

Sir Francis Drake High School

WASC Self Study Report 2015



**1327 Sir Francis Drake High School
San Anselmo, CA 94960**

Tamalpais Union High School District

April, 2015

WASC Focus on Learning Accreditation Manual, 2014 Edition

Site Administration

Liz Seabury	Principal
Chad Stuart	Assistant Principal
David Rice	Assistant Principal

Site Teacher Leaders

Kyle Kassebaum	Counseling
Katie Paulsen	Counseling
Chizzie Brown	English
Martha Cederstrom	Fine Arts
Judy King	Mathematics
John Hayden	Science
Fred Beale	Social Studies
Andrew Leist	Special Education
Hannah Lingrell	World Languages

District Administration

Laurie Kimbrel	Superintendent
Michael McDowell	Associate Superintendent of Instruction & Personnel Services
Lori Parrish	Assistant Superintendent of Facilities and Finance
Tara Taupier	Sr. Director of Staff Development and Instructional Technology
Kim Stiffler	Sr. Director of Curriculum and Instruction
Wesley Cedros	Sr. Director of Student Services
Amira Mostafa	Assistant Director of Student Services
Tony Catrino	Director of Maintenance and Operations
Rose Chavira	Director in Information Technology Operations
Chris McCune	Director of Community Programs
Jessica Colvin	Director of Wellness
Elena Dibble	Director of Student Nutrition Services

Tamalpais Federation of Teachers (TFT)

Cory DeMars	President
Anne Jaime	Vice President

California School Employees Association (CSEA)

Laura Ibanez	President
--------------	-----------

Board of Trustees

Cindy McCauley	Board President
Michael Futterman	Board Clerk
Laura Anderson	Board Member
Chuck Ford	Board Member
Bob Walter	Board Member

Board of Trustees Student Representatives

Jessica Flaum	Student Trustee for Redwood High School
Jazlyn Martinez	Student Trustee for San Andreas High School
Zoe Harris	Student Trustee for Sir Francis Drake High School
Emily Cohen	Student Trustee for Tamalpais High School
Paris Thomson	Student Trustee for Tamiscal High School



TABLE OF CONTENTS

Chapter I: Student/Community Profile and Supporting Data and Findings	1
Chapter II: Progress Report	66
Chapter III: Student/Community Profile	93
Chapter IV: Self-Study Findings	101
Category A: Organization: Vision and Purpose	101
Category B: Standards-based Student Learning: Curriculum	137
Category C: Standards-based Student Learning: Instruction	170
Category D: Standards-based Student Learning: Assessment	181
Category E: School Culture and Student Support	205
Chapter V: Schoolwide Action Plan	234



Appendices

District Items:

Mission and Strategic Priorities	1
Achievement Report	2
Guaranteed and Viable Curriculum	18
Local Control Accountability Plan	136
Hiring Guide	192
English Language Learner Report	213
Governance Handbook	222
Budget Report	237
Graduation Requirements	287
Professional Development	288
WASC Self Study and Surveys	289
Achievement Data Composite	294
California Healthy Kids Survey	330
California School Climate Survey	388

Site Items – Sir Francis Drake High School:

School Quality Snapshot	1
School Accountability Report Card	3
California Basic Education System	19
Intervention Plan	21
Master Schedule	23
Bell Schedule	24
Budget Pages	25
Parent, Student and Classified Input	57

Preface

TUHSD Overview and Self-Study Process

TUHSD Mission Statement

THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively (Adopted by the Board 25-August-2009).

To ensure the success of our students, the Tamalpais Union High School District (TUHSD) is a mission-driven and values-based organization that has adopted these beliefs as foundational:

- all students can learn and learn at high levels; and
- all staff are responsible for working together to measure and respond to the impact we are having on student learning; and
- the District actively supports building the capacity of staff to provide relevant, meaningful and rigorous learning experiences.

Over the past five years the curriculum and instructional design work of TUHSD was developed and codified across all five schools resulting in common outcomes, measures, and intervention criteria for all students regardless of school, program, or teacher. These products and processes were accomplished through the development and adoption of a distributive leadership model that places teachers at the helm, leading and implementing change in the key areas of Vision and Purpose (Category A), Curriculum (Category B), Instruction (Category C), Assessment and Accountability (Category D), Culture and Student Support (Category E). TUHSD teachers have collectively developed and are implementing a guaranteed and viable curriculum and are collecting and analyzing local data to determine the impact they are having on student learning. Beyond self-evaluation, such data are used in professional learning communities to measure individual and collective impact and to determine next steps in teaching and intervention.

To advance student learning, research shows us that teachers should work together to evaluate their impact and instruct with a clear understanding of how to move students from what they know to what they need to know in order to be successful (Hattie, J., *Visible Learning for Teachers*, 2012). To these ends, TUHSD strategically aligned the WASC *Focus on Learning* process to the work the District is engaging in so we can continue to inform and enhance the learning process for students.

Through this process of continuous improvement, staff members engaged in multiple aspects of the self-study process by reflecting on past WASC recommendations, reviewing student achievement data and evaluating educational and support services in order to highlight strengths and determine areas for growth. Teachers captured the work they are implementing in their classrooms by providing evidence of student work and the teaching and learning process to the visiting committee. TUHSD teachers were involved in the WASC *Focus on Learning* process in the following ways:

- All TUHSD teachers worked collaboratively in professional learning communities to plan instruction aligned to clear learning outcomes, reflect upon student performance data and used this information to inform instruction and enhance learning for students.
- All TUHSD teachers gathered student work as evidence of the teaching and learning process.
- All TUHSD teacher completed a *Self-Reflection Check-List* with questions aligned directly to WASC *Focus on Learning* criteria and administered a survey to students using the same criteria.
- Each TUHSD teacher wrote a reflection on areas of strength, areas of growth and used this information to determine next steps to further the learning process in their classrooms.
- All TUHSD teachers viewed student achievement data and provided input on the determination of critical learner needs across TUHSD and at each site.
- All TUHSD Teacher Leaders reviewed self-study evidence and drafted significant components of the WASC *Focus on Learning* reports.
- All TUHSD teachers provided input and feedback on the WASC *Focus on Learning* reports during staff meetings and staff development days.
- Participation in Focus Groups during the WASC visit.

The TUHSD mission is anchored in supporting the whole child through academic, behavioral, social and emotional support. TUHSD counselors agreed to focus on a common goal across the system for the purposes of continuous improvement and systematic support for TUHSD students. In addition, each TUHSD counselor was involved in the WASC *Focus on Learning* process by collaborating to provide students support in accordance with this common goal: *Students will recognize and access*

resources to explore personal, academic and career goals. All counselors collected evidence from students on progress towards this goal, reported student progress/perspective, and reflected on the process by outlining and recording areas of strength, and areas for growth. In response, each TUHSD counselor used this information to determine next steps in supporting students in their behavioral, emotional and academic growth.

Student voice and choice are critical to enhance and hone instructional, support and organizational practices. Students were engaged in the WASC *Focus on Learning* process in the following ways:

- Student input was gathered by all TUHSD teachers using a common survey with questions aligned to the *Focus on Learning* criteria, equating to approximately 7000 student responses. Teachers used the student feedback in formative ways to determine the strengths in their classrooms and to identify next steps in addressing growth areas.
- Student input was gathered by sites in Student Advisory Councils and other student groups.
- Student input was gathered by all TUHSD counselors in order to learn more about student perception of TUHSD and site student support services. This equates to approximately 400 students.
- Information was gathered by TUHSD around mental health and student support through the California Healthy Kids Survey (all TUHSD 9th and 11th graders), Teen Screen (TUHSD 10th graders by choice), Signs of Suicide (all TUHSD 9th graders).
- Participation in Focus Groups during the WASC visit.

TUHSD site and district administrators engaged in the WASC *Focus on Learning* process in the following ways:

- Site and district administration engaged in multiple aspects of the self-study process by reflecting on past WASC recommendations, reviewing student achievement data and evaluating educational and support services in order to determine system-wide areas for growth (critical learner needs).
- Site and district administration drafted several aspects of the WASC *Focus on Learning* reports, as determined by knowledge-base, specialty and position.
- Site and district administration operated in Critical Friends Groups to provide input and feedback on both process and product.
- Site and district administration communicated all pertinent aspects of the TUHSD/WASC *Focus on Learning* process to key stakeholders in many settings (i.e. Leadership, Expanded Leadership, Teacher Leader meetings, parent and

student meetings, public, open session board meetings) while gathering and eliciting feedback.

- Participation in Focus Groups during the WASC visit.

TUHSD Board of Trustees engaged in the WASC *Focus on Learning* process in the following ways:

- The roles and responsibilities of the TUHSD Board of Trustees were considered and discussed as they related to Category A: Organization, and included in each site report.
- Regular updates were provided to the Board of Trustees through a series of presentations at public, open session meetings on topics of WASC, TUHSD Mission and Strategic Priorities, data snapshots on strengths and growth areas, critical learner needs, staff qualifications and professional development, and student services and support.
- Participation in Site Reception events during the WASC visit.

Input from classified staff and student services staff, who provide additional academic, behavioral and emotional support to students, (counselors, psychologists, librarians etc.) is critically important to continuous improvement. Classified and support staff were engaged in the WASC *Focus on Learning* process in the following ways:

- Participation in Focus Groups during the WASC visit.

Parent involvement and support are critical to the success of TUHSD schools. Input was gathered from representative parent groups as part of the Self-Study which may include, Site Councils, Foundation Groups, PTSA, Boosters, and Parent Advisory Councils, as determined by site administration. Parent groups at each school site participated in a common process that was vetted through the Superintendent Advisory Panel of representative parents from all district schools. Parents were asked to respond to the following questions in the following broad categories:

Organizational Performance

In light of the TUHSD mission statement...

1. What is working well for your child at school?
2. What is not working well for your child at school?
3. What would you change about your child's experience?

Parental Involvement

1. Describe a personal example of how you were engaged with the school that was meaningful to you.
2. What made that experience meaningful?
3. What are ways to engage or re-engage more stakeholders?

Information was synthesized into common themes, included in WASC reports, and considered by staff when writing Schoolwide Action Plans (Chapter 5).

Parents were engaged in the WASC *Focus on Learning* process in the following additional ways:

- Parent Focus Groups
- Focus Groups and Home Groups during the WASC visit.
- LCAP survey

Chapter One:

Student /Community Profile

Supporting Data and Findings



Overview of Systems Level Work:

Meeting the TUHSD mission for all students through the implementation of a guaranteed and viable curriculum, professional learning communities, site-based intervention plans using focused strategic priorities and teacher leadership.

District Response:

The Tamalpais Union High School District (TUHSD) mission statement asserts that all students are expected to reach mastery of core competencies within required academic disciplines, and acquire the skills and knowledge that permeate traditional academic boundaries and are requisite for future employment, citizenship, and postsecondary education. The rationale for universal attainment of core competencies is based on the economic, cultural, and educational demands of the 21st Century. This mission statement guides the work of our teachers each day in each classroom across our district to ensure high levels of learning for all students and to prepare them for college and career options.

As Schmoker (2009) and Buffum et al (2012) assert, it is not our decision to determine whether or not students attend college; educators are responsible for providing students with the opportunity to make that choice when they are adults. To have such a choice, all students must reach mastery of identified and agreed-upon knowledge and skills that are requisite for college and career. This requires a collaborative effort from all stakeholders to identify clear learning goals, measure student progress against those established goals, systematically intervene and accelerate learning, provide diverse modes of instruction, and involve students in the learning process to cultivate ownership and self-advocacy for their own learning.

TUHSD has a tradition of excellence as marked by college acceptance rates, aggregate student grade point averages (GPA), Advanced Placement (AP) participation and performance, and summative state standardized test performance. In addition, a

longitudinal review of TUHSD's student performance on these measures indicates relative growth in student learning with respect to certain disciplines over time. Simultaneously, TUHSD has continued to show substantial discrepancies in performance as it relates to academic opportunities, progress, and proficiency for certain student populations and within certain domain areas.

