		<p>email from the principal to the staff on all current and upcoming essential activities and deadlines.</p> <p>Staff professional development in Restorative Practices with Circle Up.</p> <p>1:1 Student to Chromebook ratio</p> <p>Translation of schoolwide documents and various schoolwide meetings</p> <p>Parent Coffees Parent Equity Team</p> <p>Familias En Accion (Spanish Speaking parent action group)</p> <p>Staff research and adoption of a consensus building structure to reach agreement on some critical decisions.</p>	<p>communication and decision making trust is built amongst stakeholders and there is a higher likelihood of buy-in to all critical areas of the school community's work.</p>	
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		<p>Staff “Culture Club” - a leadership advisory team - to identify critical issues the staff needed to address and how to do it to collaborate better.</p> <p>CircleUp Education trained certain staff members on facilitating staff “discussion circles” on emotional topics such as grading and SLC’s.</p>		
<p>#4 The school should provide professional development and collaborative time for PLCs to improve instructional strategies specifically focusing on differentiation, technology learning tools and the use of formative assessment to guide instruction in</p>	<p>Admin Teachers District and Site Instructional Coaches</p>	<p>TUHSD structures multiple workshops the week before the school year officially begins. All teachers are encouraged to participate and are compensated for up to seven hours for this professional development work. These workshops are provided by teachers who have</p>	<p>The teachers at AWHs have used research based culturally relevant teaching strategies for over twenty years. As new staff has come on board and as those strategies have been updated, the need to provide updated trainings have been developed. The commitment to Project Based</p>	<p>Students who learn in an environment where staff willingly and consistently work to improve instruction and delivery methods are better prepared for current and future opportunities in their education and in their careers.</p>

<p>order to improve access to the curriculum for all students.</p>		<p>specialized in instructional strategies, racial equity work, and technology and its uses.</p> <p>AWHS's monthly meeting schedule for staff includes time for department, 9/10 SLC and 11/12 academy collaboration.</p> <p>The master schedule is developed to provide collaboration for the SLC teams and academies.</p> <p>Site-wide, teacher led study teams on 11/12 academies, learning management systems, grading, restorative practices, AVID strategies and more.</p> <p>Teachers on Special Assignment (TOSAs) provide ongoing</p>	<p>Learning (PBL), Universal Design Learning (UDL), and Professional Learning Communities (PLCs) is strong and meeting the needs for all students. Ongoing training is necessary.</p> <p>Teachers are kept current in research based, data driven best practices.</p> <p>Teachers consistently update their repertoire of strategies and teaching methods.</p> <p>Teachers are better able to provide timely and targeted support for all students in a variety of ways.</p> <p>Consistent collaboration time means that the staff is able to calibrate their</p>	
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		<p>support as instructional coaches and technology coaches.</p> <p>TUHSD made Project/Problem Based Learning professional development opportunities available through the Buck Institute for Education's PBL Works.</p> <p>-Beyond Diversity -Deborah McKnight -Lori Watson -Culturally Relevant Teaching (CRT) August trainings -Racial Affinity groups focused on "whiteness," racial identity, personal & professional lives. Racial scenarios for classroom practices.</p> <p>Teacher led site equity/leadership team</p>	<p>own and student work.</p> <p>Providing ongoing support means that staff does not have to wait to utilize best practices.</p>	
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School-Wide Critical Areas that Need to be Strengthened				
Area	Who	What	Why	Impact on Student Learning
<p>#1</p> <p>Administration and teachers must, through the implementation of project based learning in all of the SLCs, establish some overarching guidelines for each SLC to utilize the strategy of PBL to eliminate any inequity and a lack of uniformity for content delivery of standards</p>	<p>Admin</p> <p>SLC Teachers</p>	<p>Some SLC teachers had previous professional development with New Tech Network or with the Buck Institute in project and problem based learning.</p> <p>In August of 2021, all teachers in the district were offered the opportunity to participate in a 3 day workshop facilitated by PBL Works.</p>	<p>Our high school has a significant history of using projects in our small learning communities and upper level academies since the early 1990s. Having all of the current teachers expressly taught how to facilitate high quality project based learning will cultivate a rigorous, more equitable, engaging and relevant educational experience for all students.</p>	<p>From the PBL Works website: <i>Why PBL? Because Project Based Learning engages students in learning that is deep and long-lasting, and inspires for them a love of learning and personal connection to their academic experience.</i></p> <p><i>Educational Equity & PBL At PBLWorks, we envision a world in which race, ethnicity, and other aspects of identity do not predict the opportunities available to young people.</i></p>
<p>#2</p> <p>Administration and teachers must ensure that all learning styles are addressed</p>	<p>Admin</p> <p>Teachers</p> <p>TOSAs</p>	<p>See above.</p> <p>All teachers have been offered professional development opportunities during the summer and</p>	<p>In order to provide an equitable, inclusive and rigorous educational</p>	<p>Students who learn in an environment where staff willingly and consistently</p>

and supported through a balance of instructional practices that include both PBL strategies and direct instruction practices. Staff must assure that technology is used as an effective instructional tool for all learners.	IT support staff	throughout the school year in the use of various educational technology strategies, PBL, Culturally Relevant Teaching, and _____. Since COVID instruction in the use of technology has significantly increased and is ongoing with our current TOSAs (Canvas, PearDeck, Nearpod, Google Chromebooks, Classroom and Drive and much more).	experience for all students the teaching staff must have professional development that is research based, current and consistent.	work to improve instruction and delivery methods are better prepared for current and future opportunities in their education and in their careers.
#3 Administration, faculty and support staff need to provide ongoing access for communication and feedback by students on instructional practices.	Admin Teachers Counselors	<p>Some teachers regularly survey their students about their learning and experience in the classroom.</p> <p>The SLCs implemented a survey for all 9/10 students that is administered in the fall and the spring.</p> <p>Teachers who are in a cycle of observation might have their students surveyed.</p> <p>The Healthy Kids Survey is administered to 9th and 11th graders regularly.</p> <p>The Youth Truth Survey was administered for the first time in the fall of 2021.</p>	Students are obviously the most important stakeholders in our school. Consistent, honest and clear feedback develops trust and improves the education experience for both the students and the teachers.	Students who know their voice is heard and strategically considered when teachers work to develop equitable, inclusive and rigorous learning opportunities have a vested interest in their education and feel more engaged. Teachers have an ongoing dialogue with their stakeholders that enables them to improve and optimize learning for all

				students.
<p>#4</p> <p>The school must systematically employ practices that examine and analyze student performance data, both as individual teachers and as PLCs, in order to provide feedback that is used to improve instruction.</p>	<p>Admin</p> <p>Teachers</p> <p>PLCs</p>	<p>There are a couple of examples of when this occurred in the last seven years. This is a huge area of growth for our school.</p> <p>TLC, a former group of teachers who taught English, history and science in 4 SLCs, worked with Paula Berry, district instructional coach, on occasion to share student work, calibrate scoring practices and align learning outcomes.</p> <p>Some departments (e.g. math) also did this.</p>	<p>Consistent and open conversations with the teaching staff (departments, SLCs, academies and whole) ensures that best practices are consistently implemented. Recognizing and analyzing learning gaps informs the school about critical learner needs.</p>	<p>When teachers are well informed about their students' progress (successes and challenges) and adapt their instruction appropriately and strategically, all students experience a more engaging and rigorous curriculum that meets them where they are in their learning and challenges them to forge ahead to new achievements.</p>

Chapter 2: Student/Community Profile - Data and Findings

The History and Background of the School

[Archie Williams High School](#), formerly known as [Sir Francis Drake High School](#), opened in 1951, the second comprehensive high school to open in the Tamalpais Unified High School District. A Gold Ribbon school, Archie Williams is located in San Anselmo and also serves students living in Fairfax and communities in West Marin. There are 1283 students currently enrolled -- 291 frosh, 332 sophomores, 317 juniors and 343 seniors. Fifty-three percent of the school identifies as male, 46% as female and 1% as nonbinary. About 8% of the school qualifies as low SES. Emerging multilingual students are two percent of the population. There are 172 students included in special education services and 81 others with a 504 Plan. The ethnic composition includes students identifying as the following:

# African American	# Asian	# Hispanic	# White	# American Indian	# Filipino	# Pacific Islander	# Multiple	# Other
4	29	171	960	0	5	3	71	40

Since the last comprehensive WASC review in 2015, the population has increased by just over 200 students and three teaching staff members. Last school year was the peak of the increasing enrollment trend, and forecasts show that in ten years the population will significantly decrease to fewer than 900 students. Anticipation of this decline and budget considerations have motivated the district to offer retirement incentives to the teaching staff.

The students at Archie Williams High School are served by 75 certificated teachers, 19 paraeducators, four school counselors, one college and career specialist, an ELD and AVID coordinator and three administrators. There are 43 total classified staff, which includes five secretaries, six custodians, three campus supervisors, one IT assistant, one library specialist, one account clerk, and four food services staff members. In addition, AWHS is served by a registered nurse, a school psychologist and intern, and a speech pathologist. Two teachers serve as instructional coaches. The Wellness Center is staffed by a coordinator and an outreach specialist as well as two [BACR](#) counselors and one BACR intern. Wellness staff are also adept at connecting students and staff with numerous community resources.

The faculty is comprised of 36 female identifying and 37 male identifying individuals. Of the total certificated staff, 63 are white identifying, six are Hispanic/Latine identifying, two are undisclosed, and two are two or more races. Fifty-two staff members held a Master's degree or higher at the time of their hiring. 100% are credentialed and meet the NCLB standards for highly qualified teachers, and almost none teach outside their credentialed areas. With the implementation of the Next Generation Science Standards, some of the science teachers are currently working on a new credential so that they may teach multiple subjects in their discipline. All of our certificated staff members have earned at least an EL certificate and many are CLAD certified.

All staff engage in high-quality professional learning to meet the [district's academic, equity and social-emotional goals](#) -- support with technology, curriculum development and equity and inclusion training. Teachers may also participate in workshops offered by our own staff during monthly after school instruction cohorts as well as annual [summer institutes](#) held in August. Here is an example of the current PD offerings:

▶ Title	Location	Date	Credits
▶ Monuments Workshop III with Deborah McKnight	Kreps at the District Office	Feb 9, 2022	1.25 Hrs
▶ Elevation to Transformation with Dr. Lori Watson	Zoom, link will be added	Feb 8, 2022	
▶ Accelerate Academic Achievement with Intentional, Interactive Vocabulary Development	virtual event	Jan 29, 2022 📅	5 Hrs
▶ Math and Multi Lingual Learners Workshop Series -Cohort B Session IV	Zoom	Dec 13, 2021	1.50 Hrs
▶ Math and Multi Lingual Learners Workshop Series -Cohort B Session III	Zoom	Dec 6, 2021	1.50 Hrs
▶ Engaging in Conversations about Race and Equity to Create Systems Change	MCOE or via zoom	Nov 18, 2021 📅	54 Hrs
▶ Mindfulness for Black Educators	virtual	Nov 17, 2021	1.50 Hrs
▶ Racial Equity Work with Deborah McKnight-TUHSD Induction	Kreps	Nov 16, 2021	1.25 Hrs
▶ Math and Multi Lingual Learners Workshop Series -Cohort B Session II	Zoom	Nov 15, 2021	1.50 Hrs
▶ Math Workshop: EFFL-Experience First Formalize Later	zoom	Nov 13, 2021	5 Hrs
▶ THS Ungrading Cohort Sessions 2-4	TBD	Nov 10, 2021 📅	3 Hrs
▶ RHS Ungrading Cohort, Sessions 2-4	Room 182	Nov 3, 2021 📅	3 Hrs
▶ Mathematics Strategies Workshop (Tamalpais)	Room TBD @ Tamalpais	Nov 2, 2021 📅	3 Hrs
▶ Mathematics Strategies Workshop (Archie)	Room 208 @ Archie Williams	Nov 1, 2021 📅	3 Hrs
▶ SF Math Circle	Proof School 973 Mission Street SF, CA	Oct 30, 2021 📅	18 Hrs

AWHS is fortunate to have strong parent and community support. The [Falcon Foundation](#) is a volunteer organization that works to enhance the high school experience for all students. They fund academics, arts, athletics, student activities, family education and community-building events, wellness programs, and school facility needs with support from families and local businesses. Since its founding in 2000, the Falcon Foundation has provided over \$3 million for the benefit of the students, staff and school facilities. The TUHSD community has also supported the schools by passing two bonds (Measure J and M) since 2015 for the purposes of improving infrastructure and facilities. AWHS has been a direct beneficiary of these revenues which have provided for significant improvements to existing facilities as well as the addition of six new classrooms, an Olympic sized pool and new turf football and baseball fields. The pool and fields are used by both the school and the greater community. For 2021-22, our current parcel tax budgeted revenue is \$16,312,445. Caregivers also participate in [Site Council](#) as well as groups like the [Parent Racial Equity Team](#). They are also instrumental in encouraging our business community to support the various efforts of the administration and staff in providing an exceptional, safe and healthy high school experience for the students.

A Description of the School Programs

A primary goal at AWHS is that all students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship.