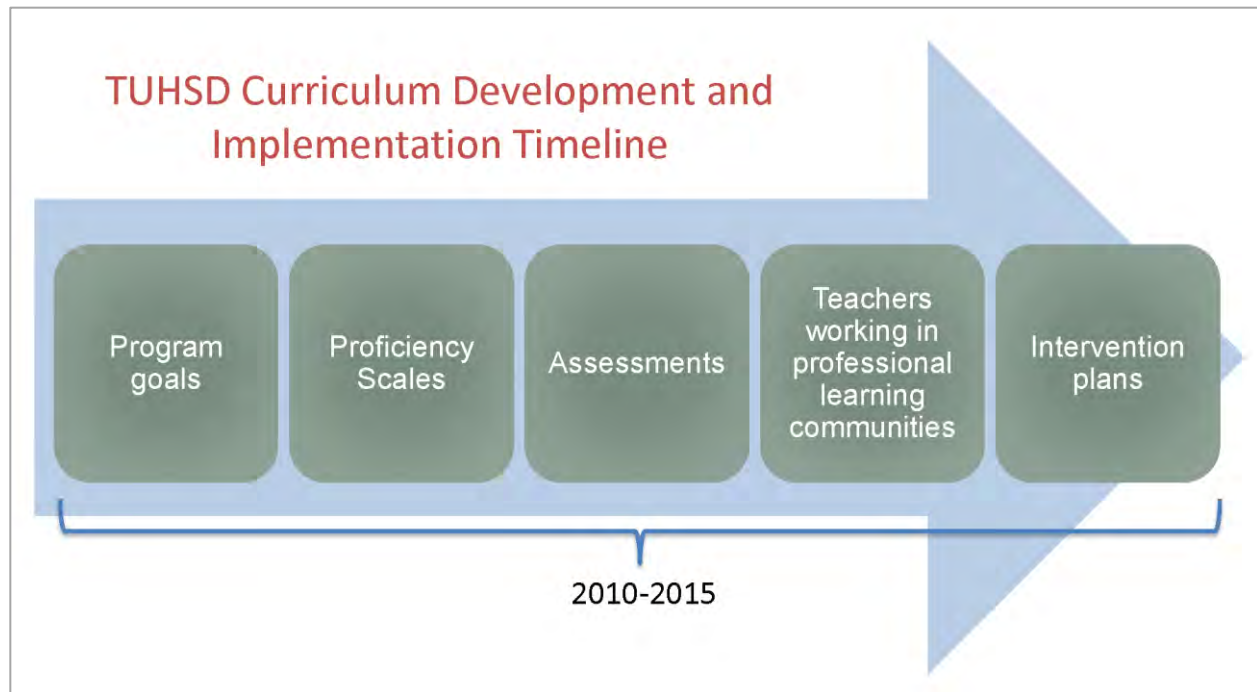
To ameliorate discrepancies in both opportunity and achievement, to improve overall academic progress and proficiency levels across all sites, and to effectively understand and respond to student achievement data, TUHSD has strategically focused system-wide actions to ensure collaborative goal setting, establish nonnegotiable goals for achievement and instruction, create broad alignment with and support of district goals, monitor achievement and instructional goals, allocate resources to support the goals for achievement and instruction at all levels of the organization (Marzano and Waters, 2009; Bellamy, Crawford, Marshall, Coulter, 2005, Weick 1976, 1982 and Glassman, 1973). A preponderance of research suggests that when educational systems utilize the leadership practices outlined above at all systematic levels, student achievement increases regardless of demographic factors. (Hattie, 2009, 2011; Robinson, 2011).

TUHSD approaches the mission of universal attainment of learning outcomes through the development, execution, and overall evaluation of strategic priorities (see appendix). Strategic priorities identify a limited number of measurable steps that align services, resources and professional development in order to realize the District's Mission. Strategic priorities are short-term (1-3 year) goals that are to be achieved by system-level departments (i.e. Human Resources, Finance and Facilities, Governance, Curriculum and Assessment Systems, Instructional Programs and Practices, Community Relations, and Leadership Development).

In the past five years, the TUHSD leadership team has identified and adopted a sequence of strategic priorities in the areas of Curriculum and Assessment Systems and Instructional Programs and Practices by conducting a rigorous analysis of research related to highly effective educational organizations, reviewing historical work of the district (i.e. Understanding by Design, Professional Learning Communities), and capturing community input data. As a result of this inspection, TUHSD sequenced the strategic priorities by addressing the following questions (Dufour and Fullan, 2013):

- I. What is it we want our students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, this grade level, and this unit of instruction?
- II. How will we know if each student is learning each of the skills, concepts, and dispositions we have deemed most essential?
- III. How will we respond when some of our students do and do not learn? What

process will we put in place to ensure students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive, and systematic? How will we enrich and extend the learning for students who are already proficient?



TUHSD introduced and implemented a new Teacher Leadership model during the 2010-2011 school year to meet strategic priorities in the areas of Curriculum and Assessment Systems and Instructional Programs and Practices. Instructional leadership at the teacher level has been identified as one of the most important elements of high achieving high schools. The *Tamalpais Leadership Collaborative* (TLC) is a collaborative leadership team that honors the expertise of its members and acknowledges the need to adhere to shared nonnegotiable goals for student achievement. This group is comprised of teachers and administrators who serve in facilitative, instructional, and organizational leadership roles and is structured to reflect a loose (acknowledging the need for autonomy among teachers, counselors, site and district leaders) and tight (establishing agreed-upon achievement goals and monitoring student progress) paradigm. The TLC body is learning leadership skills, and members are coached on how to hold difficult yet productive conversations; how to facilitate and develop teams using community agreements and structured protocols; how to understand team dynamics and the change process; and how to lead and model the professional learning community process to its fullest potential in order to maximize system-wide impact on student learning.

To address question I, TLC members worked with site and district department teams to identify the essential knowledge and skill outcomes (i.e. program goals) that were required for all students to know and be able to do before graduating high school. In the literature, this work is referred to as creating a guaranteed and viable curriculum, defined as a curriculum that assures all mission-based outcomes are taught regardless of the teacher to whom a student is assigned and that sufficient instructional time is available to teach and learn the content identified as important, (Marzano, 2003). A guaranteed and viable curriculum is considered the first step in building and sustaining an equitable, academically rigorous and appropriate educational program (Buffum et al, 2012; Wiliam, 2011; Marzano and Waters, 2005; Robinson, 2011).

In a coordinated district-wide response to address question II, TUHSD worked with TLC members to develop and use an assessment tool to measure student attainment and progress towards established program goals (i.e. proficiency scales). TUHSD established criteria for assessment tools, including the requirement to yield reliable and valid assessment data. Additionally, TUHSD expected that assessment tools would adhere to a progression or hierarchy of learning to measure student cognitive development. TUHSD took particular care to contextualize appropriate learning progressions, such as Understanding by Design (e.g. acquisition, meaning, and transfer) when considering assessment instrumentation. Moreover, as a pre-condition to addressing question III, TUHSD required an approach to assessment that created a high level of clarity to understand student performance through a common appearance, scale, and language so that all stakeholders may review and respond to student learning and teaching practice.

Common tools for ascertaining student performance are essential for team-based conversations to determine student performance needs, review instructional practice, and capture best practices. Moreover, from a student's perspective, a common understanding of the learning intentions and criteria for success as well as a common way to track performance over time in every class provides a greater sense of understanding of their own learning, supports the ideas of a growth mindset, increases motivation, provides a greater sense of self-advocacy in the classroom, and enhances ownership of learning (Hattie, 2009; Dweck, 2006; Pink, 2010).

TUHSD utilizes proficiency scales as a tool that articulates student performance and is commonly shared and understood by stakeholders. Furthermore, the proficiency scale provides a greater level of teacher autonomy and appreciation for the complexity of the classroom by focusing collective alignment on the interpretation of an assessment score rather than the assessment itself. Lastly, the use of proficiency scales to measure student learning across a learning progression or learning hierarchy adheres to the

philosophical tenets of the Common Core and represents the progression levels of assessment tasks on the adaptive tests (i.e. Smarter Balanced) being proposed by the California Department of Education.

In June of 2013, TUHSD developed the first professional draft of a district-wide guaranteed and viable curriculum (see appendix). This curriculum is comprised of eight department level knowledge and skill outcomes, which include aligned proficiency scales (Social Studies, English Language Arts, Mathematics, Science, Fine/Performing Arts, Physical Education, World Languages, and Applied Technology). These outcomes and scales will serve as the basis for all teaching, learning, assessing, and intervention within TUHSD. Program goals and proficiency scales were created with teacher input from *all* TUHSD teachers and vetted by utilizing teacher voice through critical friends protocols and by using established proficiency scale criteria. The second professional draft of the TUHSD district-wide guaranteed and viable curriculum will be completed in May, 2015. District teachers and teacher leaders will use the feedback gained from the implementation of the first professional draft to revise and create the second draft.

The successful implementation of a guaranteed and viable curriculum is predicated on established professional learning communities (PLC) that routinely meet to review and respond to student performance data and requires a routine system of intervention that results in a systematic response to student learning through targeted, team-based, multi-dimensional approaches to enhance learning for all. This is the core of PLC work and of highly reliable organizations (Dufour and Marzano, 2011; Bellamy, Crawford, Marshall, and Coulter, 2005). Thus, it requires a universal commitment to constant review and improvement of practice through action-research at every level.

In addition to supporting professional learning communities, TUHSD provides similar support and guidance to site leaders in their development of a site-based intervention plan to support all departments in providing the time and instructional and behavioral provisions required for all students to meet mission-based outcomes. During the 2013-2014 school year, each site in TUHSD developed extensive site based intervention plans using the Response To Intervention (RtI) model (Mattos, Buffman and Weber, 2012), so each system knows how to collectively respond when students do and do not learn at high levels (see appendix). TUHSD has worked with community stakeholders, reviewed current research, and participated in substantial and sustained professional development to provide the resources and professional development support required to engage in this type of systems work.

As a sub-set to the larger district-wide work, TUHSD is working with various stakeholders to update course documentation (i.e. Course Review Sub-Committee) to

ensure that courses and instructional materials align with the established guaranteed and viable curriculum, state and national standards and 21st Century learning outcomes. Moreover, the district will continue to work with TLC leaders to ensure all students are receiving grade level instruction and that students are being exposed to a variety of learning experiences through diverse instructional approaches and course options.

WASC Accreditation

District Response:

TUHSD requested to align the WASC accreditation process for all five schools in our district in 2014-2015 because we are using a systematic approach to teaching and learning. While the expectations of the district are the same for all schools (high levels of learning for all students, mission driven organization, teacher collaboration, data driven decisions, teacher leadership, targeted intervention), the approach to implementing this work takes different forms at each of our school sites and is designed to meet the unique needs of the students and communities they serve. The *Focus on Learning* process outlined by the Western Association of Schools and Colleges (WASC) holds the same high expectations of our teachers, students, administrators and stakeholders as TUHSD. TUHSD welcomes our continued partnership and appreciates the opportunity to leverage, focus and align our work to best serve students.

Site Response:

Sir Francis Drake High School completed a WASC accreditation process in May 2007. At that time, WASC granted Drake a six-year term of accreditation with a three year review in 2010. The review in 2010 provided good feedback for the plan developed in 2007. Sir Francis Drake High School continued to work in the areas of curriculum collaboration, improving academic support through the Academic Workshop courses, after-school tutoring and peer tutoring in the mathematic courses. Mathematics instruction incorporated collecting and sharing of assessments, use of assessment data to define and revise major programs and inform curriculum. There were also some efforts made to strengthen the Core Literary Portfolio which is no longer a graduation requirement. The English department worked to create common assessments to measure student proficiency and to prepare students for both the literacy portfolio and the CST exams. Furthermore, a district-wide reading assessment was to be developed to give insights into reading skills of students. Drake used a site-based assessment for reading in the Academic Workshop courses for one year. Finally, the 2010 plan indicates ongoing work towards improving student social, emotional and health support structures. More details will be found in Chapter 2.

General Background, History and Demographics:

History and Overview

District Response:

Founded in 1907, the Tamalpais Union High School District (TUHSD) is a high performing district in a very active, supportive, and educated community. Currently, over 4,100 students are served in three comprehensive high schools, Tamalpais, Redwood and Sir Francis Drake and two alternative schools, Tamiscal Independent Study School and San Andreas Continuation High School. In addition, the Adult and Community Education courses attract hundreds of community members each year. The staff of the District is highly trained, talented, and dedicated to their professions. Students have access to a wide range of programs and courses and perform well above the state and national averages on standardized assessments. Graduates are readily accepted into colleges and universities around the country. Our schools have been recipients of numerous awards, including California Distinguished School and National Blue Ribbon School.