All 9/10 students are enrolled in small learning communities. In these seven [SLCs](#) the students share a common English, history and science teacher, with some exceptions to prioritize elective class choices. When students enter their junior year they have the option of choosing a traditional path towards graduation or they may enroll in a two-year academy -- [ComAcad](#), a communications program combines English, history, and digital media, or [SEA-DISC](#), an environmental studies program which includes classes in chemistry, AP environmental science and history as well as a full year of workplace learning. Much of the educational approach involves both integration of curriculum and project-based learning with a school-wide effort to provide a personalized academic and social/emotional approach no matter the class or program.

	AWHS	SEA-DISC and ComAcad
Total Enrollment	1314	89
NonWhite Identifying	151 (11%)	16 (18%)

Other unique programs offered at AWHHS include four years of [AVID](#) Elective classes, [Peer Resource](#) (a student lead, multigrade level class that educates, supports and mentors all students in physical and mental wellness), and [STAAR](#) (a student lead, multigrade level class that provides education and raises awareness about racism, both conscious and unconscious to create a safe and accepting community for all AWHHS students). Starting in 2019 these classes partnered with [ASB](#) (Associated Student Body) in a deliberate effort to shift the traditional student leadership structure to a more inclusive and activist minded focus. All of the students in these programs serve as leaders in advisories across campus and coordinate schoolwide programs/events that bring awareness to important issues like microaggressions and racism, sexual consent, support and education around the school's name change, and celebrations of our BIPOC and LGBTQ+ community.

AWHHS also offers 15 AP courses and a small number of honors classes across the curriculum. Twenty-five percent of the students took AP tests in the spring of both 2020 and 2021. Of the AP tests taken in the spring of 2020, 81% of students scored a 3 or higher. In 2021, that number fell to 70%. In 2020, 97% of our senior class graduated with 76% enrolled in college for that fall. Most students at AWHHS attend a four-year college/university with 72% of them meeting the A-G requirements to attend a UC/CSU institution in 2020. College of Marin, the local community college ranked number one in the state, had 17% of the district's seniors enrolling that same fall. ([chart](#))

Beyond the core academic subjects, students have a diverse list of challenging [elective courses](#) they are able to take during their four years at Archie Williams. The robust visual and performing arts department offers 20 distinct classes (e.g. drawing and painting, ceramics, photo, art history, drama, performance workshop, jazz band and more). Both engineering (projects and design) and computer (programming, graphics and principles) classes are offered in the applied tech department. The world languages department has classes for learning Spanish and French at all levels including a period of Spanish for Spanish Speakers. The social studies department offers electives in psychology, ethnic studies, the history and appreciation of film and street law. Among its numerous choices of English classes, [The Pitch](#) is a nationally recognized journalism program.

There are also numerous ways for students to get academic support throughout the school day and week. General Education Academic Workshop (AW) classes are taught by teachers and offered during two periods of the seven periods for students. These classes provide struggling students with time management skills, AVID literacy skills and self advocacy skills -- individualized academic support.. Resource Specialist Program classes for both special day students and resource students account for most of the SpEd AW classes. Structured tutoring in core subjects is also offered to a select group of students during three periods and is taught by

science, math and social studies teachers. An Afterschool Homework Center is offered twice a week and run by current AWHs teachers with student peer tutors. An English Language Development (ELD) class is offered during third period for our students learning the English language, and an AW just for ELL is offered during fifth period. There are two periods of Algebra Foundations for our students needing strategic math support. There is strong paraeducator support in these AW and ELD classes

All students have two periods of tutorial on Wednesday afternoon. During this time teachers provide opportunities for students to work with their peers on projects; make up tests, labs and activities; attend seminars and workshops; and complete assignments for all of their classes. Students may also get one-on-one help from their teachers/paraeducators at this time. The timing and structure of tutorials has been an ongoing debate amongst the staff and students for years. The administration and campus supervisors spend the majority of that time getting students out of the hallways and back into classrooms to use this opportunity productively. While tutorial agreements have been formalized by the staff and shared with the students the use of this instructional time varies from classroom to classroom and student to student.

Five full time students chose to take classes online with Edgenuity this past fall instead of attending classes in person. Those students had a site coordinator overseeing their work. A larger number of students took a virtual class or two and had on-site support from various AW teachers.

Students are also able to take classes online or enroll in courses at College of Marin to earn credit for classes towards high school graduation requirements and/or getting a jumpstart on their post-graduation studies.

California School Dashboard School Performance Overview and Other Local Measures

From the Dashboard website,

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

From the [records](#) available, the following has been noted:

EL Data

English Language Proficiency Assessments for California (ELPAC) Data

Year	Total Tested	Level 1	Level 2	Level 3	Level 4
2017-18	20	40%	15%	20%	25%
2018-19	13	31%	23%	23%	23%
2020-21	14	43%	21%	21%	14%

Emerging Multilingual Population at AWHHS

Year	Total EL	RFEP	% Reclassified
2016-17	11	2	18%
2017-18	17	0	0%
2018-19	20	6	30%
2019-20	16	7	44%
2020-21	23	2	9%

Year	Total EL	# of EL D-F Students	% of English Learners with D-F	% of All Student with D-F
2016-17	11	5	45%	20%
2017-18	17	9	53%	17%
2018-19	20	7	35%	17%
2019-20	16	8	50%	14%
2020-21	23	4	17%	12%

Year	# EL Students	English Learners Average GPA	All Students Average GPA
2016-17	11	2.61	3.40
2017-18	17	2.49	3.45
2018-19	20	2.90	3.44
2019-20	16	2.98	3.56
2020-21	23	3.26	3.59

Findings: The number of students with emerging multilingual status is slowly increasing. The percentage of EL students earning a D or F has decreased. Some of this change may be attributed to specific and more lenient grading policies during COVID. Some of this change may also be attributed to more substantive and pedagogical changes like the adoption of standards based grading practices. The GPA has been steadily rising but still falls short of meeting the GPA average of all students at AWHs.

Smarter Balanced Data

English Language Arts (ELA) - District - SES

	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	At or Above Standard
Not Special Ed	961	8%	12%	30%	50%	80%
Special Ed	85	25%	22%	33%	20%	53%
District	1046	10%	13%	30%	48%	78%

Math - District - SES

	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	At or Above Standard
Not Special Ed	1038	17%	18%	30%	35%	65%
Special Ed	114	53%	21%	11%	16%	26%
District	989	20%	18%	28%	34%	62%

ELA - District - SES

Socio-Ec. Status	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	At or Above Standard
Not Low SES	973	8%	13%	30%	49%	79%
Low SES	73	26%	15%	26%	33%	59%
District	1046	10%	13%	30%	48%	78%

Math - District - SES

Socio-Ec. Status	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	At or Above Standard
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Not Low SES	928	19%	18%	28%	35%	63%
Low SES	61	38%	20%	25%	18%	43%
District	989	20%	18%	28%	34%	62%

ELA - AWHs

School	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	At or Above Standard
Archie Williams	262	10%	13%	31%	47%	77%
District	1042	10%	13%	30%	48%	78%

Math - AWHs

School	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	At or Above Standard
Archie Williams	241	24%	17%	26%	33%	59%
District	989	20%	18%	28%	34%	62%

English Proficiency

ELA - District - English Proficiency

English Proficiency	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard
English Only (EO)	7%	11%	30%	50%
EL	71%	14%	14%	0%
Initial Fluent English Proficient (IFEP)	3%	10%	23%	63%
Reclassified to Fluent English Proficient (RFEP)	13%	9%	36%	40%
District	8%	11%	29%	49%
California	18%	21%	30%	29%

Math - District - English Proficiency

English Proficiency	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard
EO	19%	17%	27%	34%
EL	42%	28%	28%	0%
IFEP	6%	6%	50%	36%

RFEF	20%	20%	33%	26%
District	19%	17%	28%	34%
California	40%	24%	19%	15%

By Ethnicity

ELA - District - 2016-2021 - % at or above standard

Ethnicity	2016	2017	2018	2019	2021
African American	23%	29%	31%	45%	53%
Asian	78%	89%	74%	73%	82%
Hispanic	47%	55%	49%	58%	69%
White	75%	78%	76%	74%	78%
District	72%	75%	72%	71%	78%
Marin	67%	69%	66%	63%	
California	59%	60%	56%	57%	59%

Math - District - 2016-2021 - % at or above standard

Ethnicity	2016	2017	2018	2019	2021
African American	17%	17%	31%	18%	28%
Asian	73%	75%	64%	64%	79%
Hispanic	32%	34%	33%	35%	52%
White	58%	63%	59%	61%	61%
District	56%	60%	56%	58%	62%
Marin	47%	46%	47%	47%	
California	33%	32%	31%	32%	33%

ELA - District - By Ethnicity 2021

Ethnicity	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard
African American	33%	13%	40%	13%
Asian	7%	10%	21%	61%
Hispanic	15%	15%	27%	42%
White	7%	12%	31%	47%
District	8%	12%	30%	48%
California	19%	21%	30%	29%

Math - District - By Ethnicity 2021

Ethnicity	Not Met Standard	Nearly Met Standard	Met Standard	Exceeded Standard
African American	42%	28%	21%	7%
Asian	7%	12%	38%	41%
Hispanic	24%	21%	24%	28%
White	20%	17%	28%	33%
District	19%	18%	28%	34%
California	41%	24%	18%	15%

ELA - Archie Williams - Ethnicity - 2016-2021

Ethnicity	% at or above standard					# of students tested				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
African American	0%	25%	20%	0%	0%	1	4	5	1	1
Asian	86%	81%	78%	70%	80%	7	11	9	10	10
Hispanic	59%	61%	41%	77%	70%	22	26	29	31	21
White	83%	67%	69%	77%	76%	184	161	220	223	208

Math - Archie Williams - Ethnicity - 2016-2021

Ethnicity	% at or above standard					# of students tested				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
African American	0%	25%	0%	0%	0%	2	4	4	1	1
Asian	71%	82%	56%	90%	78%	7	11	11	10	9
Hispanic	41%	42%	11%	41%	59%	22	26	26	32	22
White	60%	63%	54%	65%	57%	184	162	162	224	194

By Socio-Economic Status**ELA - Archie Williams - Socio-Economic Status - 2016 - 2021**

Socio-Economic Status	% at or above standard					# of students tested				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
High SES	80%	79%	69%	78%	78%	215	196	249	249	247
Low SES	66%	67%	43%	61%	60%	15	14	35	31	15

Math - Archie Williams - Socio-Economic Status - 2016 - 2021

Socio-Economic Status	% at or above standard					# of students tested				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
High SES	57%	63%	52%	65%	59%	214	197	197	250	228
Low SES	53%	43%	14%	47%	54%	17	14	14	32	13

ELA - TUHSD - Socio-Economic Status - 2016 - 2021

	SES	2016	2017	2018	2019	2021
District	Low SES	35%	52%	41%	49%	59%
	High SES	74%	78%	76%	75%	79%
Marin	Low SES	41%	44%	42%	38%	
	High SES	75%	77%	76%	73%	
State	Low SES	48%	49%	46%	47%	
	High SES	72%	74%	70%	71%	

Math - TUHSD - Socio-Economic Status - 2016 - 2021

	SES	2016	2017	2018	2019	2021
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District	Low SES	23%	24%	41%	38%	43%
	High SES	58%	63%	60%	60%	63%
Marin	Low SES	20%	17%	20%	20%	
	High SES	56%	56%	58%	58%	
State	Low SES	21%	20%	20%	21%	
	High SES	46%	47%	47%	47%	

Overall

ELA - Archie Williams - 2016 - 2021 - % at or above standard

School	2016	2017	2018	2019	2021
Archie Williams	79%	67%	65%	76%	76%
District	72%	76%	71%	72%	78%
Marin County	67%	69%	66%	63%	
California	59%	60%	56%	57%	59%

2021 SB ELA	Archie Williams	CA
# Tested	255	199,174
% At or above standard	76%	59%

Math - Archie Williams - 2016 - 2021 - % at or above standard

School	2016	2017	2018	2019	2021
Archie Williams	56%	61%	48%	63%	58%
District	56%	60%	56%	58%	62%
Marin County	47%	46%	47%	47%	
California	33%	32%	31%	32%	33%

2021 SB Math	Archie Williams	CA
# Tested	241	192,273
% At or above standard	58%	33%

Findings: When looking at all scores for all AWHs students, they are consistently higher than the state average. The numbers shift from year to year when compared to the district numbers in ELA testing. The math numbers are consistently higher than the county averages. Regardless of race or SES, AWHs students score lower

than the district averages and higher than the county and state averages. This is also true for the low SES students for the state percentages, but the high SES students at AWHs score higher than the state average for math. The math numbers are at or just above the district averages except for 2018 and 2021. Students who classify as low SES consistently score lower than students who classify as high SES. 2018 which has the highest number of low SES students being assessed shows the lowest percentage of them scoring at or above standard. This is true for both ELA and math with math numbers being far lower than ELA. Non-native English speakers in the district score lower than the district average in both ELA and math. In the district, math scores for all races except Asians are lower. All races except Blacks saw a dip in 2018. Blacks had a dip in 2019. All races except Whites had a significant improvement in math scores between 2019 and 2021. Latines make up the largest number of students of color (SOC) for AWHs. The number of Latine and Asian students scoring at or above standard is consistently higher than our African American students. This is true for both ELA and Math. Black and Latine students score the lowest of all races in the district. 2018 saw all scores decrease. **AND the scores have been steadily and significantly rising since 2016 (dip in 2018 for all races except Black). State scores have not changed significantly.** Of the 12 junior students who identify as Black who tested during the five years shown here, one of them scored at or above standard in math in 2016 and none of them in all the other years. For ELA, one of them scored at or above standard in 2016 and 2017. How do we draw any viable conclusions about AWHs when our numbers of Black students is so low?

As a whole, students at AWHs perform well on the Smarter Balanced assessment. They outperform the state average but do not quite meet the district average. Black and Latine students as well as low SES students consistently perform below the average for the school and district but above average for the state. A lower percentage of students assess at or above the standard for math as compared to ELA. **The scores have been steadily and significantly rising since 2016 (dip in 2018 for all races except Black) while state scores have not changed significantly.**

Academic GPA

Ethnicity

TUHSD 2016 -2021

	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	3.55	3.53	3.52	3.72	3.70
Black/African American	2.45	2.59	2.57	3.01	3.04
Hispanic	2.89	2.93	3.02	3.27	3.26
White	3.43	3.47	3.49	3.64	3.64
All students	3.34	3.38	3.40	3.58	3.57

TUHSD 2020-2021

	Grade 9	Grade 10	Grade 11	Grade 12	All Grade Levels
Asian	3.57	3.78	3.75	3.68	3.70
Black/African American	2.96	3.20	3.01	3.02	3.04
Hispanic	3.16	3.31	3.32	3.24	3.26
White	3.55	3.65	3.66	3.71	3.64
All students	3.47	3.59	3.60	3.61	3.57

Archie Williams 2016 - 2021

	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	3.49	3.53	3.44	3.73	3.80
Black/African American	2.60	2.73	2.91	3.39	3.40
Hispanic	2.94	2.97	3.08	3.28	3.27
White	3.37	3.43	3.39	3.53	3.56
All Students	3.30	3.35	3.34	3.50	3.52

Archie Williams 2020-2021

	9	10	11	12	All Grade Levels
Asian	3.63	3.81	3.79	3.93	3.80
Black or African American	2.46	3.70	3.61	3.68	3.40
Hispanic	3.03	3.35	3.36	3.35	3.27
White	3.50	3.54	3.55	3.64	3.56
All Students	3.43	3.53	3.53	3.60	3.52

By Grade Overall - AWHs - 2020 - 2021

	9th	10th	11th	12th	All Grades
Archie Williams	3.43	3.53	3.53	3.60	3.52
District	3.47	3.59	3.60	3.61	3.57

By Grade Overall - AWHs - 2016 - 2021

	2016-17	2017-18	2018-19	2019-20	2020-21
9th	3.23	3.33	3.20	3.54	3.43
10th	3.27	3.30	3.39	3.44	3.53
11th	3.38	3.35	3.36	3.54	3.53
12th	3.37	3.46	3.44	3.49	3.60
All Grades	3.30	3.35	3.34	3.50	3.52

By SES

	Grade 9	Grade 10	Grade 11	Grade 12	All Grade Levels
High SES	3.48	3.59	3.55	3.62	3.56

Low SES	2.96	3.16	3.38	3.41	3.22
All Students	3.43	3.53	3.53	3.60	3.52

By Department 2020-2021

	N	Average GPA	% A	% B	% C	% D	% F
Physical Education	1,350	3.98	99%	1%	1%	0%	0%
Applied Technology	783	3.71	80%	11%	7%	1%	0%
World Language	1,533	3.69	79%	13%	7%	1%	0%
Fine Arts	1,389	3.67	76%	16%	7%	1%	0%
English	2,754	3.45	60%	26%	12%	1%	0%
Social Studies	2,899	3.42	58%	26%	14%	1%	0%
Mathematics	2,650	3.38	59%	22%	16%	2%	0%
Science	2,736	3.36	57%	25%	15%	3%	0%

Findings: The district trend over time with ethnicities and GPAs is a steady increase except for Asian students. Black students have seen more than a full point of improvement while Latines' GPAs have also improved. GPAs for all ethnicities except Asians had only a one hundredth of a difference. At AWHs, GPAs for all ethnicities show a steady increase between 2016-2017. Black students have seen a significant improvement while Latines' GPAs have also improved. Black students' GPAs surpassed Latines in the last two years. The number of emerging multilingual students has been steadily increasing at AWHs while the number of Black students has decreased from 17 to 14. GPAs increase with each grade level at AWHs and the overall score is just below the district average. SES status has an impact on GPAs. Low SES students' GPAs are lower than high SES students and the district average. D's earned in math and science may contribute to the lower number of seniors meeting the UC/CSU A-G requirements.

**It must be noted that the district instituted an all A's grading policy for the spring semester of 2020. For the 2020-2021 school year the staff of AWHs agreed to give no students a grade lower than C-.

Letter Grades

By Grade - % of Students receiving "D" or "F"

	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 9	16%	15%	18%	17%	13%
Grade 10	15%	18%	15%	10%	14%
Grade 11	25%	20%	20%	13%	12%
Grade 12	18%	17%	18%	15%	9%

All Grades	19%	18%	18%	14%	12%
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By SES - % of Students receiving "D" or "F"

	2016-17	2017-18	2018-19	2019-20	2020-21
High SES	17%	15%	16%	12%	11%
Low SES	54%	38%	28%	26%	19%
All Students	20%	18%	18%	14%	12%

By Ethnicity - % of Students receiving "D" or "F"

Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	14%	13%	16%	8%	6%
Black or African American	58%	47%	38%	14%	15%
Hispanic	33%	30%	25%	24%	18%
White	17%	15%	17%	12%	11%

Letter Grade Distribution by Grade, Gender and Ethnicity - 2020-2021

Grade Level	A		B		C		D		F		Total Grades
	N	%	N	%	N	%	N	%	N	%	N
Grade 9	3,209	68.8%	881	18.9%	506	10.8%	59	1.3%	11	0.2%	4,666
Grade 10	3,098	70.3%	805	18.3%	427	9.7%	69	1.6%	8	0.2%	4,407
Grade 11	2,922	66.8%	888	20.3%	485	11.1%	74	1.7%	4	0.1%	4,373
Grade 12	2,195	63.7%	774	22.5%	431	12.5%	43	1.2%	4	0.1%	3,447
Total Grades	11,424	67.6%	3,348	19.8%	1,849	10.9%	245	1.5%	27	0.2%	16,893
Gender	A		B		C		D		F		
Female	5976	73.5%	1403	17.2%	662	8.1%	83	1.0%	12	0.1%	8136
Male	5448	62.2%	1945	22.2%	1187	13.6%	162	1.8%	15	0.2%	8757
Ethnicity	A		B		C		D		F		
American Indian or Alaska Native	41	59.4%	13	18.8%	14	20.3%	1	1.4%	0	0.0%	69
Asian	676	82.0%	107	13.0%	37	4.5%	4	0.5%	0	0.0%	824
Black or African American	96	64.0%	35	23.3%	15	10.0%	4	2.7%	0	0.0%	150
Filipino	91	69.5%	22	16.8%	18	13.7%	0	0.0%	0	0.0%	131
Hispanic	1,456	61.0%	475	19.9%	396	16.6%	53	2.2%	7	0.3%	2,387
Pacific Islander	51	46.8%	29	26.6%	24	22.0%	5	4.6%	0	0.0%	109
Unknown/Declined	345	61.3%	142	25.2%	68	12.1%	6	1.1%	2	0.4%	563
White	8,668	68.5%	2,525	19.9%	1,277	10.1%	172	1.4%	18	0.1%	12,660

Findings: All of the information about letter grades is district and not site specific. There has been a steady decrease in the number of students earning a D or F. This is true for all categories (grade, SES and ethnicity). Low SES students receive far

more Ds and Fs than high SES students. African American and Latine students receive more Ds and Fs than do White and Asian students. The number of Black and Latine students receiving Ds and Fs has significantly decreased since 2016-2017. As a whole, female identifying students outperform male identifying students.

**It must be noted that the district instituted an all A's grading policy for the spring semester of 2020. For the 2020-2021 school year the staff of AWHs agreed to give no students a grade lower than C-.

Graduation and Dropout Rates

Graduation Rates 2016 - 2020

	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
California	83.2%	82.7%	83.0%	84.5%	87.6%
Marin County	91.3%	87.8%	87.1%	89.9%	87.4%
District	96.1%	95.2%	94.3%	94.8%	95.8%
Archie Williams	97.8%	97.9%	94.4%	95.0%	97.0%

Dropout Numbers by Academic Year

	2015-16	2016-17	2017-18	2018-19	2019-20
Archie Williams	2	2	3	3	5

Dropout Rate by Year

	2015-16	2016-17	2017-18	2018-19	2019-20
California	2.6%	6.7%	6.7%	6.6%	7.0%
Marin County	1.2%	6.4%	6.7%	5.3%	5.8%
Tam District	0.6%	2.3%	2.5%	1.8%	1.8%
Archie Williams	0.2%	0.8%	1.3%	1.0%	1.7%

Findings: The graduation rate at AWHs is higher than the district, county and state percentages. The drop out rate is lower than the district, county and state percentages.

UC/CSU "A-G" Entrance Requirements

Seniors Completing UC/CSU "A-G" Entrance Requirements

	Class of 2016		Class of 2017		Class of 2018		Class of 2019		Class of 2020		Class of 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
Tam District	759	78%	817	78%	823	77%	956	81%	951	78%	963	78%

Archie Williams	175	79%	181	77%	178	82%	229	81%	219	72%	226	72%
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By Ethnicity - AWHs

Seniors Meeting	Class of 2016		Class of 2017		Class of 2018		Class of 2019		Class of 2020		Class of 2021	
UC-CSU	N	%	N	%	N	%	N	%	N	%	N	%
Asian	5	83%	7	100%	8	89%	9	82%	7	64%	14	88%
Black	0	0%	1	100%	2	33%	3	43%	1	25%	3	75%
Hispanic	10	53%	14	70%	19	76%	17	59%	24	67%	30	57%
Other	2	67%	9	75%	10	100%	16	80%	10	71%	13	76%
White	158	84%	150	76%	139	83%	184	86%	177	74%	166	74%
All Students	175	80%	181	77%	178	82%	229	80%	219	72%	226	72%

By SES - AWHs

	Class of 2016		Class of 2017		Class of 2018		Class of 2019		Class of 2020		Class of 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
High SES	165	83%	170	79%	158	82%	205	84%	197	76%	192	76%
Low SES	10	45%	11	52%	20	80%	24	62%	22	49%	34	57%

Findings: The number of seniors at AWHs meeting the UC/CSU A-G entrance requirements showed some improvement in 2018 and 2019 but then dropped below 2016's percentages the last two years. When looking at the trends by ethnicity, all groups except for White students improved when looking specifically at 2016 and 2021. There were dramatic shifts for all ethnicities during the years in between. As the overall population increased the number of students meeting the A-G requirements dropped. This is especially true when looking at the Hispanic population. The number of Latine students meeting A-G eligibility has dropped to 57%. When looking at the trends by SES, low SES students consistently have a much lower percentage who meet the requirements by graduation.