Site Response:

Sir Francis Drake High School is situated on a twenty-one acre campus traversed by two year-round creeks. Drake opened in 1951 becoming the District's second high school. Located in the Ross Valley in Marin County, Drake serves many of the West Marin communities, Fairfax and San Anselmo. Drake High School has 985 students enrolled in an academically rigorous and innovative curricular program. Sir Francis Drake was a part of a systematic change movement in the 1990s to provide small learning communities (SLCs) in the 9th and 10th grade for students. We continue this tradition of providing a personalized academic and social/emotional approach to learning. All freshmen and sophomores are placed in one of four SLCs to receive part of their core academic education. Much of our educational approach involves both integration of curriculum and project-based learning. Drake High also offers two integrated Academies for students in their junior and senior year who are interested in communication (ComAcad) or environmental studies (SEA-DISC). Drake is also proud to offer a four-year Engineering program, Peer Resource, numerous elective course offerings and thirteen AP courses. On the AP tests taken in the past year, 81.4% of Drake students scored a 3 or higher. Most Drake students attend four-year universities/colleges with 71.5% of our students being UC/CSU eligible.

Drake parents are encouraged to participate in on-campus parent committees that work to meet the needs of the student population and provide resources for parents. These include the Drake Fund, the Drake Leadership Committee (DLC), the Drake Talks community discussions, and many parent information evenings provided by our

counseling team and our small learning community teachers.

Drake's curriculum emphasizes a college preparatory program but provides for all levels of ability and interest. Course offerings range from Advanced Placement and Honors classes to academic support for those who need extra help. Juniors and seniors may choose a traditional curriculum or an integrated, project-based program. The project-based programs are two-year, blended 11th & 12th graders, in two academies – Communications and Environmental Studies.

At Drake High, we believe in a strong connection between a student's activities/athletics program and a student's academic success. Athletic teams for girls and boys include soccer, volleyball, football, tennis, water polo, cross-country, basketball, wrestling, track and field, softball, baseball, swimming and diving, golf, lacrosse, mountain biking and sailing. Our newly evolving dance team adds to the great spirit at Drake, and an active student government provides a variety of student programs and activities as well as service to the community. Students pursue individual interests in many organized clubs and internships.

Facilities and Finance

District Response:

Tamalpais Union High School District has undergone major renovations as part of a modernization program that began with the passing of Bond Measure A in March 2001 and a second bond Measure A in June 2006. The three comprehensive high schools, as well as the alternative and continuation high schools, have benefited from the generosity of the public and the energy and foresight of the school community. Within the last three years the District has completed additional projects to enhance its building spaces, athletic fields, and landscaping. These projects included a new two story art building, music building renovations, classroom conversions for science labs, and a new synthetic soccer/lacrosse field at Redwood High School. Further improvements include classroom conversions for technology labs, and overall site landscape and hardscape improvements at Sir Francis Drake High School, accessibility, and landscape and hardscape projects at Tamalpais High School. At San Andreas High School we recently completed a classroom building replacement project, and at Tamiscal High School a full renovation of the parking lot, hardscape and improvements to accessibility have been completed. This past summer the district informational technology team completed a comprehensive overhaul of the district wired and wireless network and upgraded much of the hardware and software within the district. The District recognizes that these physical improvements are vital to creating safe, comfortable, and nurturing environments for staff, students, and our school community. The dedication to our facilities strongly reflects the mission of our District and our commitment to excellence.

TUHSD educates approximately 4,100 students with an annual budget of approximately \$63,000,000. This equates to \$16,000 per student of which \$12,000 to \$14,000 goes directly to the school sites for staff and other instructional needs. Seventy-seven percent of the District's revenue is received from local property tax, 3% from state, and 15% from local parcel tax. Site foundations and parent provided funds provide approximately \$1,000,000 per year to the sites to enhance learning experiences for students in innovative and creative ways. Examples include technology, science laboratory equipment and supplies, digital cameras, enhancements for athletics and arts program, field-trips and experiential learning opportunities. TUHSD Title I funds are directed to schools that have the highest percentage of students identified from low-income families to help ensure that all students meet the academic requirements of TUHSD. TUHSD uses Title III funding to give supplemental support for English Language Learners. The District's Title III allocation supports the District's ELL Coordinator's work with the English Learners. Title II funds are used for staff development and teacher improvement.

Site Response:

Sir Francis Drake High School has undergone major renovations as part of a modernization program that began with the passing of Bond Measure A in March 2001 and a second bond Measure A in June 2006. Renovations have been made on all classrooms. Other projects include the following: a new two-story building with six classrooms, new cafeteria and Student Center, new near-Olympic sized swimming pool, turf football and baseball fields, new soccer / lacrosse field off site, renovated space in the art buildings, new gym floor and bleachers, updated locker rooms, updated pathways and landscaping. In addition, all classrooms have been updated with the latest technology to best enhance the learning experience, including new wiring in 2014 and increased bandwidth.

Sir Francis Drake High School includes Classroom 2020, a sign-up classroom which utilizes two SmartBoards, a MacBook laptop cart, an iPad cart, movable tables/chairs, wall-to-wall white boards, portable huddle whiteboards and a sound room. This classroom is designed to model teaching and learning in the 21st Century.

In the fall of 2014, Drake opened two new integrated classrooms. In these rooms, a team of two teachers teach approximately sixty students in a combined space. These teachers integrate their curriculum, have shared objectives and have a learning environment that creates a harmonious interrelated whole. The classrooms are equipped with multiple projectors, movable furniture on wheels in order to change the learning environment quickly, portable teacher stations, and one-to-one devices for all students.

Access to technology is plentiful on campus for staff and students. There are approximately 1,200 devices available for student use on campus, including desktop computers, laptops and iPads. Drake has a total of six computer labs with over thirty desktops, three mobile laptop carts, thirteen mobile iPad carts with over thirty iPads and many other desktop computers/devices in individual programs. In addition, close to 400 students are in a program that uses one-to-one technology in which each student is issued an iPad to use at school and at home.

Student Demographic Data

District Response:

Enrollment Summary 2009-2015

School	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Redwood	1453	1458	1459	1534	1603	1662
San Andreas	98	85	71	60	72	49
Sir Francis Drake	1049	1024	979	985	978	986
Tamalpais	1113	1168	1237	1233	1285	1332
Tamiscal	98	95	91	86	107	124
NPS	11	12	11	15	18	17
Total	3822	3842	3848	3913	4063	4170

Demographic Data - September, 2014

School	Total Enrollment	# Male	# Female	# Spec ED	# Low SES	# EL	# African American	# American Indian	# Asian	# Filipino	# Hisp	# PI	# White	# Unknown
Redwood	1662	841	821	118	75	12	35	6	117	16	172	6	1265	45
San Andreas	49	25	24	12	23	0	9	1	0	0	12	3	24	0
Sir Francis Drake	986	496	490	100	57	4	21	3	32	4	99	6	796	25
Tamalpais	1332	648	684	118	94	18	67	5	114	16	128	6	943	53
Tamiscal	124	41	83	10	11	0	3	0	9	0	16	0	93	3
NPS	17	10	7	17	0	0	0	0	0	0	1	0	16	0
Total District	4170	2061	2109	375	260	34	135	15	272	36	428	21	3137	126

School	Total Enrollment	% Male	% Female	% Spec ED	% Low SES	% EL	% African American	% American Indian	% Asian	% Filipino	% Hisp	% PI	% White	% Unknown
Redwood	1662	51%	49%	7%	5%	1%	2%	0%	7%	1%	10%	0%	76%	3%
San Andreas	49	51%	49%	24%	47%	0%	18%	2%	0%	0%	24%	6%	49%	0%
Sir Francis Drake	986	50%	50%	10%	6%	0%	2%	0%	3%	0%	10%	1%	81%	3%
Tamalpais	1332	49%	51%	9%	7%	1%	5%	0%	9%	1%	10%	0%	71%	4%
Tamiscal	124	33%	67%	8%	9%	0%	2%	0%	7%	0%	13%	0%	75%	2%
NPS	17	59%	41%	100%	0%	0%	0%	0%	0%	0%	6%	0%	94%	0%
Total District	4170	49%	51%	9%	6%	1%	3%	0%	7%	1%	10%	1%	75%	3%

District trends reflect increased enrollment over the past five years from 3,842 students in 2010 to 4,170 students in 2014 (an increase of 8.5%); enrollment is expected to continue to increase over the next five years. This increase in enrollment is the result of an increase in the number of students entering our system from our feeder school districts across southern Marin. This enrollment increase will be seen at Redwood, Tamalpais and Tamiscal, while Drake and San Andreas will decline or holding steady in enrollment. Currently TUHSD has 51% female enrollment and 49% male enrollment. Special Education students make up 9% of our district students and 6% of our students are designated as low socioeconomic status (SES). The majority of TUHSD district students are white (75%), 10% are of Hispanic Origin, 1% Filipino, 7% Asian and 3% African American. Currently, there are a disproportionate number of Special Education, economically disadvantaged, African American and Hispanic students attending San Andreas High School, whose students are referred to from the larger comprehensive high schools for a variety of reasons. During 2013-2014, Tamalpais High School, Drake High School and San Andreas High School received Title 1 funding.

Site Response:

We concur with the district response. While the enrollment numbers at Drake initially declined, they have stabilized in the last two years and show little change. We see moderate growth over the next few years.

English Language Learners

District Response:

Tamalpais Union High School District CELDT Results 2009-13						
Percent of Students by Overall Proficiency Levels						
Overall Proficiency		9	10	11	12	Total
Advanced	2009	14%	33%	18%	26%	24%
	2010	5%	0%	44%	11%	15%
	2011	25%	30%	38%	10%	27%
	2012	21%	0%	17%	0%	14%
	2013	30%	19%	27%	20%	24%
Early Advanced	2009	43%	33%	36%	26%	33%
	2010	41%	42%	31%	11%	34%
	2011	38%	30%	25%	40%	33%
	2012	50%	40%	25%	25%	40%
	2013	30%	44%	27%	47%	36%
Intermediate	2009	43%	8%	27%	42%	31%
	2010	14%	17%	19%	33%	19%
	2011	21%	22%	31%	30%	25%
	2012	13%	20%	25%	25%	18%
	2013	20%	13%	27%	13%	18%
Early Intermediate	2009	0%	17%	9%	5%	8%
	2010	27%	33%	0%	44%	24%
	2011	8%	9%	6%	20%	10%
	2012	0%	30%	33%	25%	16%
	2013	5%	6%	20%	13%	11%
Beginning	2009	0%	8%	9%	0%	4%
	2010	14%	8%	6%	0%	8%
	2011	8%	9%	0%	0%	5%
	2012	17%	10%	0%	25%	12%
	2013	15%	19%	0%	7%	12%
Number Tested	2009	7	12	11	19	49
	2010	22	12	16	9	59
	2011	24	23	16	10	73
	2012	24	10	12	4	50
	2013	20	16	15	15	66

A very small percentage (1.5% in 2013) of TUHSD students are classified as English Language Learners (EL), and these students enter the system with a range of CELDT levels. There has been a steady decline in the overall numbers of EL students attending TUHSD over the past five years. The following table details the number of EL students at each school site along with 2013-2014 CELDT levels (36 students total).

School	Total Number of Active EL Students	Students at the <i>Beginning or Early Intermediate</i> level on the CELDT test	Students at the <i>Intermediate, Early Advanced, or Advanced</i> level on the CELDT test
Redwood	12	2	10
Sir Francis Drake	2	0	2
Tamalpais	22	7	15
San Andreas	0	0	0
Tamiscal	0	0	0

At the beginning of the 2012-2013 school year, there were fifty-three students designated as English Language Learners (ELL) at Redwood, Tamalpais High School (Tam), San Andreas, Tamiscal, and Drake. By October 2012, ten of those students were re-designated as Reclassified Fluent English Proficient (RFEP); therefore, through most of the school year, the District provided English Language services to forty-three students. Their primary languages were Russian, Mandarin, Korean, Japanese, Gujarati, Farsi (Persian), Dutch, Indonesian, French, Portuguese, Spanish, and Mongolian. These students came with a wide range of educational backgrounds and primary language literacy levels. Six students were designated as Special Education. A large majority of the district's EL students came directly from their home countries. Thirteen students were in the U.S. less than twelve months.

TUHSD uses the following benchmarks to evaluate the district's ELD program:

- 80% of the English language learners advanced one ELD level on the CELDT in a given year.
- 80% of the English language learners have been redesignated as “fluent” after four years of ELD services in the District.
- 80% of the English language learners received passing grades in their academic subjects in the given year.
- 80% of the English language learners passed the California High School Exit Exam by their senior year.