ACT and SAT

Participation in ACT or SAT - 2017 - 2021 - AWHs

Ethnicity

	Participation in SAT or ACT					# Graduates				
Ethnicity	Class 2017	Class 2018	Class 2019	Class 2020	Class 2021	Class 2017	Class 2018	Class 2019	Class 2020	Class 2021
African American	100%	67%	43%	33%	0%	1	6	7	3	4
Asian	100%	100%	82%	82%	40%	7	9	11	11	15
Hispanic	79%	76%	45%	49%	0%	19	25	29	35	51

Other	75%	90%	70%	50%	29%	12	10	20	14	17
White	81%	85%	87%	81%	14%	197	168	215	232	220
All Students	81%	84%	80%	75%	14%	236	218	282	295	307

Participation and Scores By Graduation Class and Ethnicity - AWHs

GradYear	Ethnicity	# Ss	ACT or SAT	SAT	SAT Read	SAT Math	ACT	ACT Composite	Took ACT or SAT	Took SAT	Took ACT
2017	African American	1	1	0			1	21.00	100%	0%	100%
2017	Asian	7	7	4	600.0	637.5	5	25.60	100%	57%	71%
2017	Hispanic	19	15	12	565.0	527.5	7	24.57	79%	63%	37%
2017	Other	12	9	4	670.0	675.0	7	23.86	75%	33%	58%
2017	white	197	159	107	620.8	612.0	110	27.03	81%	54%	56%
2018	African American	6	4	3	503.3	510.0	3	19.33	67%	50%	50%
2018	Asian	9	9	6	633.3	648.3	6	28.17	100%	67%	67%
2018	Hispanic	25	19	11	582.7	548.2	9	26.44	76%	44%	36%
2018	Other	10	9	6	576.7	571.7	7	25.71	90%	60%	70%
2018	white	168	142	87	643.2	633.0	93	27.40	85%	52%	55%
2019	African American	7	3	3	530.0	530.0	1	17.00	43%	43%	14%
2019	Asian	11	9	6	653.3	635.0	3	31.00	82%	55%	27%
2019	Hispanic	29	13	10	575.0	563.0	5	25.80	45%	34%	17%
2019	Other	20	14	13	636.9	630.8	5	25.20	70%	65%	25%
2019	white	215	186	134	620.7	616.6	77	26.53	87%	62%	36%
2020	African American	3	1	1	630.0	540.0	1	27.00	33%	33%	33%
2020	Asian	11	9	6	628.3	653.3	4	27.00	82%	55%	36%
2020	Hispanic	35	17	15	586.7	568.0	3	32.00	49%	43%	9%
2020	Other	14	7	7	622.9	587.1	0		50%	50%	0%
2020	white	232	187	144	626.8	610.1	61	28.08	81%	62%	26%
2021	African American	4	0						0%	0%	0%
2021	Asian	15	6	3	673.3	686.7	3	29.33	40%	20%	20%
2021	Hispanic	51	0						0%	0%	0%
2021	Other	17	5	0			5	26.40	29%	0%	29%

2021	white	220	31	19	689.5	684.7	14	30.21	14%	9%	6%
All Students	GradYear	# Ss	ACT or SAT	SAT	SAT Read	SAT Math	ACT	ACT Composite	Took ACT or SAT	Took SAT	Took ACT
AW	2017	236	191	127	616	607	130	26.62	81%	54%	55%
AW	2018	218	183	113	630	619	118	27.06	84%	52%	54%
AW	2019	282	225	166	619	614	91	26.46	80%	59%	32%
AW	2020	295	221	173	623	607	69	28.17	75%	59%	23%
AW	2021	307	42	22	687	685	22	29.23	14%	7%	7%

By SES - AWHs

Socio-Economic Status	Participation in SAT or ACT					# Graduates				
	Class 2017	Class 2018	Class 2019	Class 2020	Class 2021	Class 2017	Class 2018	Class 2019	Class 2020	Class 2021
High SES	84%	86%	84%	78%	16%	215	193	243	253	250
Low SES	48%	68%	54%	57%	5%	21	25	39	42	57

Participation and Scores By Graduation Class and SES

GradYear	SES	# Students	ACT or SAT	SAT	SAT Read	SAT Math	ACT	ACT Composite	Took ACT or SAT	Took SAT	Took ACT
2017	Non	215	181	118	619.8	609.6	126	26.70	84%	55%	59%
2017	SES	21	10	9	572.2	570.0	4	24.25	48%	43%	19%
2018	Non	193	166	103	630.3	619.4	107	27.10	86%	53%	55%
2018	SES	25	17	10	622.0	615.0	11	26.64	68%	40%	44%
2019	Non	243	204	148	629.1	625.1	84	26.89	84%	61%	35%
2019	SES	39	21	18	534.4	518.3	7	21.29	54%	46%	18%
2020	Non	253	197	151	626.3	611.7	65	28.09	78%	60%	26%
2020	SES	42	24	22	602.3	571.8	4	29.50	57%	52%	10%
2021	Non	250	39	21	685.7	685.2	20	29.55	16%	8%	8%
2021	SES	57	3	1	720.0	680.0	2	26.00	5%	2%	4%

Findings: When colleges and universities dropped the requirement for ACT/SAT scores during the pandemic, a significant number of students opted to not take the tests. The percentage of White and Asian students taking the tests is much higher than the other ethnicities in the last couple of years. Generally speaking, Asian and White students score higher on the tests. Looking at 2017 and 2021, the scores for most students regardless of ethnicity has been improving. There are some dramatic shifts in the years in between. Far more students took the tests in 2017 than in recent years. Students with low SES at AWHs do not take the SAT or ACT tests as

often as the students with high SES. Low SES students consistently score lower on both the SAT and ACT than do the high SES students.

Advanced Placement

AP Tests - Total Enrollment and % of Student Body - AWHs - 2016 - 2021

	2016	2017	2018	2019	2020	2021
Students	278	278	366	324	329	346
	2016	2017	2018	2019	2020	2021
Percentages	26%	24%	30%	25%	25%	25%

AP Enrollment by Ethnicity - AWHs - 2021

Ethnicity	Percent of AWHs Enrollment	Percent of AP Tested Students	Number AP of Tested Students	Number of AP Tests	Number of AP Tests Passed	AP Passing Rate
African American	0.9%	0.3%	1	1	0	0.0%
Asian	4.8%	7.9%	27	56	46	82.1%
Hispanic or Latino	14.1%	10.5%	36	58	42	72.4%
Other	5.2%	5.0%	17	34	23	67.6%
White	75.0%	76.4%	262	462	315	68.2%
AWHS Totals	100%	100%	343	611	426	69.7%

AP Passing Rates by Ethnicity - District - 2016 - 2021

Ethnicity	AP Passing Rates					
	2016	2017	2018	2019	2020	2021
African American	62%	67%	59%	58%	65%	73%
Asian	86%	85%	74%	83%	86%	77%
Hispanic or Latino	68%	74%	76%	80%	79%	69%
Other	81%	88%	85%	91%	85%	73%
White	81%	85%	82%	83%	82%	73%
District Average	81%	85%	81%	83%	82%	73%
Socio Economic Disadvantaged	71%	64%	73%	78%	73%	78%

AP Enrollment by Ethnicity - District - 2016 - 2021

Enrollment by Ethnicity District 2016-2021												
Ethnicity	2016		2017		2018		2019		2020		2021	
	Enroll ed	Test ed	Enroll ed	Test ed	Enroll ed	Test ed	Enroll ed	Test ed	Enroll ed	Test ed	Enroll ed	Test ed
African American	3%	1%	3%	1%	2%	1%	2%	1%	2%	1%	3%	1%
Asian	7%	9%	7%	9%	7%	7%	7%	8%	7%	8%	7%	8%

Hispanic or Latino	10%	6%	11%	7%	13%	8%	13%	9%	13%	9%	15%	10%
Other	6%	5%	7%	6%	7%	7%	6%	7%	6%	7%	6%	6%
White	74%	79%	73%	77%	72%	77%	72%	75%	72%	75%	70%	75%
Socio Economic Disadvantaged	6%	2%	6%	2%	11%	6%	11%	6%	10%	6%	9%	5%

Percentage of AP Test Scores 3 or Higher

	2016	2017	2018	2019	2020	2021
Archie Williams	83%	83%	75%	79%	81%	70%
Tam District	84%	85%	81%	83%	82%	73%

Findings: In almost every year, more White and Asian students take AP tests than are enrolled in the classes. For African American and Latine students, fewer students take the test than are enrolled in the classes. Funding is not an issue because scholarships are available for all students with financial needs. This is a significant gap.

The majority of tests taken earn a score of 3 or higher. The passing rate for African American students in the district has steadily increased. The passing rate for Latine students in the district had seen a steady increase until the spring of 2021. Asian and White students saw significant declines in passing rates in the spring of 2021 as well.

Attendance

Absences and Enrollment

Year	Abs_ AWHS	Enroll AWHS
2014	63499	978
2015	62779	983
2016	71343	1078
2017	71101	1142
2018	75468	1201
2019	79042	1304
2020	52691	1340
2021	59175	1359

Excused Absences by Year and Grade

School	Year	All Ss	9th	10th	11th	12th	Total	09	10	11	12
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AWHS	2017	51137	14253	14870	9272	12742	1142	333	330	238	241
AWHS	2018	52377	12849	15063	12920	11545	1201	330	327	312	232
AWHS	2019	56384	14229	13721	11658	16776	1304	354	331	310	309
AWHS	2020	39182	10453	11177	8676	8876	1340	342	371	330	297
AWHS	2021	27379	6941	6984	6858	6596	1359	340	331	368	320

Unexcused Absences by Year and Grade

School	Year	All Ss	9th	10th	11th	12th	Total	09	10	11	12
AWHS	2017	19964	4128	5829	4636	5371	1142	333	330	238	241
AWHS	2018	23091	4259	6471	5861	6500	1201	330	327	312	232
AWHS	2019	22658	4502	4496	5645	8015	1304	354	331	310	309
AWHS	2020	13509	2691	3309	3629	3880	1340	342	371	330	297
AWHS	2021	31796	7671	8404	7532	8189	1359	340	331	368	320

Excused Absences by Year and Gender

School	Year	#Excused	Male	Female	Enrollment	Male	Female
AWHS	2017	51137	23853	27284	1142	572	570
AWHS	2018	52388	23975	28413	1201	594	607
AWHS	2019	56384	26959	29425	1304	675	629
AWHS	2020	39182	19061	20121	1340	709	631
AWHS	2021	27379	12686	14693	1359	710	649

Unexcused Absences by Year and Gender

School	Year	#Un Excused	Male	Female	Enrollment	Male	Female
AWHS	2017	19964	10891	9073	1142	572	570
AWHS	2018	23091	11764	11327	1201	594	607
AWHS	2019	22658	11254	11404	1304	675	629
AWHS	2020	13509	7273	6236	1340	709	631
AWHS	2021	31796	17996	13800	1359	710	649

Excused Absences by Year and Ethnicity

School	Year	#Excused	AA	Asian	Hispanic	White	Other	Enrollment	BL	AS	HS	WH	OTH
AWHS	2017	51137	1180	1288	5616	3944	3609	1142	17	43	130	890	62
AWHS	2018	52377	849	1879	6160	4007	3412	1201	18	52	156	898	77
AWHS	2019	56384	989	2180	6650	4302	3542	1304	17	59	168	983	77

AWHS	2020	39182	438	1550	4739	30121	2334	1340	12	63	180	1015	70
AWHS	2021	27379	290	1003	3265	21189	1632	1359	13	64	189	1020	73

Unexcused Absences by Year and Ethnicity

School	Year	#Un Excused	AA	Asian	Hispanic	White	Other	Enrollment	BL	AS	HS	WH	OT H
AWHS	2017	19964	1018	292	3959	13324	1371	1142	17	43	130	890	62
AWHS	2018	23091	1054	1241	4746	14295	1755	1201	18	52	156	898	77
AWHS	2019	22658	999	846	4777	14298	1738	1304	17	59	168	983	77
AWHS	2020	13509	184	296	2820	9447	762	1340	12	63	180	1015	70
AWHS	2021	31796	351	684	6678	22394	1689	1359	13	64	189	1020	73

Excused Absences by Year and SES

School	Year	#Excused	Low SES Excused	High SES Excused	Enrollment	Low SES	High SES
AWHS	2017	51137	5097	46040	1142	84	1058
AWHS	2018	52377	5801	46576	1201	122	1079
AWHS	2019	56384	6769	49615	1304	136	1168
AWHS	2020	39182	4933	34249	1340	131	1209
AWHS	2021	27379	2899	24480	1359	161	1198

Unexcused Absences by Year and SES

School	Year	#Un Excused	Low SES UnExcused	High SES UnExcused	Enrollment	Low SES	High SES
AWHS	2017	19964	4573	15391	1142	84	1058
AWHS	2018	23091	5590	17501	1201	122	1079
AWHS	2019	22658	5209	17449	1304	136	1168
AWHS	2020	13509	2718	10791	1340	131	1209
AWHS	2021	31796	6462	25334	1359	161	1198

Findings: The worsening trends of absences, both excused and unexcused, combined with the increase in tardies has been an ongoing concern and discussion for all staff at AWHS and the district, both before and during the pandemic. Our counseling department has reported that more and more students have been missing school for social-emotional reasons. We have increased our Wellness program support because of this. It should also be noted however that the increased use of restorative justice and practices have also made a positive impact.

Suspensions and Expulsions

Percent of Enrollment and Suspensions by Ethnicity

Ethnicity	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enroll ment	Susp.	Enroll ment	Susp.	Enroll ment	Susp.	Enroll ment	Susp.	Enroll ment	Susp.
American Indian	1%	0%	1%	0%	1%	0%	0%	5%	0%	0%
Asian	4%	0%	4%	11%	5%	0%	3%	5%	5%	0%
Pacific Islander	1%	7%	0%	0%	1%	4%	0%	0%	1%	0%
Filipino	0%	0%	1%	0%	1%	0%	1%	0%	1%	0%
Hispanic or Latino	11%	38%	13%	44%	13%	22%	13%	21%	14%	0%
African American	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%
White	78%	55%	75%	39%	75%	70%	76%	68%	75%	100%
Decline to state	4%	0%	4%	6%	4%	4%	6%	0%	4%	0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Number of Suspensions by Grade and Gender

Grade	2016-17		2017-18		2018-19		2019-20		2020-21	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	2	10	1	8	3	10	1	6	0	1
10	3	12	1	5	1	7	0	4	0	0
11	0	1	0	2	0	1	0	7	0	0
12	1	0	0	1	0	1	1	0	0	3
TOTAL	6	23	2	16	4	19	2	17	0	4

Excused Absences by Year and D-Fs and Suspensions

School	Year	#Excused	D-F Excused	Suspended Excused	Enrollment	D-F Students	Suspended Students
AWHS	2017	51137	13166	1363	1142	237	24
AWHS	2018	52377	11342	419	1201	229	18
AWHS	2019	56384	11863	1053	1304	234	21
AWHS	2020	39182	6754	541	1340	187	18
AWHS	2021	27379	3510	42	1359	164	3

Unexcused Absences by Year and D-Fs and Suspensions

School	Year	#Un Excused	D-Fs UnExcused	Suspended UnExcused	Enrollment	D-F Students	Suspended Students
AWHS	2017	19964	10355	788	1142	237	24
AWHS	2018	23091	12176	1037	1201	229	18

AWHS	2019	22658	10069	864	1304	234	21
AWHS	2020	13509	4581	429	1340	187	18
AWHS	2021	31796	9772	234	1359	164	3

Suspensions per year

	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment	1142	1201	1304	1342	1359
# of Suspensions	29	18	23	19	4

Findings: The rate of suspensions has decreased, but the dramatic drop in the spring of 2021 is most likely due to remote learning. The largest number of suspensions between 2016 and 2021 were for “Possessed, Sold, Controlled Sub., Under Influence” and accounted for 42% of them. “Harassment, threats, intimidation against student or group” was the second most common reason accounting for 15%. ([chart](#)) Archie Williams has had one expulsion since 2016 and it was in the 2018-19 school year. With Restorative Justice, suspensions have declined starting in 2017 because the school has used more alternatives to suspension. The school has recently adopted a new “Solution Matrix,” formerly known as a “Discipline Matrix.” Many offenses that were previously given a suspension will now not be a suspension, but rather a restorative solution.

Examination of Perceptual Data

SLC Satisfaction Survey

As briefly outlined in chapter one, AWHs went through a significant change when the eight new small learning communities were launched for all 9/10 students in the fall of 2020. And, while embarking on such an ambitious structural and cultural change during COVID and while school was happening 100% online, the majority of staff and all of the administrators agreed that delaying the implementation was not in the best interest of any of the students, the staff or the community. The SLCs were initially named using the letters to make up the word PIRATES! because the school was still known as Sir Francis Drake High School in the fall of 2020. In the fall of 2021 their names changed to letters making up the word ARCHIES after downsizing to seven SLCs and in honor of the new name, Archie Williams High School. The [SLC Satisfaction Survey](#) was administered during both the fall and spring semesters and will continue to be each school year in an effort to gather anecdotal information about the students and their experiences.

Findings: Looking at the Small Learning Community Student Success and Satisfaction Survey from November 2020 “Year Zero” (virtual schooling), alongside

the same survey from the end of that year (May '21) there are a few distinctive takeaways.

Context matters tremendously, as the second survey was conducted about six weeks after students had begun returning to in-person learning. Therefore some answers are likely attributable to being in the room, such as the 8% improvement in “quite a bit” plus “a great deal” of “effort getting involved in discussions and activities during class.” Some shifts in answers are more about getting to know teachers in an SLC for a year. E.g. 15% improvement in “quite a bit” plus “completely” “understand you as a person” at the end of the year.

The May survey also showed a 20% improvement in “frequently” plus “almost always” when asked “In your SLC, how often are you encouraged to think deeply about race-related topics?” which speaks to the emphasis these teachers put on racial equity throughout the year.

The question “To what degree have your SLC classes made connections with each other, sharing themes or projects between classes?” gained over 20% of “or extended time, between all three classes” plus “almost all the time.”

5.5% increase from Nov to May of “frequently + almost always” answers for “During the past two weeks, how often have you felt EXCITED, HAPPY, LOVED, and/or SAFE?” and corresponding change of minus 6.6% for “...ANGRY, LONELY, SAD, WORRIED, and/or FRUSTRATED?”

For our third iteration of this survey (November 2021), the SLC teachers added several additional questions, to try and gather more data around specific departmental learning outcomes. This will complement the mostly affective emphasis that the survey already looks at.

Summary

In the fall of 2021, the departments formed Home Groups and looked over the data for both the district and the site. Their findings are shared [here](#). While the Home Groups were doing their work, four staff members representing the four core subjects stepped in to help take a deeper dive into the data. Their findings are shared [here](#). The WASC Leadership Team also reviewed the work of the Home Groups and drew these [conclusions](#). Reaching out to the community, the Parent Racial Equity Team also shared their thoughts about the data and some of those notes are shared [here](#). Specific findings about the data highlighted by the groups are shared above in each section.

Pulling all of these various findings together, the WASC Leadership Team decided to focus on these three critical learned needs:

1. All students, and especially our BIPOC and low SES, will feel safe and connected to their school and classroom environments through inclusivity, equitable instruction and restorative practices.
2. All learners will receive timely feedback and grades will accurately reflect what they know about the content and the skills they've acquired in a course.
3. All learners will receive systematic and tiered interventions to support learning through academic, social emotional, and behavioral means.

Chapter 3: Self-Study Findings

Organization:

Vision and Purpose, Governance, Leadership, Staff, and Resources

WASC Critical Learner Need # 1:

All students, and especially our BIPOC and low SES, will feel safe and connected to their school and classroom environments through inclusive, equitable instruction and restorative practices.

WASC Critical Learner Needs # 2:

All learners will receive timely feedback and grades will accurately reflect what they know about the content and the skills they've acquired in a course.

WASC CLN # 1:	Strengths	Areas of Growth
Vision/Purpose:	Safe & Connected is aligned for CLN#1	UPDATE Vision/Mission to reflect CLN #1's equitable piece
Governance:	AWHS Course Guide: every student needs four “pillars” (pg 2)	Student Handbook: 'Grade Reduction for Unexcused Absences' is not equitable
	Bell Schedule: includes CREW - often used to build community and provide messages and information about events promoting safety, inclusivity and equity.	
	Single Plan for Student Achievement: Support each students' emotional and social growth and work towards a community where all students feel safe and valued AND Personalized academic and social/emotional approach to learning through SLC's	

Leadership:	Parent Racial Equity Team	Recommend a Site Leadership Team (SLT): Department Heads. & Admin. have Regular Meetings
	Faculty/Staff Observation & Evaluation align to goals	UPDATE: Site Council Bylaws parent representatives are elected at Back to School Night which penalizes working parents/caregivers who cannot participate in it. There is no mention of diversity as a desirable factor when choosing members of the Site Council.
Staff :	Restorative Justice Training	
Resources:	Wellness, STAAR, Peer Resources, CEC, Bridge, Unified Sports, PALS	
	AWHS Website has vision/mission clearly on first page	AWHS website difficult to find resources for CLN #1
WASC CLN # 2:	Strengths	Areas of Growth
Vision/Purpose:		UPDATE Vision/Mission to reflect CLN #2
Governance:	Single Plan for Student Achievement: All students working on Core Competencies	UPDATE: Student Handbook assessments, grading practices and growth mindset not mentioned
	AWHS Course Guide-site-wide Student	

	Learning Outcomes (analyze, communicate effectively, demonstrate) are shared amongst all students	
	Single Learning Plan: Provide all students opportunity and access to grade level instruction, higher-level course offerings (AP and honors) and college and career options in the 21st Century	TUHSD Grad req are provided; are they inclusive/equitable?
	Single Learning Plan: Reduce the gap in performance between students who are economically disadvantaged, students of color and the general population	
	Bell schedule includes tutorial period which provides an opportunity for teachers to support students	
	Single Learning Plan: Provide all students opportunity and access to college preparatory courses and higher-level course offerings to prepare all students for post- high school success.	
	Single Learning Plan: Students pursue individual interests in	

	many organized clubs and internships	
	per AWHs Course Guide - all students have access to counseling to build connections.	
Leadership:	PD available on ungrading practices that focus on feedback and growth	Recommend a Site Leadership Team (SLT): Dept. & Admin. have Regular Meetings
		PD Agenda: grading practices and platforms are not been put on agenda
Staff :	Mentors? BTSA only?	Tried/Continue Proficiency Scales or develop common learning goals/big ideas
	Stipended support for grading and assessment platforms.	Education Technology: available but maximized
Resources:		Provide resources for staff collaboration
		AWHS website difficult to find resources for CLN #2

Curriculum

1. List of Strengths

Providing teachers with better strategies/teaching practices to make sure our BIPOC and low SES students are being properly supported.

- Developing an AVID program to support students, esp. our BIPOC and low SES students

- Teacher leaders advocating for students and student support practices (i.e. LoRayne and STAAR/AVID/ELD)
- PD opportunities aligned with this learner needs (Culturally Relevant Teaching, Beyond Diversity, anti-racism trainings, various district-workshops with a racial equity lens)
- New curriculum requires equity/Culturally Relevant Teaching (CRT) practices

Learners need teachers that are given time to collaborate in an effort to create common assessments, aligned grading practices, teaching tools, and training in equitable teaching practices.

- Redesigned SLCs to ensure that all students have teachers who are given the time to collaborate
- Math Department, especially the Algebra and Geometry courses, has developed fully aligned common assessments and assignments, grading practices and they share teaching tools (they have done this with minimal collaboration time)

Safety, Inclusivity, Connectedness - so that learning can take place and students feel safe on campus with their social emotional needs and our BIPOC students feel safe and supported.

- English, Social Studies and Science have made concerted efforts to “decolonize” their curricula by including counternarratives to the dominant narratives, amplifying voices that have been historically ignored or dismissed, and including voices that represent our student population.

All students, and especially our BIPOC students, need to feel safe and connected (social-emotional learning) to their school and classroom environments and supported academically through inclusive and equitable instruction.

- Science has added multiple perspectives to the phenomena covered, particularly in addressing Climate Change and its impact on communities.
- PBL
- Differentiation practices (implementing workshop model)
- CRT approaches to connect material with students’ lives

All learners will receive timely feedback on assignments/assessments that are common and measurable of the content and skills delivered in a course. The grading practices used for feedback will be clear and useful for both the teacher and the student. The feedback will articulate where the student is in their learning and what they need to do to progress to proficiency/mastery of the content/skills. Students’ grades will accurately reflect what they know about the content and the skills they’ve acquired in a course.

- Universal use of Canvas as school-wide LMS
 - Students submit work in one location which makes it easily accessible to teacher review and feedback
- Some assignments by some teachers are aligned with Content Standards/Learning Outcomes and Rubrics/Scoring Scales for learning clarity

- Students given opportunity to revise work and resubmit given feedback
- Movement towards SBG/equity-based/ungrading grading
- All students 1:1 device with the benefit of onsite tech support

2. Prioritized Growth

- The traditional structure and systems of public secondary education follow a factory model that does not leave too much room for differentiated learning/instruction. Some students still experience various antiquated modes of assessment. Some classes encourage students to use certain tools and practice certain skills in the classroom that will not be applicable by the time they graduate.
- Teachers do not have enough collaboration time either in individual departments nor in SLCs/Academies.
- Even when provided department time, there is not much clear guidance in terms of what the goals or objectives are because of a lack of department leadership, the serious challenges of teaching during a pandemic and too many competing priorities at our site. Departments have inconsistent meeting frequency and lack clear deliverable outcomes; hence, students lack clear consistent learning outcomes across disciplines.
- Students need to see the overall context around what they are learning. Some curriculum lacks the important connections to the bigger ideas. The “why are we learning this” question is really very profound and will make what is taught and what students learn more focused and relevant.
- Students need to be able to summarize a few key points of what they have learned in each subject area, and know about the skills they are learning and how these skills can be used in other areas. For example, providing continual opportunities for students to use/practice math skills in analyzing scientific data, and to be able to talk about what trends/ patterns they see. Why it's important, and how it relates to the world. Or, doing some basic exercise and keeping track of what we eat for a semester in health class, and seeing how this impacts resting heart rate and overall mood.