Looking at NCLB Annual Measurable Achievement Objectives data shows TUHSD consistently exceeds targets in Annual Progress in Learning English (65.7% TUHSD, compared to 57.5% target in 2013) and in the percentage of students Attaining English Fluency on CELDT (30.3% TUHSD, compared to 21.4% target in 2013). Supports provided to ELL students at TUHSD in 2014 include CLAD certified and SDIAE trained teachers (95% of TUHSD teachers are CLAD certified), English Language Development (ELD) classes, counseling and administrative support, and a district English Language Development Coordinator.

Findings: *(see English Language Learner Report, 2013-2014)*

We have been using the following benchmarks to evaluate the District's English Language Development Program, based on the extent to which students are making progress in their acquisition of English. The data is based upon the spring 2014 semester grades, the 2014 graduation rates, the fall 2013 CELDT test results, and the May 2014 CAHSEE results.

- **80% of the English language learners advanced one ELD level on the CELDT in a given year.**
 - **BENCHMARK UNMET:** Twenty-seven students took the CELDT as an annual assessment; of those twenty-seven EL students, 41% advanced one level on CELDT.
- **80% of the English language learners have been reclassified as “fluent” after four years of ELD services in the District.**
 - **BENCHMARK MET:** One hundred percent of the students were either reclassified as “fluent” or met reclassification requirements through graduation during their four years in the District. Eight EL students met

the criteria and were reclassified as fluent (R-FEP). Over four years, all students meet reclassification requirements.

- **80% of the English language learners received passing grades in all of their academic subjects in the given year.**
 - **BENCHMARK UNMET (yet very close):** Seventy-eight percent of the EL students had passing grades in their academic subjects.
- **80% of the English language learners passed the California High School Exit Exam by their senior year.**
 - **BENCHMARK UNMET (yet very close):** Seventy-eight percent of the EL seniors passed CAHSEE ELA. Seventy-four percent of the EL seniors passed CAHSEE Math.

During the 2013-2014 school year, the district provided additional support for EL students by doing the following:

- **S.D.A.I.E. Teaching Strategies:** The ELD Coordinator provided teachers with quarterly reminders of the EL, IFEP, and RFEP students in their classes, along with strategies that assist EL student learning in the classroom such as the use of visuals, graphic organizers, additional time, pairing EL students with another student that speaks his or her language, and pre-teaching essential vocabulary.
- The ELD Coordinator provided teachers with academic vocabulary lists for each of their disciplines as a guideline for academic language development in their classrooms.
- The ELD Coordinator provided teachers with information on text to speech software available on computers, tablets, and smart phones.
- **CAHSEE Support:** EL students received supplemental individualized and small group support to assist in preparation for the CAHSEE exam in the junior and senior year for both ELA and math.
- **Consistent Monitoring of Students' Progress:** The ELD Coordinator, administrators and school counselors monitored the progress of all ELD students every six weeks. If a current or former EL student is struggling, a support plan is put into place.

For more detailed information, see the *English Language Learner Report* in the appendix.

Site Response:

We concur with the district response. As Drake High School's English Learner population is very small, we use the district's data and resources to support our students.

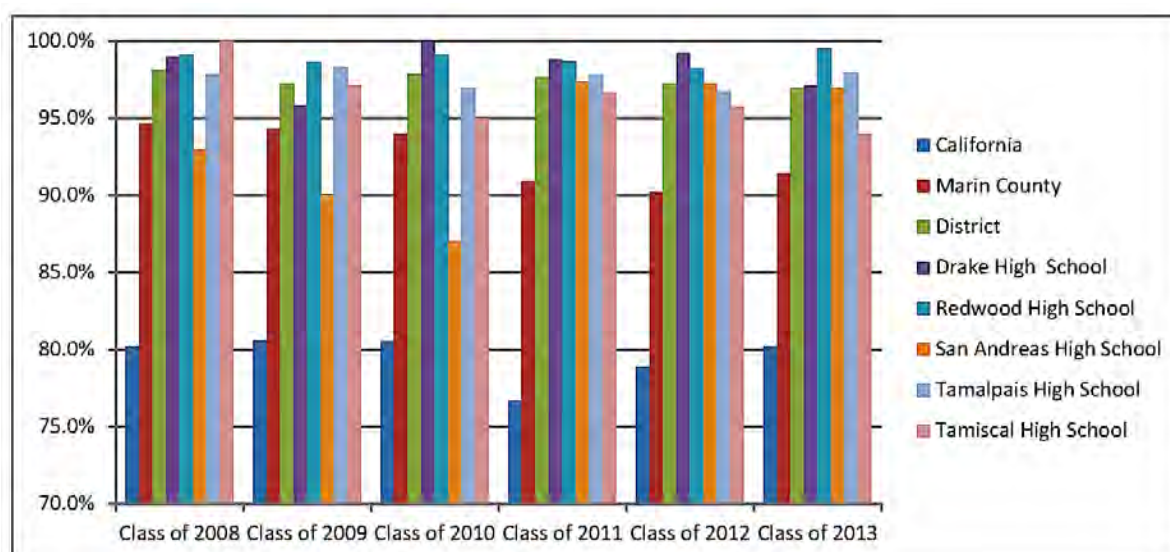
College Readiness

District Response:

Graduation and Dropout Rates

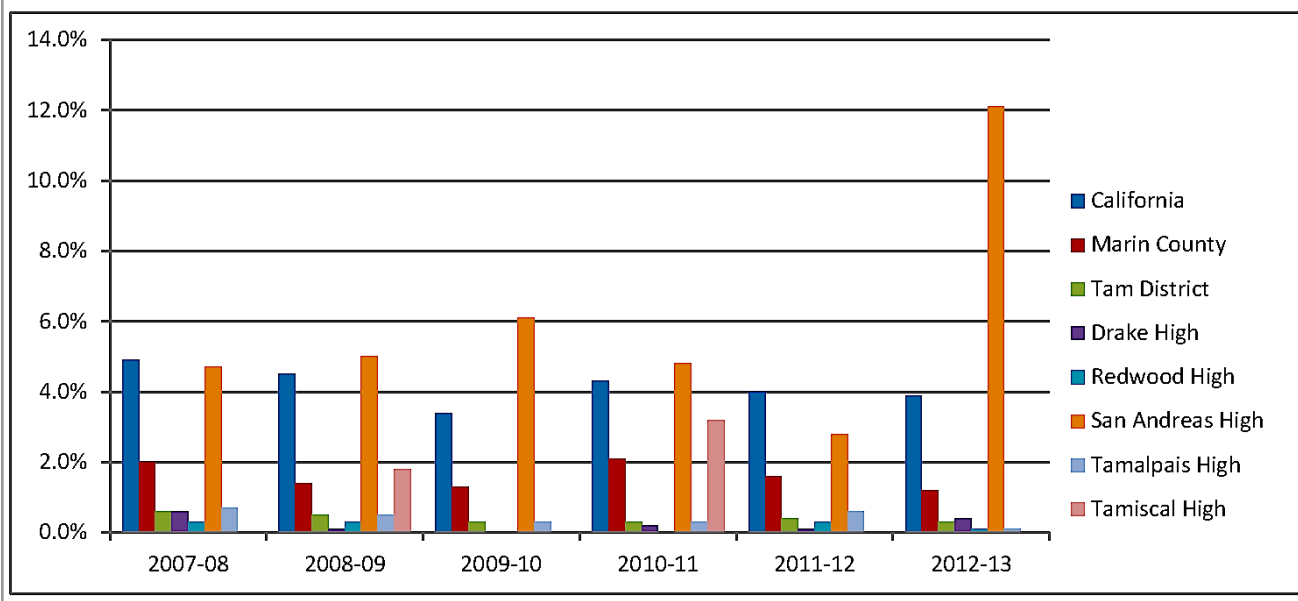
**Tamalpais Union High School District
Graduation Rates by Academic Year**

	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
California	80.2%	80.6%	80.5%	76.7%	78.9%	80.2%
Marin County	94.6%	94.3%	94.0%	90.9%	90.2%	91.4%
District	98.1%	97.2%	97.8%	97.6%	97.2%	96.9%
Drake High School	98.9%	95.8%	100.0%	98.8%	99.2%	97.1%
Redwood High School	99.1%	98.6%	99.1%	98.7%	98.2%	99.5%
San Andreas High School	92.9%	90.0%	87.0%	97.3%	97.2%	96.9%
Tamalpais High School	97.8%	98.3%	96.9%	97.8%	96.7%	97.9%
Tamiscal High School	100%	97%	95%	96.6%	95.7%	93.9%



Tamalpais Union High School District One-Year Dropout Rates by Academic Year

	One-Year Dropout Rate					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
California	4.9%	4.5%	3.4%	4.3%	4.0%	3.9%
Marin County	2.0%	1.4%	1.3%	2.1%	1.6%	1.2%
Tam District	0.6%	0.5%	0.3%	0.3%	0.4%	0.3%
Drake High	0.6%	0.1%	0.0%	0.2%	0.1%	0.4%
Redwood High	0.3%	0.3%	0.0%	0.0%	0.3%	0.1%
San Andreas High	4.7%	5.0%	6.1%	4.8%	2.8%	12.1%
Tamalpais High	0.7%	0.5%	0.3%	0.3%	0.6%	0.1%
Tamiscal High	0.0%	1.8%	0.0%	3.2%	0.0%	0.0%



Data trends indicate TUHSD graduation rates are maintained at a consistently high rate with a 96.9% average in 2013. From 2011-2013, all schools in TUHSD maintained graduation rates higher than the county (91.4%) and state averages (80.2% in 2013). In addition, TUHSD has maintained a very low student dropout rate; one that is lower, on average, than county and state trends.

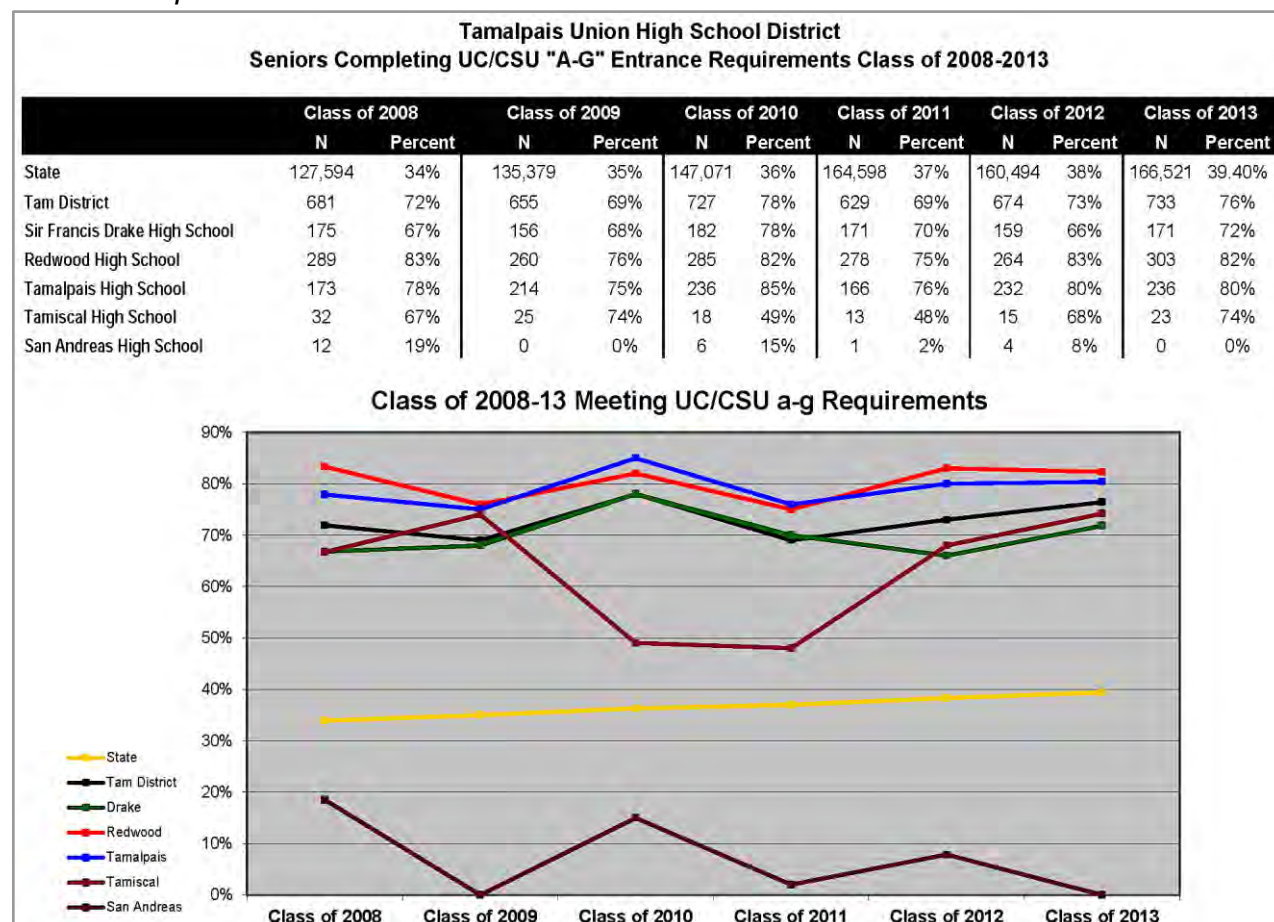
Site Response:

We recognize that we are above state averages in our graduation rate and on par with the district rate. However, our dropout data may be a bit more misleading. We have a little more than two students drop out of Drake each year, which is significantly less than the state averages. However, we recognize that a significant number of Drake students attend San Andreas and the drop-out rate at San Andreas is considerably higher. Some

of these students may be “Drake” students who are not represented in our numbers because the students technically attend the continuation school. The Drake staff also noted that most of the students who drop-out are White, but wonder if the ethnic drop-out rate reflects our district demographics.

UC/CSU Eligibility

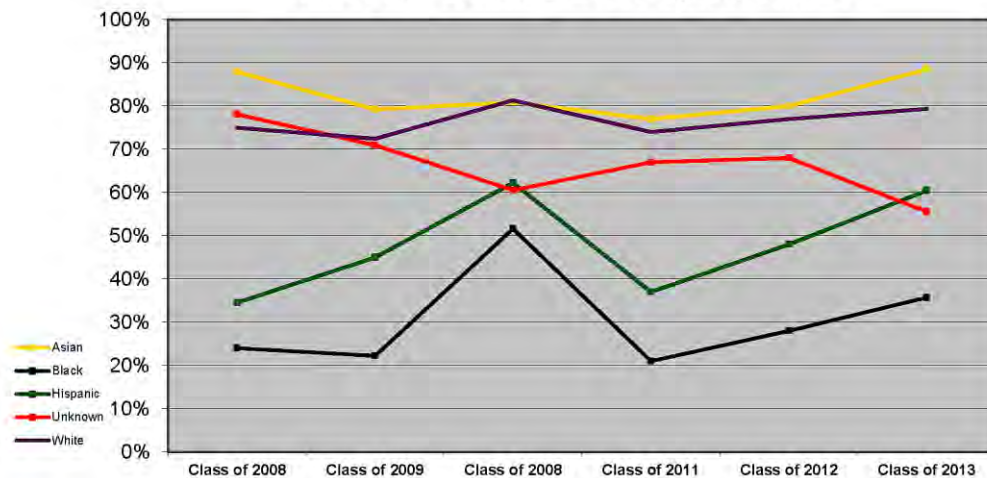
District Response:



Tamalpais Union High School District
Seniors Completing UC/CSU "A-G" Entrance Requirements Class of 2008-2013

	Class of 2008		Class of 2009		Class of 2010		Class of 2011		Class of 2012		Class of 2013	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian	58	88%	42	79%	38	81%	38	77%	52	80%	54	89%
Black	25	24%	8	22%	16	52%	16	21%	26	28%	10	36%
Hispanic	55	35%	27	45%	28	62%	28	37%	64	48%	49	60%
Unknown	32	78%	22	71%	23	61%	23	67%	36	68%	5	56%
White	571	75%	552	72%	619	81%	619	74%	717	77%	608	79%

Class of 2008-13 Meeting UC/CSU a-g Requirements



In 2013, 76% of TUHSD graduates were eligible to attend a UC/CSU college; 24% of graduates were not eligible. This shows a gain of 7% in eligibility since 2011; four of the five schools in TUHSD are above the state averages. San Andreas High School students are relatively underprepared to attend UC/CSU colleges with no graduating students being eligible in 2013. Data disaggregated by race indicates that African American and Hispanic students are consistently underprepared across TUHSD for eligibility to attend four-year colleges, as compared to their White and Asian counterparts. There is a three-year upwards trend in all ethnic groups, but the data is inconsistent when looking at the five-year trend. While TUHSD is graduating students at high rates, TUHSD students are not prepared at the same rates to enter UC/CSU colleges or their equivalent.

Site Response:

Sir Francis Drake has a strong and consistent rate of students who are eligible to attend UC/CSU. The number of Hispanic and African-American students who are eligible are still considerably fewer than White students. However the Hispanic population does better than the African-American students. There is also a minor concern for our boys, who seem to perform a bit lower than the girls for UC/CSU eligibility.(See site-specific data for UC/CSU Eligibility) Our achievement data for both our Hispanic and African-

American students and our male students provide insights that lead to our critical area of need for the school. The stakeholders are also interested in determining what areas of the eligibility requirements are not being met. This will be an ongoing area of focus for the school.

Colleges Attended and Degrees Earned

District Response:

StudentTracker for High Schools Aggregate Report TAMALPAIS UNION HIGH SCHOOL DISTRICT							
Count of Students Enrolled in College the Fall Immediately After High School Effective Date = November 14, 2013							
Class of	2007	2008	2009	2010	2011	2012	2013
Total in the Class	955	938	955	938	903	925	955
Total Enrolled	79%	78%	78%	84%	79%	81%	80%
Total in Public	60%	59%	59%	63%	59%	58%	59%
Total in Private	19%	18%	19%	21%	20%	23%	22%
Total in 4-Year	58%	60%	56%	62%	55%	58%	60%
Total in 2-Year	22%	18%	22%	22%	25%	23%	21%
Total In-State	58%	54%	54%	56%	51%	52%	50%
Total Out-of-State	22%	24%	24%	28%	29%	29%	30%

High School Graduates of Class 2007 with a College Degree

Effective Date = November 14, 2013

Class of 2007	# of Students	% of Students
Total in the Class	955	100%
Total With a Degree	561	59%
Total from Public	374	39%
Total from Private	187	20%
Total from 4-Year	523	55%
Total from 2-Year	38	4%
Total In-State	366	38%
Total Out-Of-State	195	20%

Time to College Graduation Within Six Years (Associate's, Bachelor's and Higher)

Class of 2007	# of Students	% of Students
Total In the Class	955	100%
Graduated in 2 Years or Less	6	1%
Graduated in 3 Years	17	2%
Graduated in 4 Years	295	31%
Graduated in 5 Years	176	18%
Graduated in 6 Years	67	7%

According to The National Student Clearinghouse, longitudinal data shows approximately 80% of TUHSD graduates attend college each year, 60% attend four-year colleges and 20% attend two-year colleges immediately upon graduation (recall, 97% earn diplomas). This number increases slightly looking one year out from date of graduation. These rates are higher than national averages (70% enrollment, 48% four-year, 21% two-year). TUHSD 2007 graduates were tracked for six years after graduation and findings show 59% of them earned a college degree in a six-year period of time, indicating 31% did not. In addition, 31% of TUHSD graduates who completed a degree did so in four years.

**Most Common Institutions of Enrollment
in the Fall Immediately following High School Graduation
for Classes 2007 to 2013**

Name	Rank	State	Level	Type	Total	% of Grads 2007 -2013
COLLEGE OF MARIN	1	CA	2-year	Public	832	12.7%
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	2	CA	4-year	Public	239	3.6%
UNIVERSITY OF OREGON	3	OR	4-year	Public	171	2.6%
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	4	CA	4-year	Public	163	2.5%
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	5	CA	4-year	Public	162	2.5%
UNIVERSITY OF CALIFORNIA-DAVIS	6	CA	4-year	Public	156	2.4%
UNIVERSITY OF CALIFORNIA - BERKELEY	7	CA	4-year	Public	148	2.3%
UNIVERSITY OF COLORADO BOULDER	8	CO	4-year	Public	147	2.2%
UNIVERSITY OF CALIFORNIA-LOS ANGELES	9	CA	4-year	Public	143	2.2%
SANTA BARBARA CITY COLLEGE	10	CA	2-year	Public	137	2.1%
SANTA ROSA JUNIOR COLLEGE	11	CA	2-year	Public	136	2.1%
SONOMA STATE UNIVERSITY	12	CA	4-year	Public	130	2.0%
SAN FRANCISCO STATE UNIVERSITY	13	CA	4-year	Public	107	1.6%
CALIFORNIA STATE UNIVERSITY - CHICO	14	CA	4-year	Public	91	1.4%
UNIVERSITY OF ARIZONA	15	AZ	4-year	Public	75	1.1%
HUMBOLDT STATE UNIVERSITY	16	CA	4-year	Public	70	1.1%
CUESTA COLLEGE	17	CA	2-year	Public	59	0.9%
NEW YORK UNIVERSITY	18	NY	4-year	Private	55	0.8%
CABRILLO COLLEGE	19	CA	2-year	Public	54	0.8%
UNIVERSITY OF SOUTHERN CALIFORNIA	20	CA	4-year	Private	54	0.8%
UNIVERSITY OF WASHINGTON - SEATTLE	21	WA	4-year	Public	54	0.8%
SAN DIEGO STATE UNIVERSITY	22	CA	4-year	Public	46	0.7%
CHAPMAN UNIVERSITY-ORANGE	23	CA	4-year	Private	44	0.7%
CITY COLLEGE OF SAN FRANCISCO	24	CA	2-year	Public	44	0.7%
UNIVERSITY OF MICHIGAN	25	MI	4-year	Public	43	0.7%

In 2013, 50% of TUHSD graduates enrolled in in-state colleges, 30% enrolled in out-of-state colleges, and 20% did not enroll immediately upon graduation. From 2007 - 2013, 12.7% of graduates attended College of Marin, which makes it the most commonly attended institution for students in the District. The next most commonly attended institutions for our students include UC Santa Cruz, University of Oregon, UC Santa Barbara and Cal Poly State University.

Students Enrolled in Algebra

District Response:

Total District										
Grade	2010		2011		2012		2013		2014	
09	466	48%	486	49%	452	50%	488	49%	558	52%
10	162	17%	171	18%	183	18%	165	18%	166	16%
11	36	4%	43	4%	65	7%	38	4%	38	4%
12	9	1%	12	1%	13	1%	10	1%	19	2%
All grades	673	18%	712	19%	713	19%	701	18%	781	19%

Enrollment in Algebra I by Grade

School	School Year	Grade	P1-P2	P3-P4	Algebra 1-2	Total Algebra I
District	2010	09	118	273	75	466
District	2010	10	30	115	17	162
District	2010	11	6	28	2	36
District	2010	12	3	5	1	9
District	2011	09	109	335	42	486
District	2011	10	27	114	30	171
District	2011	11	7	23	13	43
District	2011	12	1	7	4	12
District	2012	09	99	322	31	452
District	2012	10	27	136	20	183
District	2012	11	7	38	20	65
District	2012	12	3	4	6	13
District	2013	09	112	362	14	488
District	2013	10	13	137	15	165
District	2013	11	4	19	15	38
District	2013	12		4	6	10
District	2014	09	116	422	20	558
District	2014	10	15	143	8	166
District	2014	11	1	22	15	38
District	2014	12	1	7	11	19

Correlation between Mathematics Placement and College Readiness

Students starting in Algebra P1-P2

HS Grad Year	Freshmen in P1-P2	Total 9th grade	% In P1P2	Avg Math GPA	% 4 years of Math	% Took Adv Alg	% 2 Year College	% 4Year College
2009	76	850	9%	2.15	63%	17%	42%	29%
2010	56	850	7%	2.07	59%	23%	54%	29%
2011	65	804	8%	2.18	37%	3%	63%	14%
2012	96	834	12%	2.12	69%	19%	55%	19%
2013	87	862	10%	2.25	67%	20%	51%	16%
2014	85	909	9%	2.24	65%	19%	NA	NA
Total	465	5109	9%	2.17	61%	17%	53%	21%

Students starting in Algebra P3-P4

HS Grad Year	Freshmen in P3-P4	Total 9th grade	% In P3-P4	Avg Math GPA	% 4 years of Math	% Took Adv Alg	% 2 Year College	% 4Year College
2009	249	850	29%	2.50	68%	74%	20%	69%
2010	238	850	28%	2.60	70%	78%	25%	66%
2011	246	804	31%	2.50	72%	75%	25%	61%
2012	280	834	34%	2.63	72%	79%	31%	52%
2013	241	862	28%	2.67	86%	85%	25%	55%
2014	299	909	33%	2.61	82%	85%	NA	NA
Total	1553	5109	30%	2.59	75%	80%	25%	60%

Students Starting in Geometry

HS Grad Year	Freshmen in Geometry	Total 9th grade	% In Geometry	Avg Math GPA	% 4 years of Math	% Took Adv Alg	% 2 Year College	%4 Year College
2009	388	850	46%	3.09	71%	98%	6%	79%
2010	428	850	50%	3.09	74%	98%	7%	85%
2011	371	804	46%	3.09	76%	96%	12%	80%
2012	362	834	43%	3.17	80%	99%	9%	83%
2013	430	862	50%	3.16	86%	98%	11%	75%
2014	422	909	46%	3.24	81%	97%	NA	NA
Total	2401	5109	47%	3.14	78%	98%	9%	80%

In 2013, 52% of 9th grade students were enrolled in an algebra course; 48% were enrolled in courses higher than algebra, or not enrolled in a math class. In the same year, 10% of freshmen were enrolled in a course called Algebra P1-P2, the first year in a two-year sequence which satisfies the algebra requirement. Students enrolled in P1 - P2 take two years at minimum to complete the algebra requirement. In addition, 22% of TUHSD 10-12th graders in 2013 were enrolled in a first-year algebra course, indicating they were not at grade level (i.e. learning second year algebra content standards at grade 11 or earlier to align with state assessments). Aggregate district data confirm these enrollment patterns as a trend consistent over the last five years. By the time

they graduate, on average, only 17% of students enrolled in Algebra P1-P2 as 9th graders take Advanced Algebra, a course required for UC/CSU eligibility. By comparison, 80% of students enrolled in Algebra P3-P4 as freshmen take Advanced Algebra by the time they graduate. In the 2014-2015 school year, three of five schools in TUHSD (Tamalpais, San Andreas and Tamiscal) did not offer the P1-P4 sequence and all students were placed into Algebra 1-2, a one-year course designed to meet the algebra requirement, recently aligned to the Common Core state standards. Ensuring students access to, and success in, grade level courses in mathematics is a priority for TUHSD.