Learning and Teaching

The Data

Student Engagement in Challenging and Relevant Learning Experiences	Evidence
What's working?	1.SEA DISC creek papers + Project

<ol style="list-style-type: none"> 1. Project-based learning 2. Wellness Center services 3. Enrollment in elective classes is high 4. Attendance is high (tardiness not great though) 5. Flexibility within the system 6. Getting to know kids in counseling 7. Internships 8. Students accessing College and Career center 9. Virtual job shadow 	<p>Descriptions on website. 9/10 SLC Projects Google Drive</p> <p>2,4,5. Need data from attendance for Elective enrollment, attendance and percent elective and attendance patterns.</p> <p>3. Need data from Wellness Center for % of students benefiting from their services.</p> <p>6. Read 504 and IEP for students, then teachers need to read and respond that they have read and finally apply accommodations.</p> <p>7. Counselors meet with all grade levels in the fall and spring to go over course selection, grad requirements, counseling services and college prep. Counselors attend IEP meetings. Instagram account. Pop-ins to classrooms.</p> <p>8. SEA-DISC list of internships. Get internship data from Greg Davison</p> <p>8. Talk with Lisa N, SEA-DISC?, Biomed?</p> <p>4. Enrollment data</p> <p>9. Data from Lisa N</p> <p>10. Talk to Greg Davison about virtual job shadow</p>
<p>Areas for improvement?</p> <ol style="list-style-type: none"> 1. UC/CSU A-G Requirements met by 75% of white students and 57% of Latines 2. Project-based learning - relevancy could be improved 3. Some students don't see the connection between curriculum and life outside school. Disengagement is happening for some students because they don't see real world applications. 4. There is a lot of tardiness 5. Engagement has shifted since 	<ol style="list-style-type: none"> 1. 72% of AWHHS students meeting A-G requirements in 2021. % of low SES students meeting these requirements has risen since 2016 from 34% to 60%. 2. SLC Project Feedback surveys and upcoming 9/10 SLC wide student survey 3. Attendance data 4. Absences have increased by 6,484 from 2020 to 2021. What does attendance look like this year after a full year on campus? 4, 5. Youth Truth Survey shows that a number of students do not feel

<p>pandemic</p> <p>6. Agreement is needed on what constitutes “challenging”</p>	<p>challenged in their classes.</p>
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Student-Centered Instruction through a Variety of Strategies and Resources	Evidence
<p>What’s working?</p> <ol style="list-style-type: none"> 1. Some staff are experimenting with new instructional strategies 2. Teachers put a lot of effort into getting to know students 3. Canvas is common platform 4. More teachers using SBG than 6 years ago? 5. Robust special education department with programs that have expanded in recent years 6. School adopted the use of Acellus and then Edgenuity in order to offer credit recovery and a flexible option for transfer students. 7. 8. Summer Learning offered in June-July of 2020 and 2021. 	<ol style="list-style-type: none"> 1. TOSA survey of all district teachers about instructional strategies 2. Orientation with Crews for 9th. Having Crew/Tutorial periods. SLC’s and Academies overlapping in both project based learning projects as well as 9-10 keeping the same students in core classes. Grade level award recognition ceremonies. Sending postcards to zoomers last year. 3. District offering year-round Canvas support through TOSAs 4. Induction mentors use and promote SBG. SBG training has been offered. About half of the English department uses SBG. 5. Bridge SDC program has grown to 37-40 students and is the largest SDC program in the district with most specialist staff support. The school added a Counseling Enriched Classroom in January of 2019. It is always at capacity. This program allows more students to stay in their home school while getting significant amounts of counseling support and academic flexibility. 6. # of students accessing Edgenuity/NOVA 7. 9th graders who were eligible were able to attend class (in person), work on projects toward credit recovery.

<p>Areas for improvement?</p> <ol style="list-style-type: none"> 1. Variety of instructional strategies 2. RTI use is inconsistent 3. Lack of consistency in use of different instructional strategies 4. SBG implementation is inconsistent 5. Creating more common staff time to look <ol style="list-style-type: none"> a. at instructional strategies (time has been spent in PD on other initiatives) 6. Using Canvas needs to be more consistent 	<ol style="list-style-type: none"> 1. Instructional coaches given time to share with the whole staff what they are seeing in classrooms/August PD days and afternoon learning cohorts 2. Counselor and admin have updated SST meetings. All staff still needs to be trained in AVID strategies. Teachers are not consistently responding with feedback for students that have IEP (lack of collaboration). 3. Need data from TOSA instruction survey 5. Look at the PD calendar from prior years to see time spent on instructional strategies. Large part of Staff meeting time has been spent on various site and district priorities that have not recently included best teaching practices 5. District PD release days cut from the calendar in 2018. District departmental task forces on hiatus since 2019 6. Teacher Canvas sites
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Assessment and Accountability

Critical Learner Need #1: All students, and especially our BIPOC and low SES, will feel safe and connected to their school and classroom environments through inclusive, equitable instruction and restorative practices.

Strengths	Evidence	Growth	Evidence
<ul style="list-style-type: none"> • SLC's have common planning periods; opportunities for building common assessments • More access to AVID, Academic Workshop, Tutorial, Homework Club established • Leadership has expanded to include STAAR, PR, ASB • Many classes here have teachers who have revised curriculum to focus more on diversity 	<ul style="list-style-type: none"> • Anecdotal • Wellness referrals, counselor referrals. • AP Art History: entire curriculum has been revised to be inclusive of all cultures • 	<ul style="list-style-type: none"> • Examination of curriculum for inclusion • Replace Social Issues/Geography with Ethnic Studies • We do not yet have a system to ensure that all classes are being revised to include diversity • More sharing of curriculum so that teachers can learn from one another in terms of diversity 	<ul style="list-style-type: none"> • Survey of what current classes/teachers already do in this area

Critical Learner Need #2: All learners will receive timely feedback and grades will accurately reflect what they know about the content and the skills they've acquired in a course.

Strengths	Evidence	Growth	Evidence
<ul style="list-style-type: none"> Common Assessment per unit 	<ul style="list-style-type: none"> Algebra 1 Algebra II Geometry (most classes) Pre-Calculus Humanities / World Literature AP US History uses common assessments Spanish Chemistry 	<ul style="list-style-type: none"> Missing Common assessments in most courses 	<ul style="list-style-type: none"> Not all subjects/grade levels have common assessments
<ul style="list-style-type: none"> Instructions/assessments tied to standards 	<ul style="list-style-type: none"> Standards-based grading 	<ul style="list-style-type: none"> Validity/Reliability of Assessment data Nobody is checking 	<ul style="list-style-type: none"> Grading practices differ even for similar assessments and content
<ul style="list-style-type: none"> SLC's have common planning periods; opportunities for building common assessments 		<ul style="list-style-type: none"> Common planning for Departments is lacking 	<ul style="list-style-type: none"> No department leadership/Time for collaboration

<ul style="list-style-type: none"> • Allowing for reassessment/resubmission 	<ul style="list-style-type: none"> • One or more resubmissions of work with feedback 	<ul style="list-style-type: none"> • The meaning of grades for students is not always clear. 	<ul style="list-style-type: none"> • Lack of feedback leading up to SB assessment • Lack of numerical scoring
		<ul style="list-style-type: none"> • The value of grades is not always clear • Goal setting, and other skills attached to earning grades are not focused on. 	<ul style="list-style-type: none"> • Grade inflation • Grade inconsistencies between teachers
		<ul style="list-style-type: none"> • Assessments getting skewed towards the A/B range(grade inflation) 	<ul style="list-style-type: none"> • A high percentage of students with A/B's • Assessments out of line with what is claimed to be assessed/their own criteria
		<ul style="list-style-type: none"> • Community understanding of assessments 	<ul style="list-style-type: none"> • Stakeholders don't hold a common definition of assessment, A's, etc.

		Lack of assessment s that are not grades	<ul style="list-style-type: none"> • Feedback lacking •
		No reassessment/ alternative assessment protocol	<ul style="list-style-type: none"> • No time for discussion of strategies on reassessment.

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Parent and Community Engagement: School staff and administration employ a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process. One way Archie Williams High School has worked on its community and parent engagement is through direct and personal outreach to parents/caregivers as a way to encourage attendance at Back to School Night. Further, the site has a process in place for translating communications into Spanish, while also providing Spanish language interpreters for all. Staff and Administration regularly communicate to families through Parent Square, direct email, and/or other means regarding topics like Crew Announcements, Career and Counseling Center information, and Wellness events. A new group on campus now exists called “Familias en Accion” in order to build better communication with our Spanish Speaking families and community members. To address racial equity in the community, families have been invited to take part in a parent equity team. This team works to address current and historical inequities within our community. Overall, families are invited to be part of all events from Drama, musical performances and concerts, Wellness and Sports. In Addition, It is integral that our families are part of the transition from high school to college and receive support on campus nights through the counseling department regarding financial aid and application support. More support should be given to students whose parents/caregivers are veterans, some of whom are not aware of available scholarships.

Archie Williams needs to improve transparency and engagement for the parent community. Although communication is happening, it is difficult to measure how much parents/caregivers are engaging with the communications in the various modes available. With the new Synergy system for attendance, families do not have clarity about how to view their students' attendance record. With many new online systems from Synergy to Canvas to Parent Square to emails and school websites, there are too many systems to keep track of. It would help to streamline one system of parent communication that is easily accessible and manageable by families of all backgrounds and languages. New student communities on campus; like the Small Learning Community model for our 9th and 10th graders, have not been updated on the website to reflect the current happenings on campus and within academic

learning cohorts. Overall, the school can work to update and streamline systems and measure parent engagement to access next steps for growth.

It would also benefit the parents/caregivers if they had more information or access to alternatives to college, such as Vocational programs or alternative post secondary schools.

Archie Williams High School has worked toward providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations. We are currently building a leadership team that includes a more diverse group of students including STAAR, AVID, Peer Resource, and ASB. We have increased resources to our EL program by adding a paraeducator, Kathleen Brennan, and designated an academic workshop class for EL students and coordinator, LoRayne Ortega. In addition, peer tutors are assisting English learners during the academic workshop class.

Areas of growth include providing more access to translators for all non-native English speaking parents/caregivers. We do not have an English Learners Advisory Committee. Our leadership class is still not as representative of our student population, and therefore continues to marginalize our BIPOC community. Our staff does not reflect the diversity of the Bay Area at large, which impacts the connection BIPOC students have with their teachers. There is a continuing need for anti-racist, anti-homophobic, anti-transphobic education for both staff and students at AWHS.

Personal, Social-Emotional, and Academic Student Support

Over the course of the past six years, since our last WASC review, we have added several significant supports for students on campus. In 2017 we opened a Wellness Center on campus with 2 new staff members, a Wellness Coordinator and a Wellness Outreach Specialist. The new Wellness program leverages existing resources in the community to significantly enhance mental health support and psychoeducation for students. The Wellness Center itself serves as a physical space on campus for all students to receive support and decompress as needed. Additionally, we were able to secure training and staff for an AVID program which focuses on supporting college motivated students in gaining the skills necessary to achieve the goal of being college ready.

Since our last review, the growth of student led clubs on campus has significantly increased. These clubs range from social justice focused to fun hobby-based clubs. They aim to meet the needs of a diverse student body.

We now have a Spanish for Spanish Speakers course so that students are able to grow in their understanding of the mechanics of the Spanish language. This class fulfills the UC language requirements.

Our counseling department has increased their number of workshops available to students and parents/caregivers regarding future plans, college admissions, and other options. Our new Wellness program also offers workshops to students and parents/caregivers on many social emotional issues related to adolescence.

Gaps we have identified as areas for improvement with regard to supports for students are a lack of counselors in Wellness or Counseling that are bi-lingual or multi-lingual and/or bi-cultural. Wellness is also only funded at 80% time, thus it is only open 4 days/week.

Accomplishments	Gaps
<p>We reached out to parents/caregivers and invited them personally to come to back to school night</p> <p>We have a process in place for translating emails into Spanish</p> <p>Spanish interpreters are provided for all counseling meetings and IEPs on Zoom</p> <p>Regular crew announcements go out to parents/caregivers</p> <p>Parent coffees</p> <p>Familias en accion group -- Spanish speaking</p> <p>Canvas -- most teachers are using, parents/caregivers can access</p> <p>parent equity team</p> <p>We invite parents/caregivers and community members to campus events (ComAcad, Drama, Wellness)</p>	<p>Update website with SLCs</p> <p>Getting parents/caregivers to read the emails</p> <p>Make it easier for parents/caregivers to see attendance and tardies</p> <p>Teachers need more training in Synergy</p> <p>Make LMS universal</p> <p>Synergy, Canvas, ect... Still not consistent and parents/caregivers don't know where to go when they can't get access to the programs and there is no easy way for them to get training.</p>

Counseling parent nights (regarding counselor role, college & financial aid support, course selection)	
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Accomplishments	Gaps
<p>Changes to leadership program to add AVID, Peer Resource and STAAR to ASB</p> <p>Increased resources to EL program by adding paraeducator and designated academic workshop for EL students</p> <p>Created EL class and coordinator</p>	<p>More access to translators for all non english parents/caregivers</p> <p>Lack of diversity still exists in our ASB leadership</p> <p>Lack of ELAC(English Learners Advisory Committee)</p> <p>How to be anti-racist (for all students)</p>

Accomplishments	Gaps
<p>Wellness Center</p> <p>AVID program</p> <p>Growth of clubs to meet the needs of diverse students</p> <p>Spanish for Spanish speakers class</p> <p>More regular workshops from counseling on a variety of topics</p>	<p>Access to Wellness Center services is limited for English Language Learners</p> <p>Wellness Center is closed on Mondays</p>

Chapter 4 - Summary from Analysis of Identified Major Student Learning Needs

[TUHSD Learning Continuity and Attendance Plan 2020-2021](#) (replaced the LCAP for one year)

Critical Student Learner Need: All students, and especially our BIPOC and low SES, will feel safe and connected to their school and classroom environments through inclusive, equitable instruction and restorative practices.

Almost all of our data shows a consistent gap in the educational experience and outcomes for BIPOC and low SES students and the white students. Here are some specifics:

- Grade data: GPAs increase with each grade level at AWHHS and the overall score is just below the district average, however, SES status has an impact on GPAs. Low SES students' GPAs are lower than high SES students and the district average. Low SES students receive far more Ds and Fs than high SES students. African American and Latino students receive more Ds and Fs than do White and Asian students even though the number of Black and Latino students receiving Ds and Fs has significantly decreased since 2016-2017. The emerging multilingual students' GPA has been steadily rising but still falls short of meeting the GPA average of all students at AWHHS.
- Standardized Test data: The Smarter Balanced data shows that students who classify as low SES consistently score lower than students who classify as high SES. This is true for both ELA and math with math numbers being far lower than ELA. Also, non-native English speakers in the district score lower than the district average in both ELA and math. It should also be noted that the number of Latine and Asian students scoring at or above standard is consistently higher than our African American students. This is true for both ELA and Math. Of the 12 junior students who identify as Black who tested during the five years shown here, one of them scored at or above standard in math in 2016 and none of them in all the other years. Black and Latine students as well as low SES students consistently perform below the average for the school and district but above average for the state.
- UC A-G Eligibility data: As the overall population of AWHHS has increased the number of students meeting the A-G requirements has dropped. The number of Latine students meeting A-G eligibility has dropped to 57%.
- College Admission Testing data: Students with low SES at AWHHS do not take the SAT or ACT tests as often as the students with high SES, and low SES students consistently score lower on both the SAT and ACT than do the high

SES students. The percentage of White and Asian students taking the tests is much higher than the other ethnicities in the last couple of years. Generally speaking, Asian and White students score higher on the tests.