Site Response:

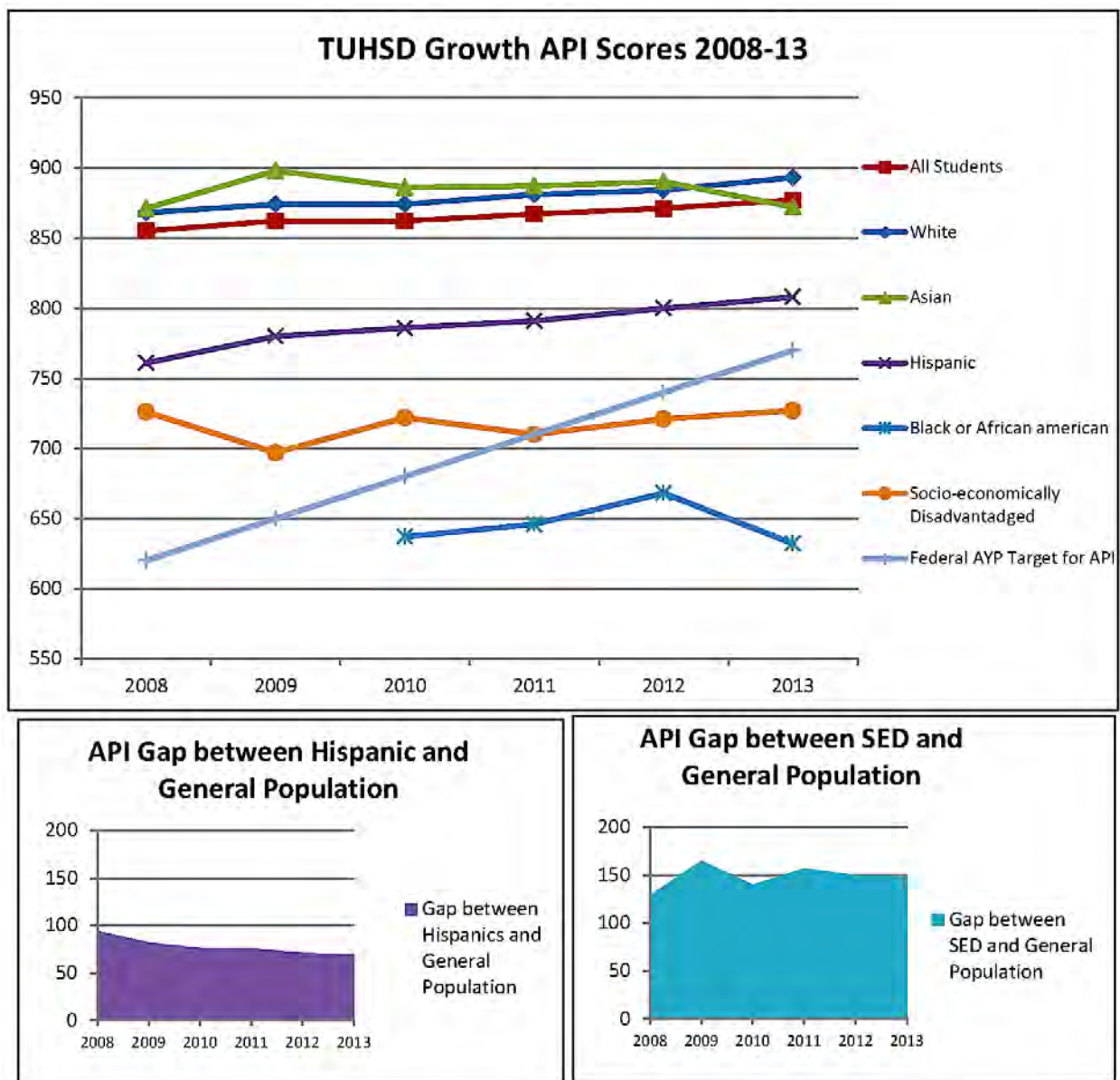
The data analysis for the district applies to Drake High School. The success of students in meeting the U/C A-G eligibility requirements are much higher for students enrolled in a one-year algebra class or in geometry their freshman year. The data also suggest that there is a four-year decline in college readiness for students enrolled in Algebra P1-2 and in Algebra P3-4. At the same time, there is a concern that eliminating this two-year algebra sequence may not serve the needs of special education students who have been traditionally served by this course.

Student Performance Data

Academic Performance Index

District Response:

Tamalpais Union High School District 2008-2013 Academic Performance Index (API) Growth Scores						
	2008	2009	2010	2011	2012	2013
All Students	855	862	862	867	871	877
White	868	874	874	881	884	893
Asian	871	898	886	887	890	872
Hispanic	761	780	786	791	800	808
Black or African american	*		637	646	668	632
Socio-economically Disadvantaged	726	697	722	710	721	727
<i>Federal AYP Target for API</i>	<i>620</i>	<i>650</i>	<i>680</i>	<i>710</i>	<i>740</i>	<i>770</i>
	2008	2009	2010	2011	2012	2013
Gap between Hispanics and General Population	94	82	76	76	71	69
Gap between SED and General Population	129	165	140	157	150	150



The aggregate API data indicate that TUHSD met the federal “2013 AYP Targets, Standard Criteria” by scoring above 770 and increasing the API scores in an upward trend over the past six years. Furthermore, with the exception of socio-economically disadvantaged students (low SES), and Black or African American students, the data reveals trend lines for all groups showing projected improvement over time. In 2013, low SES students and Black or African American students did not meet Federal AYP targets. If these trends continue over time, school(s) within TUHSD may be subject to LEA state and federal program improvement requirements. Over time, the Hispanic population at TUHSD has shown improvement in API scores relative to the performance of the general population and the gap between them is narrowing. Conversely, low SES

groups continue to underperform and, as a result, the gap between these sub-groups and the general TUHSD population has varied, but not improved during the past four years.

Site Response:

We concur with the district response.

California Standards Tests (CSTs)

District Response:

Tamalpais Union High School District California Standards Tests (CSTs) 2009-2013								
	2009	2010	2011	2012	2013	One-Year Growth	Five-Year Average	2013 to Five- Year Average Growth
English-Language Arts								
ELA Grade 9	83%	83%	87%	87%	88%	1%	86%	2%
ELA Grade 10	77%	77%	76%	82%	80%	-2%	79%	1%
ELA Grade 11	76%	72%	75%	74%	78%	4%	75%	3%
Mathematics								
General Mathematics	31%	27%	35%	33%	33%	0%	32%	1%
Algebra I	45%	37%	42%	42%	42%	0%	42%	0%
Geometry	53%	52%	52%	51%	53%	2%	52%	1%
Algebra II	28%	33%	48%	49%	37%	-12%	39%	-2%
Summative Mathematics	60%	65%	66%	68%	72%	4%	66%	6%
Science								
Earth Science	61%	73%	71%	72%	73%	1%	70%	3%
Biology	72%	72%	75%	75%	75%	0%	74%	1%
Chemistry	78%	78%	80%	82%	75%	-7%	79%	-4%
Physics	33%	44%	66%	49%	77%	28%	54%	23%
Social Studies								
History-Social Studies (World History)	72%	71%	70%	69%	69%	0%	70%	-1%
History-Social Studies (US History)	77%	74%	75%	68%	75%	7%	74%	1%

TUHSD performance in California Standards Tests (CSTs) indicate upwards trends in % of students scoring proficient or advanced in ELA, Mathematics, Science and History, with the exception of Algebra II, Chemistry and World History. An anomaly that emerged is the 23% growth of students scoring proficient in Physics over five years. Students typically perform better in ELA, Science and History than they do in Mathematics, with 42% of students proficient or above in Algebra, 33% proficient or above in General Math, and 37% proficient or above in Algebra II in 2013, as compared to 78% and 88% proficient or above in ELA at grades 11 and 9, respectively.

Life Science Results 2011-2014

District	2011	2012	2013	2014
StudentsTested	909	932	875	965
StudentswithScores	904	928	874	963
MeanScaleScore	401.5	409.3	409.7	409.4
% Advanced	57%	58%	59%	59%
% Proficient	22%	26%	23%	25%
% Proficient or Advanced	79%	84%	82%	84%
% Basic	13%	10%	12%	10%
% BelowBasic	4%	3%	3%	2%
% FarBelowBasic	4%	2%	2%	4%

Life Science CST trends indicate 84% of students at TUHSD are proficient or advanced and this trend has not dipped below 79% on average in the past four years.

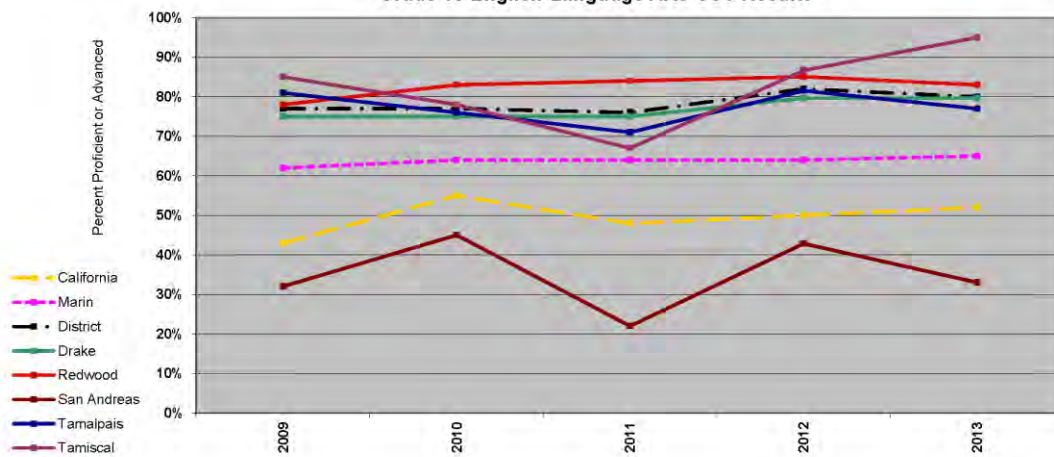
Site Response:

**Tamalpais Union High School District
California English-Language Arts Standards Test - Grade 10**

	2009	2010	2011	2012	2013	One-Year Growth	Five-Year Average	2013 to Five-Year Average
California	43%	55%	48%	50%	52%	2%	50%	2%
Marin	62%	64%	64%	64%	65%	1%	64%	1%
District	77%	77%	76%	82%	80%	-2%	78%	2%
Drake	75%	75%	75%	80%	80%	0%	77%	3%
Redwood	78%	83%	84%	85%	83%	-2%	83%	0%
San Andreas	32%	45%	22%	43%	33%	-10%	35%	-2%
Tamalpais	81%	76%	71%	82%	77%	-5%	77%	0%
Tamiscal	85%	78%	67%	87%	95%	8%	82%	13%

Percent "Proficient" or "Advanced"

Grade 10 English-Language Arts CST Results



July, 2013

Source: California Department of Education
STAR '13 CD

California Standards Tests (CST)
Tam District English-Language Arts Clusters 2009-2013

Reporting Clusters	Tam District														
	Grade 9					Grade 10					Grade 11				
	2009 District	2010 District	2011 District	2012 District	2013 District	2009 District	2010 District	2011 District	2012 District	2013 District	2009 District	2010 District	2011 District	2012 District	2013 District
	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct
Word Analysis and Vocabulary Development	79%	81%	77%	76%	81%	85%	85%	79%	81%	80%	78%	83%	81%	81%	80%
Reading Comprehension	79%	80%	86%	83%	83%	80%	83%	81%	81%	82%	76%	75%	75%	76%	78%
Literary Response and Analysis	77%	72%	79%	81%	76%	73%	73%	75%	77%	76%	73%	71%	77%	73%	75%
Written Conventions	76%	78%	80%	77%	80%	75%	77%	77%	75%	77%	80%	79%	72%	80%	82%
Writing Strategies	70%	72%	71%	75%	74%	78%	77%	77%	78%	78%	76%	76%	76%	72%	76%

Reporting Clusters	Drake														
	Grade 9					Grade 10					Grade 11				
	2009 Drake	2010 Drake	2011 Drake	2012 Drake	2013 District	2009 Drake	2010 Drake	2011 Drake	2012 Drake	2013 District	2008 Drake	2009 Drake	2010 Drake	2011 Drake	2013 District
	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct	Average % Correct
Word Analysis and Vocabulary Development	76%	80%	75%	75%	80%	85%	85%	79%	78%	78%	76%	77%	84%	81%	78%
Reading Comprehension	76%	80%	85%	81%	81%	79%	81%	81%	78%	81%	69%	75%	77%	76%	76%
Literary Response and Analysis	75%	72%	78%	81%	75%	73%	72%	74%	76%	75%	72%	74%	72%	77%	74%
Written Conventions	73%	77%	80%	77%	79%	72%	77%	76%	74%	75%	74%	80%	79%	73%	82%
Writing Strategies	67%	71%	69%	73%	72%	77%	77%	77%	76%	77%	70%	75%	77%	77%	73%

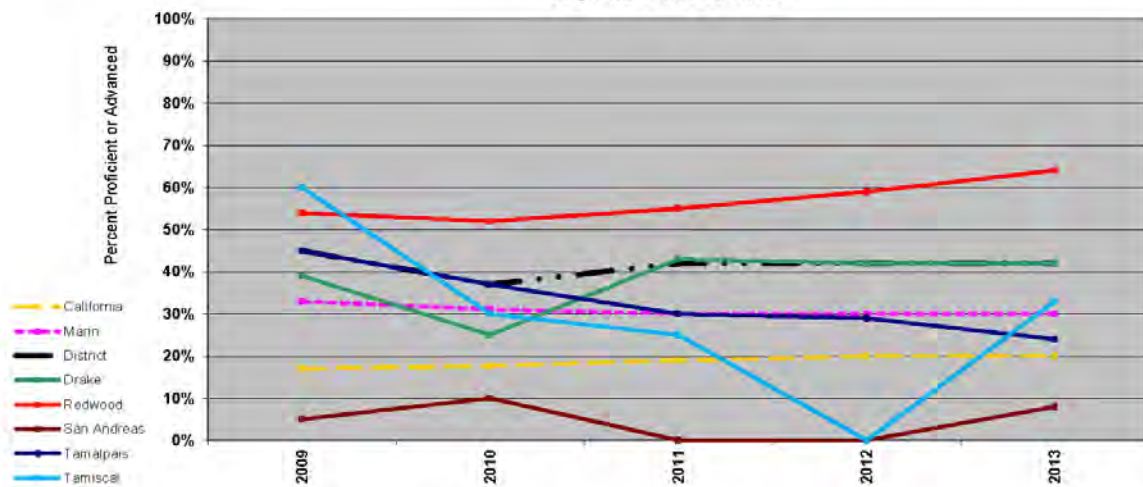
The CST Data for ELA (grade 10 shown above, other data available in the appendix) shows small growth for the Drake students in their English skills over five years. It appears that the 9th graders are coming in better prepared for the course work and thus perform better on the CSTs. In the clusters, reading skills remain consistent with some growth and there appears to be a bit of growth needed in the area of writing strategies.

**Tamalpais Union High School District
Algebra I CST**

	2009	2010	2011	2012	2013	One-Year Growth	Five-Year Average	2013 to Five-Year Average
California	17%	18%	19%	20%	20%	0%	19%	1%
Marin	33%	31%	30%	30%	30%	0%	31%	-1%
District	45%	37%	42%	42%	42%	0%	42%	0%
Drake	39%	25%	43%	42%	42%	0%	38%	4%
Redwood	54%	52%	55%	59%	64%	5%	57%	7%
San Andreas	5%	10%	0%	0%	8%	8%	5%	3%
Tamalpais	45%	37%	30%	29%	24%	-5%	33%	-9%
Tamiscal	60%	30%	25%	0%	33%	33%	30%	-4%

Percent "Proficient" or "Advanced" for grades 9-11

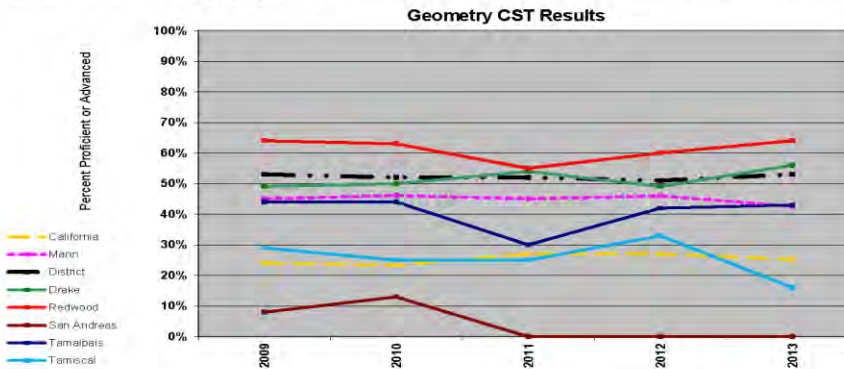
Algebra I CST Results



**Tamalpais Union High School District
Geometry CST Results**

	2009	2010	2011	2012	2013	One-Year Growth	Five-Year Average	2013 to Five-Year Average
California	24%	23%	27%	27%	25%	-2%	25%	0%
Marin	45%	46%	45%	46%	43%	-3%	45%	-2%
District	53%	52%	52%	51%	53%	2%	52%	1%
Drake	49%	50%	54%	49%	56%	7%	52%	4%
Redwood	64%	63%	55%	60%	64%	4%	61%	3%
San Andreas	8%	13%	0%	0%	0%	0%	4%	-4%
Tamalpais	44%	44%	30%	42%	43%	1%	41%	2%
Tamiscal	29%	25%	25%	33%	16%	-17%	26%	-10%

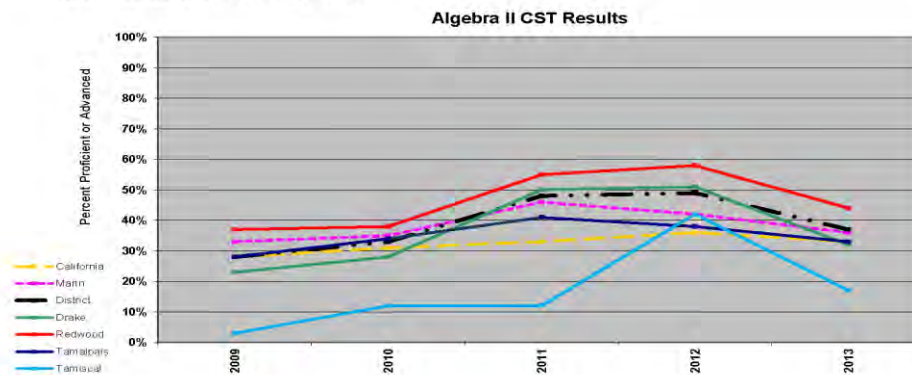
Percent "Proficient" or "Advanced" for grades 9-11



**Tamalpais Union High School District
Algebra II CST Results**

	2009	2010	2011	2012	2013	One-Year Growth	Five-Year Average	2013 to Five-Year Average
California	28%	31%	33%	36%	33%	-3%	32%	1%
Marin	33%	35%	46%	42%	36%	-6%	38%	-2%
District	28%	33%	48%	49%	37%	-12%	39%	-2%
Drake	23%	28%	50%	51%	32%	-19%	37%	-5%
Redwood	37%	38%	55%	58%	44%	-14%	46%	-2%
Tamalpais	28%	34%	41%	38%	33%	-5%	35%	-2%
Tamiscal	3%	12%	12%	42%	17%	-25%	17%	0%

Percent "Proficient" or "Advanced" for grades 9-11

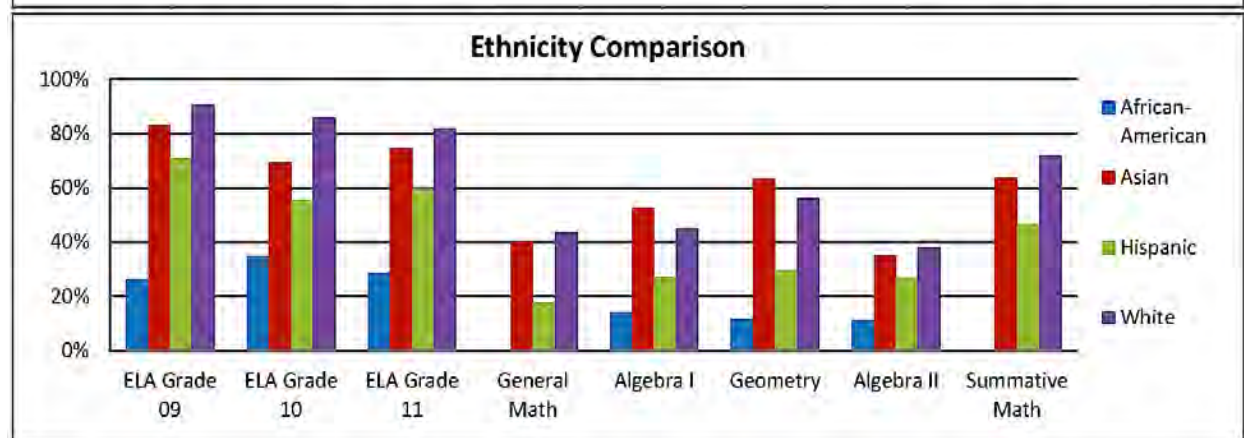
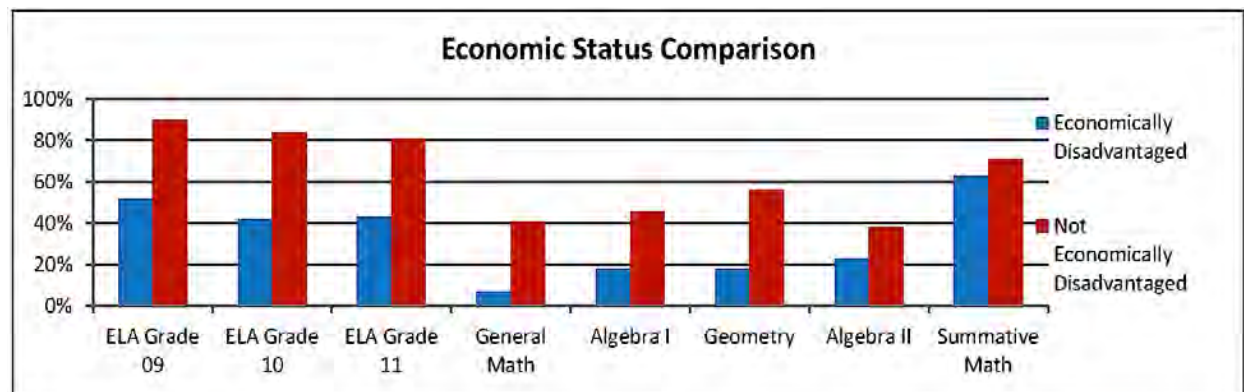


Drake Math scores are consistent, but scores of proficiency or above never rise above 50% in any of the math courses. This is an area of growth for Drake High School and TUHSD. This area of concern is most prominent in Algebra II (Advanced Algebra). Our scores indicate that we dropped 19% in our Algebra II scores in one year between 2012 and 2013. Over the past five years, our scores indicate a 5% drop.