- AP Test data: For African American and Latine students, fewer students take the AP test than are enrolled in AP classes. And yet more White and Asian students take the test than are enrolled in the courses.

While some of the data have seen a steady improvement over a longer period of time, there are other significant gaps in learning outcome data that remain historically consistent and demand our ongoing attention and commitment to eradicating them. Our classroom instructional practices are inconsistent in terms of supporting our BIPOC students. While many staff members have attended trainings and workshops on racial equity, there is a gap in transferring that learning to the classroom. Specifically, teachers need training in Culturally Responsive Teaching practices, setting high expectations and providing the support students need in order to meet them, showing empathy/caring, developing and maintaining positive relationships with students, an awareness of other cultures and being reflective of their own bias. Individual responses in the California Healthy Kids Survey ([district version](#) for spring of 2021), [Youth Truth](#) survey (administered for the first time this school year) and the [SLC fall/spring surveys](#) add further evidence that highlight this critical student learner need.

This school year, our Small Learning Communities (SLC) have been identifying specific learning outcomes in each content area to focus on. The idea is by the end of this school year, each student in an SLC will have received instruction, assignments and feedback on that focus area and there will be evidence of that learning in each class. The next step of this work will be common SLC outcomes, which will be evident in all SLC classes, regardless of the subject matter.

Our Small Learning Communities also prioritize community building and personal relationships which has made it easier for teachers to identify those students in need of additional support towards their social-emotional needs (Counseling and Wellness) and academic support. This work, while being done, needs to be aligned in all SLCs to better support the needs of all students. In addition, there is a need to focus on supporting our 11th and 12th grade students, who are outside of our Small Learning Communities.

With the schoolwide use of restorative practices we can work to ensure that **all** of our students feel safe and connected. With course audits and department collaboration we can ensure that the curriculum is inclusive, equitable and accessible to **all** students. There are also a variety of opportunities for students to feel safe and connected outside of the classroom through our extracurricular programs, ASAP program (ASB, STARR, AVID, Peer Resource), Crew, Day One and connections with

staff.

Critical Student Learner Need: All learners will receive timely feedback and grades will accurately reflect what they know about the content and the skills they've acquired in a course.

All of the “soft” data we’ve collected from our students through various surveys shows a consistent frustration and confusion about the various grading practices used at AWHS. Grading protocols include how often grades/feedback are provided, alignment of feedback/grades to learning outcomes, percentages versus standards, where feedback/grades are posted (or not) and an overall misalignment between these protocols between staff within a department and departments to other departments. These different practices increase the confusion and frustration for students/parents regarding where they stand in their own learning and what they need to know in order to improve, or confirmation on what they did well. It is accurate to say that students taking seven classes may experience seven different grading protocols. These diverse approaches are not clear and consistent in pedagogy or practices which highlights that the use of feedback and grades are not aligned across all courses or classrooms.

While there is evidence that some departments and Small Learning Communities have worked together to craft shared learning outcomes and proficiency scales, the majority have not done this in a number of years. Some staff have attended conferences and adopted standards based grading practices, but access to this professional learning has been limited. Losing department teacher leadership when the teacher leader structure was dismantled four years ago has seriously and negatively affected our departments’ ability to collaborate on curriculum as well as grading pedagogy and agreements. The teacher leader model is a foundational structure that provides alignment, scaffolding and collaboration between the district, site and departments. This structural foundation can provide the equity and alignment for a school to make the cultural changes needed in the areas of curriculum, instruction and restorative practices. SLC's and departments working in silos on alignment, grading practices, etc. is really not alignment if those goals and outcomes are not aligned to the site and district. The Teacher Leadership model is foundational to ensuring equitable instruction for ALL students.

Taking time to process and decide on the name change for the school took up significant space in our meetings last year. And, most obviously, the time and attention spent pivoting and adapting to the ever changing demands of teaching and learning during a pandemic meant that much of our “regular” work was neglected. This year has continued to be a challenge with pandemic and with the amount of staff time committed to the WASC process. Teachers need support and time to evaluate and institutionalize equitable grading practices that accurately

reflect what a student knows and can do in a course. This cycle of inquiry must be systematic and continue year after year.

Student survey data over the years has indicated that receiving timely and measurable feedback is inconsistent from class-to-class. In addition to the need for more measurable data, such as common assessments, a school goal is to consider the type of feedback that students need and the consistency of that feedback. Students have also indicated that teacher clarity on assessment is an area of growth.

Critical Student Learner Need: All learners will receive systematic and tiered interventions to support learning through academic, social emotional, and behavioral means.

This CSLN is a recent addition to the WASC self-study. While we have been working to address the needs for interventions and systems to provide these for students, our district is currently developing an intervention plan which will be implemented at all sites in 2022-23.

Chapter 5 - AWHs Schoolwide Plan for Student Achievement 2022-2027

Action Plan

Goal 1: All students, especially our BIPOC and low SES, will feel safe and connected (social-emotional learning) to their school and classroom environments through inclusive, equitable instruction and restorative practices.

Measurable Outcomes

- AWHs student reports of caring relationships and school connectedness will exceed 90% on the California Healthy Kids Survey (CHKS).
- AWHs student reports on the Youth Truth Survey, specifically the summary measure that describes the degree to which students feel they receive support and personal attention from their teachers, will exceed the 50th percentile.
- AWHs student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying will be 10% below state averages on the CHKS and local measures.
- AWHs student reports of attendance will improve and tardies will decrease.
- All departments' aligned student learner outcomes will include specific language and action items that highlight inclusive and equitable instruction.

Rationale

Almost all of our data shows a consistent gap in the educational experience and outcomes between BIPOC and low SES students and White students.

Student Learning Outcomes Addressed	<p>TUHSD Graduate Profile:</p> <ol style="list-style-type: none"> 1. Collaboration: <ul style="list-style-type: none"> ● Use interpersonal skills to build positive relationships and promote collaborative learning. 3. Cultural Competence: <ul style="list-style-type: none"> ● Understand, value and respect a variety of cultures, backgrounds, communities, and identities. ● Learn to understand and value multiple perspectives and experiences while acknowledging personal bias. ● Question the status quo and advocate for equity. 4. Communication: <ul style="list-style-type: none"> ● Listen intently to decipher meaning, values, attitudes and intentions. ● Engage in discussion and ask questions to gain and demonstrate understanding. 5. Creative and Independent Learning: <ul style="list-style-type: none"> ● Understand & nurture a growth mindset. ● Successfully navigate the learning process, recognizing both accomplishments and challenges. ● Seek different ways to gain knowledge. ● Embrace curiosity to ensure continuous improvement and life-long learning. 6. Character: <ul style="list-style-type: none"> ● Develop emotional intelligence and self awareness. ● Be empathetic and show compassion for others. ● Model confidence and resilience.
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Objective and LCAP alignment:	Action Item	Responsible Persons	Means to Monitor Progress	Resources & Timeline
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<p>Build relationships with each student to best identify and meet their social-emotional and academic needs.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<ul style="list-style-type: none"> • Continue relationship building focus in every class with every student. • Provide professional learning opportunities on building relationships in class to create a meaningful and connected learning environment for all students. <ul style="list-style-type: none"> ◦ Emphasis on culturally responsive relationship building strategies. • Continue to grow collaboration and alignment between our student leadership programs (AVID, STAAR, ASB & Peer Resource - ASAP) in order to create a more inclusive campus for students. • Create more access and opportunities for involvement and extracurricular activities for our BIPOC and low-SES students. • Evaluate our current bell schedule to investigate if it best meets the social-emotional and academic needs of our students. • Identify barriers to learning. Provide intervention resources as needed (See WASC CSLN #3) • Recognizing students who need class time for practice and direct support from the teacher and provide instruction as needed. (See WASC CSLN #3) • Identify students <u>early</u>, then set them 	<p>Admin Staff/ Teachers</p> <p>Wellness</p> <p>Counselors</p> <p>Student Leadership Programs (ASAP)</p> <p>District</p>	<p>CA Healthy Kids Survey</p> <p>Youth Truth Survey</p> <p>SLC Survey</p> <p>Student Senate</p>	<p>Data gathered from student input in surveys will be ongoing.</p> <p>Professional development workshops.</p> <p>-Learning partnerships</p> <p>-Antiracist teaching</p> <p>-Teaching while White</p> <p>-CircleUp</p> <p>Antiracist Plan</p>
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	<p>up with the resources/ interventions they need to succeed. This will include articulation with feeder middle schools. (See WASC CSLN #3)</p> <ul style="list-style-type: none"> • School staff and student leadership programs foster a welcoming culture that emphasizes diverse cultures, races/ethnicities, abilities, and identities. • Hire a district social worker who will team with the Wellness Center to coordinate a safety net of services for targeted students and their families. 			
<p>Using high impact instructional practices (HIIP), teachers will increase academic success and student safety and connectivity in the classroom.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<ul style="list-style-type: none"> • Create a clear definition with specific details and examples of what is “equitable instruction” and provide feedback to teachers to this understanding in their practice. • Identification and training in (HIIP) for all teachers. <ul style="list-style-type: none"> ◦ Specific to content area. • Use of HIIP in all classes to implement Tier 1 instruction. • Use of antiracist instructional practices in all classes. <ul style="list-style-type: none"> ◦ Use of the TUHSD anti-racist instructional walk-through tool for feedback • Targeted use of HIIP with students identified needing tier one support. • Monitoring of students to engage other HIIP to support learning if 	Instructional Coaches	<p>Professional Development</p> <p>Department Meetings</p> <p>SLC/Academy Meeting</p> <p>Instructional Coaches</p> <p>Learning Cohorts</p>	<p>Tier One Instructional Tool Kit (See Tam 4ward MTSS Goal 3)</p> <p>Monitoring of students academic improvement (grades)</p> <p>Monitoring of student engagement and connectivity data.</p>

	<p>needed.</p> <ul style="list-style-type: none"> • Use of student feedback data to ensure engagement and connectivity. • Analyze student work and student experience as a regular part of data analysis during collaborative inquiry. 		with Instructional Coaches	<p>Professional development workshops.</p> <ul style="list-style-type: none"> -Collaborative Learning Team norms and working outcomes development. -HIIP Instruction -Antiracist teaching -Teaching while White
<p>Align curriculum to support antiracism, student access, and relevance to student lives.</p> <p>LCAP #1 LCAP #2 LCAP #4 LCAP #5 LCAP #6</p>	<ul style="list-style-type: none"> • Collaboration to update and align curriculum across course alike. <ul style="list-style-type: none"> ◦ Identify essential learning outcomes and proficiency scales for each course. ◦ development of common assessments and data monitored for all students. ◦ Use an equity audit to monitor curriculum alignment and equity principles of curriculum development. • Update all curriculum to include an active antiracist perspective in all classes that includes voices from the intersections of minoritized people 	<p>District Task Forces</p> <p>All departments at the site</p>	<p>The Task Force published curriculum guides and courses of study.</p> <p>Department course guides shared with all teachers in the</p>	<p>Staff Resources:</p> <p>Task Force facilitators (Senior Director of Curriculum and Instruction and Senior Director of Inclusion, Instruction, and Intervention)</p>

	<p>including LGBTQ+, BIPOC, abilities, and gender.</p> <ul style="list-style-type: none"> • Include local and relevant context to curriculum to ensure all students to feel connected to content and to see applicability in their lives. • Develop common assessments and pre-assessments to be used by all teachers with students in all classes. Data to be used in professional learning communities for both instructional inquiry and curriculum alignment across classrooms. • Align curriculum across all SLCs • Bi-annual collaboration meeting with main middle school partners to align curriculum vertically. Improve A-G eligibility by fostering opportunities in feeder middle schools (e.g. stronger foundations in language classes) • Critically examine and demand to unlearn assumptions about curriculum and instructional practices to create pedagogy and restorative practices that build equity-minded and culturally responsive approaches for an inclusive classroom experience. • Develop curriculum in course-alikes that critically examine and remove colonial, racist, and oppressive content to empower and uplift historically minoritized voices. • Knowing, understanding and 		<p>district and AWHs shared Google Drive.</p> <p>Departments' aligned learning outcomes</p> <p>SLC and Academy aligned learning outcomes</p>	<p>Reading Resources: e.g. Culturally Responsive Teaching and the Brain by Zaretta Hammond</p> <p>Antiracist Plan</p> <p>The Task Force on a new 9th Grade Seminar Course (incorporating ethnic studies, geography and social issues) will finish their work and the class will launch in the fall of 2023.</p> <p>Departments working on a curriculum audit should</p>
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	<p>differentiating between multicultural education, social justice education and culturally responsive education.</p> <ul style="list-style-type: none"> • Create content in multiple subject areas for building awareness of bias and the impact of racism and antisemitism of our communities and our country. The lessons will include understanding bias and how it is formed and the impact it can have on decision making, recognizing and addressing racism and antisemitism, learning to be an upstander and not a bystander. 			<p>be ongoing</p> <p>Curriculum Council</p> <p>District and Site Equity Teams</p> <p>Racial Justice Task Force.</p>
<p>Development of a school-wide culture built on restorative practices that continues to foster trust, respect, equity, inclusion, and restorative justice.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<ul style="list-style-type: none"> • Continue to implement “Discussion Circles” for certain staff meetings designed to create relationships, trust and equal voice. • Ensure all staff members are trained in “Restorative Practices.” • Ensure “Restorative Circles” are occurring in the classrooms. • Integrate activities to build trust, respect, and inclusion in all “Day One” activities to open the school year and continue with that theme in CREW activities throughout the school year. • Have each teacher create relationship building goals for their classroom each school year. Monitor student data to build relationship strategies as needed. 	<p>Admin</p> <p>Wellness Staff</p> <p>Peer Resource & STAAR programs</p> <p>CircleUp</p> <p>Deborah McKnight</p> <p>Dr. Lori Watson</p>	<p>CA Healthy Kids Survey</p> <p>Youth Truth Survey</p> <p>Staff Survey Data</p> <p>Day One Agendas</p> <p>Synergy Discipline</p>	<p>Ongoing CREW Activities</p> <p>Ongoing additions to resources in the Solution Matrix.</p> <p>PD for staff from CircleUp</p>

	<ul style="list-style-type: none"> ● Fully implement a Restorative Justice program on campus, including: <ul style="list-style-type: none"> ○ The use of the Solution Matrix for office level disciplinary incidents. ○ Restorative approaches to conflicts in the classrooms. ○ Train staff members to be conflict mediators in facilitating “mindful meetings” when conflict occurs. ○ Create a more restorative approach, outside of SARB, for students with truancy issues. ● Create a transparent process for reporting and addressing racist incidents that occur on campus. ● Increase student involvement in using restorative practices by involving the STAAR and Peer Resource programs in both design and implementation of the Restorative Justice program building on student mentoring. ● Provide antiracism training for all students in leadership programs. Create circle topics for all students, facilitated in Crew. ● Engage parents and community in the antiracist work, so if disciplinary action is required, they are included in our work to become more anti-racist as a school and larger community. 	Director of Student Services	logs Racist incidents reporting	
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Goal 2: All learners will receive timely feedback on assignments/assessments that are common and measurable of the content and skills delivered in a course. The grading practices used for feedback will be clear and useful for both the teacher and the student. The feedback will articulate where the student is in their learning and what they need to do to progress to proficiency/mastery of the content/skills. Students' grades will accurately reflect what they know about the content and the skills they've acquired in a course.

Measurable Outcomes	<ul style="list-style-type: none"> • Improvement in stakeholders beliefs regarding feedback, clarity of grading practices across the school system, usefulness of grading alignment, and accuracy of learning reflected in grades. • Departments articulate and agree on learning outcomes and assess students' abilities to reach proficiency using common proficiency scales. • Common assessments will be used to calibrate student achievement and to structure interventions for those not reaching proficiency. • Improvement in grade analysis at the beginning of each semester with pre-assessments and formative assessments during the grading period will reflect student learning in grades at the summation of S1 and S2. • Teacher's use of feedback is noted in classroom walk-throughs and teacher observations.
Rationale	<p>In previous WASC self-studies and most of the recent "soft" data we've collected from our students shows a consistent frustration and confusion about the various grading practices used at AWHs. Student survey data has indicated that receiving timely and measurable feedback is inconsistent from class-to-class. While there is evidence that some departments and Small Learning Communities have collaborated on</p>

	grading pedagogy and practices, the majority of teachers have not had the opportunity to do this in a number of years.
Student Learning Outcomes Addressed	<p>TUHSD Graduate Profile:</p> <ol style="list-style-type: none"> 1. Collaboration: <ul style="list-style-type: none"> • Work creatively and effectively towards common goals. 2. Critical Thinking: <ul style="list-style-type: none"> • Identify, define, and solve authentic problems. • Pose substantive questions. • Reason effectively and argue from evidence. • Make sound judgments and decisions. • Reflect critically on learning experiences, processes and solutions. 4. Communication: <ul style="list-style-type: none"> • Engage in discussion and ask questions to gain and demonstrate understanding. • Use multiple mediums to communicate and express ideas creatively.

Objective and LCAP alignment	Action Item	Responsible Persons	Means to Monitor Progress	Resources
Develop, collect, and use data on teacher, student, and parent perceptions of grades	<ul style="list-style-type: none"> • Use current surveys (when possible) to create a baseline of perceptions regarding grading from three stakeholder groups. • Create or expand current survey on grades and grading perspectives. • Give surveys at the beginning 	Admin Leadership Team	Analysis of survey results	<p>Circle-up Grading Survey</p> <p>Youth Truth Survey</p> <p>CHKS</p>

and grading.	<ul style="list-style-type: none"> of grade work. Use survey throughout the process to monitor perceptions and growth toward stated goal. Current S1 and S2 grade study and analysis to compare with grades as work is being developed. 			
<p>Provide learning opportunities and staff development , with a focus on learning growth, for grading, feedback, and assessment practices</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<ul style="list-style-type: none"> Professional development, with an equity based lens, on grading practices including: <ul style="list-style-type: none"> ungrading mastery learning standards based grading feedback Staff discussion circles and learning opportunities on: <ul style="list-style-type: none"> what a grade means relationship between agency vs. proficiency of standards in determining a grade. using feedback for motivation and growth cultivating a growth mindset 	<p>Administration</p> <p>Staff</p> <p>Department Teams</p> <p>SLC/Academy Teams</p> <p>Study Teams</p>	<p>Staff meeting agendas</p> <p>Professional Development opportunities</p> <p>TUHSD August district PD</p> <p>EdCamp Agendas</p>	<p>Senior Director of Inclusion, Instruction, and Intervention</p> <p>Senior Director of Curriculum and Instruction</p> <p>Outside and internal expert consultants</p> <p>EdCamps</p>
Ensure school-wide alignment in feedback	<ul style="list-style-type: none"> Staff discussion circles on grading pedagogy and practices. Staff consensus process to 	<p>Administration</p> <p>Staff</p>	<p>Developed proficiency scales & rubrics</p>	<p>Senior Director of Inclusion, Instruction, and Intervention</p>

<p>and assessment practices.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>come to agreement on assessment and feedback practices.</p> <ul style="list-style-type: none"> Design and implementation of common assessments for course alike within departments and SLC/Academy programs. <ul style="list-style-type: none"> use of proficiency scales aligned with learning growth towards outcomes aligned use of assessments to monitor student learning for tier one intervention support Use of Professional Learning Communities to: <ul style="list-style-type: none"> use assessment data to monitor student learning growth. share student work to gain consistency in the use of proficiency scales / rubrics. identify tier one high impact instructional practices (HIIP) for learning support 	<p>Department Teams</p> <p>SLC/Academy Teams</p>	<p>SLC/Academy Team agendas</p> <p>PLC Agendas</p> <p>Department Agendas</p>	<p>Senior Director of Curriculum and Instruction</p> <p>Outside and internal expert consultants</p> <p>EdCamps</p>
<p>Provide clarity and</p>	<ul style="list-style-type: none"> Professional learning in departments to: 	<p>Admin</p>	<p>SLC/Academy Team</p>	<p>Senior Director of Inclusion,</p>

<p>timely feedback to students around grading and assessment.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<ul style="list-style-type: none"> ○ Agree on how to provide more clarity on assessment criteria. ○ Discuss and agree on what “timely feedback” and “feedback” looks like and the purpose it serves in the learning process. ● Professional learning with full staff to work on: <ul style="list-style-type: none"> ○ Setting agreements on using Canvas (Learning Management System) as a tool to provide feedback to students. ○ Agree on consistent ways, class-to-class, students will receive feedback from each teacher. 	<p>Staff</p> <p>Department Teams</p> <p>SLC and Academy Teams</p>	<p>agendas</p> <p>PLC Agendas</p> <p>Department Agendas</p>	<p>Instruction, and Intervention</p> <p>Senior Director of Curriculum and Instruction</p> <p>Outside and internal expert consultants</p> <p>EdCamps</p>
<p>Provide learning opportunities for parents/ caregivers and school community around grading and assessment practices</p>	<ul style="list-style-type: none"> ● Host annual assessment/grading parent education nights. ● Include assessment/grading information on parent nights, such as frosh parent orientation night and incoming 8th grade information night and Back to School Night and Open House. ● Set staff agreements to include parent education/ information 	<p>Admin</p> <p>Staff</p> <p>Department Teams</p> <p>SLC and Academy Teams</p>	<p>Parent event agendas and SlideDecks</p> <p>Course Syllabi</p> <p>Parent Equity</p>	<p>Teachers (annually)</p>

LCAP #1 LCAP #2 LCAP #5	on grading criteria: <ul style="list-style-type: none"> ○ in the syllabi ○ Back-to-School Night ○ Program Nights (SLC & Academies) <ul style="list-style-type: none"> ● Articulation with middle school administration and staff around grading practices feedback and assessments to aid with alignment across school systems. <ul style="list-style-type: none"> ○ departmental articulation on grading ○ incoming parent/caregiver information 		Agendas Families in Action	
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Goal 3: Archie Williams High School will implement the district's Multi-Tiered System of Support (MTSS) Plan to intentionally and strategically use evidence to support students academically, social-emotionally, and behaviorally and to improve the UC A-G eligibility rates of BIPOC and Low SES students.

Measurable Outcomes	<ul style="list-style-type: none"> ● Reduction in D, F, and I grades in R3 and R6. ● Students report the use of tier one supports in all classes. ● More students A-G eligible without remediation. ● Students report higher rates of positive socio-emotional health in CHKS and other survey data such as the Youth Truth survey. ● Students repeating coursework for graduation ● Graduation rates among minoritized students. ● Transfer rates to alternative programs.
Rationale	Data shows that many of our students that are struggling will benefit from

	targeted Tier 1, Tier 2 and Tier 3 interventions. These students tend to be over-represented in Emerging Language Learners, Special Education, and students of color.
Student Learning Outcomes Addressed	<p>TUHSD Graduate Profile:</p> <ol style="list-style-type: none"> 1. Collaboration: <ul style="list-style-type: none"> ● Use interpersonal skills to build positive relationships and promote collaborative learning. 3. Cultural Competence: <ul style="list-style-type: none"> ● Understand, value and respect a variety of cultures, backgrounds, communities, and identities. ● Learn to understand and value multiple perspectives and experiences while acknowledging personal bias. ● Question the status quo and advocate for equity. 4. Communication: <ul style="list-style-type: none"> ● Listen intently to decipher meaning, values, attitudes and intentions. ● Engage in discussion and ask questions to gain and demonstrate understanding. 5. Creative and Independent Learning: <ul style="list-style-type: none"> ● Understand & nurture a growth mindset. ● Successfully navigate the learning process, recognizing both accomplishments and challenges. ● Seek different ways to gain knowledge. ● Embrace curiosity to ensure continuous improvement and life-long learning. 6. Character: <ul style="list-style-type: none"> ● Develop emotional intelligence and self awareness. ● Be empathetic and show compassion for others. ● Model confidence and resilience.

Evidence of Success:

- Reduction in D, F, and I grades in R3 and R6
- Students report the use of Tier 1 supports in all classes.
- More students A-G eligible without remediation.
- Students report higher rates of positive socio-emotional health in CHKS and other survey data.
- Notes in Synergy (Student Contact Log) are used and support Tier 1 interventions
- Student-reported reflections on supports indicate improvement
- Evaluation of newly adopted interventions are showing student support improvements.
- Report of A-G requirements being met.

Archie Williams School will implement the Tam 4ward Multi Tiered System of Support District Plan. (See Tam 4ward MTSS Plan link) In the implementation of the Tam 4ward MTSS plan, there will be specific implementation processes taken at Archie High School to ensure this goal is met, measured, and students are improving in the indicators identified above. This third goal is a district-wide critical student learner need. The plan (action steps) is currently being developed and will be implemented in the 2022-23 school year.

IMPLEMENTATION PLAN

- Upon completion of the Focus on Learning self-study, the WASC Leadership Team will continue to meet monthly throughout the remainder of the 2021-2022 school year to determine a leadership structure to implement our action plan. Beginning in the fall of 2022, responsibility for overseeing the implementation of the action plan will shift to that team, as well as Site Leadership.
- Professional development time throughout the year will keep these goals as a top priority.
- Various staff teams (department, SLCs, academies) will take ownership of their part in meeting these goals and will meet as needed to address items in the action plan.
- Implementation will be monitored through the annual update and Board approval of the Single Plan for Student Achievement and LCAP.

[AWHS Action Plan 2015-2021](#)