District Response:

Tamalpais Union High School District CST Subgroups 2013 ELA and Mathematics Data								
	ELA Grade 09	ELA Grade 10	ELA Grade 11	General Math	Algebra I	Geometry	Algebra II	Summative Math
Male	85%	79%	73%	40%	42%	55%	37%	74%
Female	90%	81%	83%	31%	43%	52%	37%	68%
Economically Disadvantaged	52%	42%	43%	7%	18%	18%	23%	63%
Not Economically Disadvantaged	90%	84%	81%	41%	46%	56%	38%	71%
African-American	26%	35%	29%	0%	14%	12%	11%	0%
Asian	83%	69%	75%	40%	53%	63%	35%	64%
Hispanic	71%	56%	59%	18%	27%	29%	27%	47%
White	91%	86%	82%	44%	45%	56%	38%	72%

Percent "Proficient" or "Advanced"



There is variance between the scores of high SES and low SES students on Math and English California State Tests, respectively. Although English Language Arts (ELA) has higher overall passing percentage rates, the trend over time follows that of Mathematics with a notable gap indicating students designated as low SES perform significantly lower than their high SES counterparts, regardless of grade level. Race and ethnicity comparisons again show a large discrepancy with White and Asian subgroups

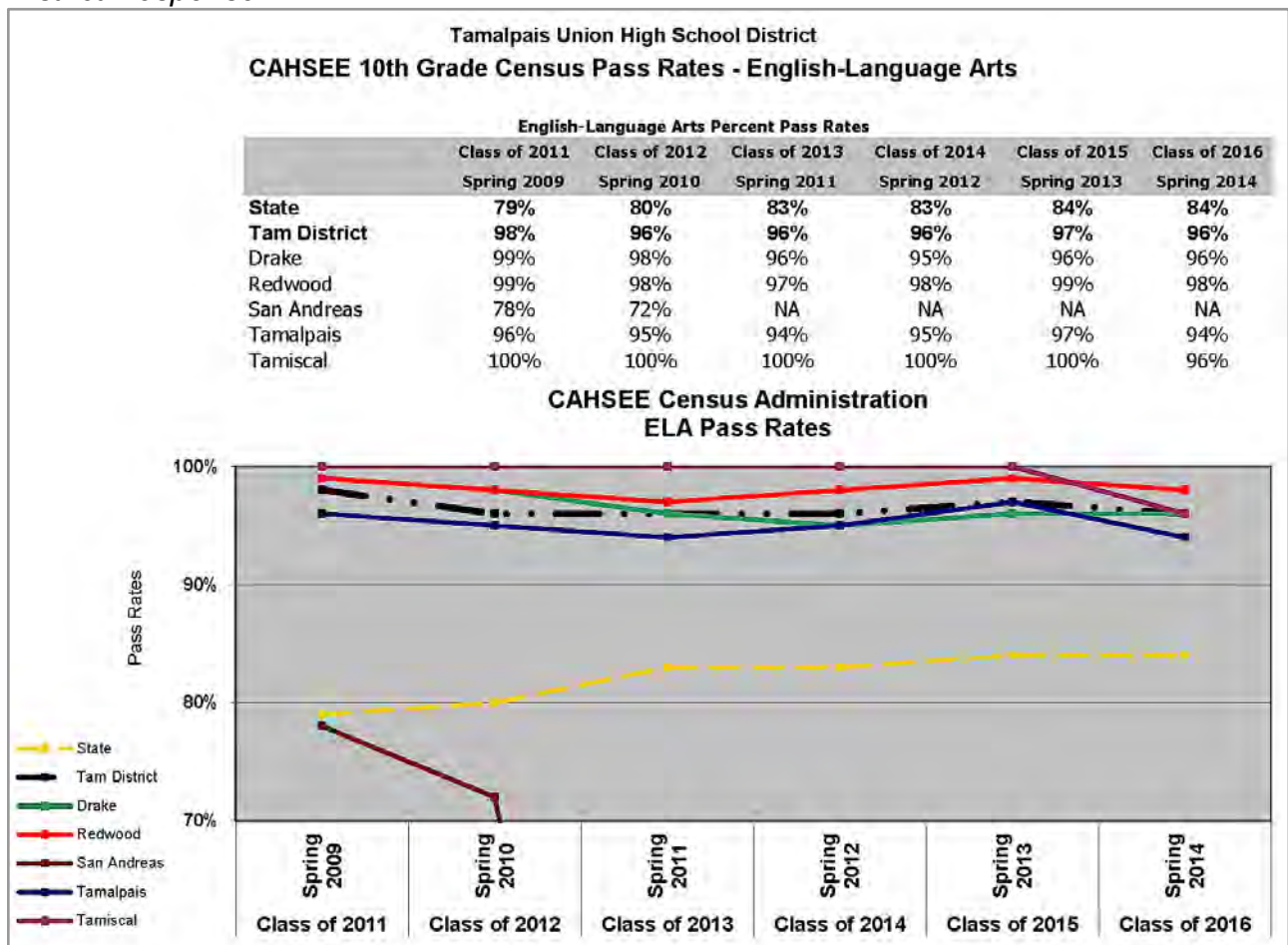
outperforming African-American and Hispanic subgroups in all areas, in all grade levels, in Math and ELA.

Site Response:

We concur with the district response.

California High School Exit Exam (CAHSEE)

District Response:

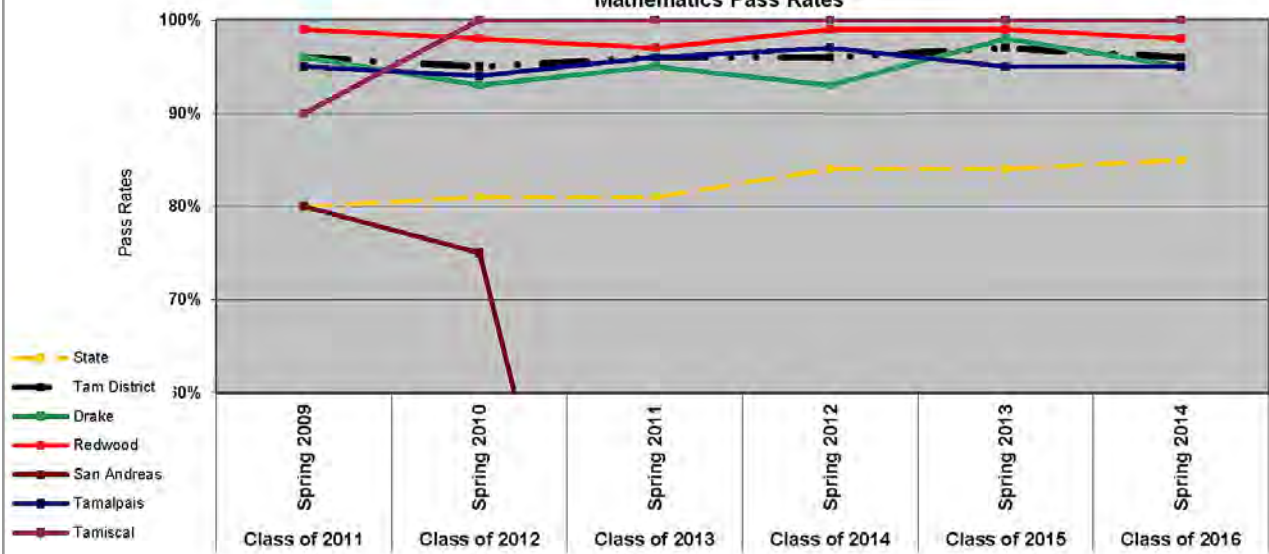


**Tamalpais Union High School District
CAHSEE 10th Grade Census Pass Rates - Mathematics**

Mathematics Percent Pass Rates

	Class of 2011 Spring 2009	Class of 2012 Spring 2010	Class of 2013 Spring 2011	Class of 2014 Spring 2012	Class of 2015 Spring 2013	Class of 2016 Spring 2014
State	80%	81%	81%	84%	84%	85%
Tam District	96%	95%	96%	96%	97%	96%
Drake	96%	93%	95%	93%	98%	95%
Redwood	99%	98%	97%	99%	99%	98%
San Andreas	80%	75%	NA	NA	NA	NA
Tamalpais	95%	94%	96%	97%	95%	95%
Tamiscal	90%	100%	100%	100%	100%	100%

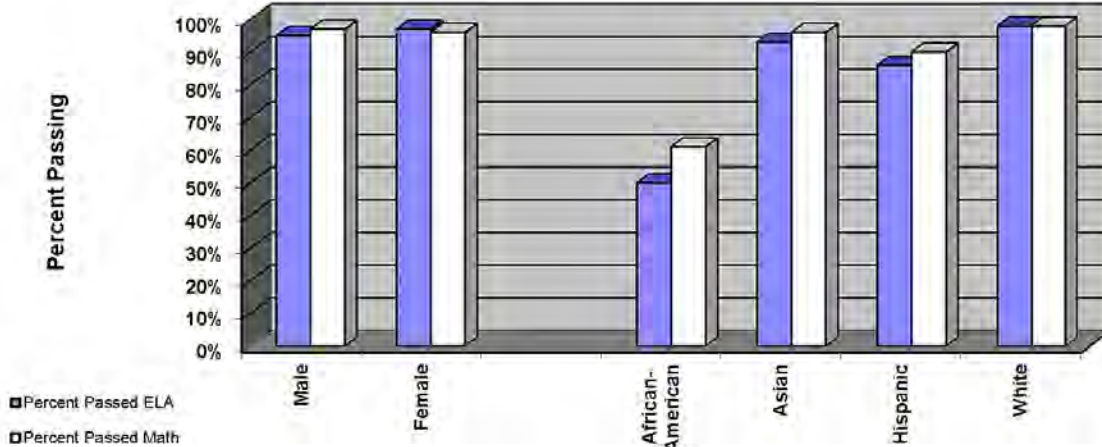
**CAHSEE Census Administration
Mathematics Pass Rates**



Tamalpais Union High School District
CAHSEE Class of 2016 10th Grade Pass Rates by Gender and Ethnicity

Class of 2016 English-Language Arts				Class of 2016 Mathematics		
	Number Tested	Percent Passed ELA	Mean Scaled Score	Number Tested	Percent Passed Math	Mean Scaled Score
Gender						
Male	469	95%	408	474	97%	419
Female	479	97%	415	480	96%	412
Ethnicity						
African-American	18	50%	359	18	61%	367
Asian	45	93%	409	46	96%	420
Hispanic	80	86%	396	82	90%	397
White	697	98%	414	712	98%	418

CAHSEE Census Administration
ELA and Mathematics Pass Rates



Over the past six years, TUHSD has maintained very high pass rates on the California High School Exit Exam in both English and Mathematics with data from 2014 indicating TUHSD averages are 11% higher than state averages. The predictions of further performance based on current trend data signal continued success in this area. However, disaggregated data indicates that African-American students dramatically underperform on both ELA and Math CAHSEE examinations compared to their White, Hispanic and Asian counterparts, with only 50% of 10th graders tested in 2014 passing ELA and 61% passing Mathematics. **To protect students, N/A is reported when the test scores are based on fewer than 10 students.*

Site Response:

We concur with the district response. Please see AYP for further information regarding Drake's response to AYP and CAHSEE performance.

Academic Yearly Progress

District Response:

Tamalpais Union High School District Adequate Yearly Progress (AYP) 2003-2013 [Based on CAHSEE]

TUHSD - AYP 2003-2013 Targets				
	Participation Rates	Annual Measurable Objectives	API	Graduation Rate
2003	No	Yes	Yes	Yes
2004	Yes	Yes	Yes	Yes
2005	Yes	Yes	Yes	Yes
2006	No	Yes	Yes	Yes
2007	Yes	Yes	Yes	Yes
2008	Yes	Yes	Yes	Yes
2009	Yes	Yes	Yes	Yes
2010	Yes	Yes	Yes	Yes
2011	Yes	Yes	Yes	Yes
2012	Yes	Yes	Yes	Yes
2013	Yes	No	Yes	Yes

Tamalpais High School - AYP 2003-2013 Targets				
	Participation Rates	Annual Measurable Objectives	API	Graduation Rate
2003	Yes	Yes	Yes	Yes
2004	Yes	Yes	Yes	Yes
2005	Yes	Yes	Yes	Yes
2006	Yes	Yes	Yes	Yes
2007	Yes	Yes	Yes	Yes
2008	Yes	Yes	Yes	Yes
2009	Yes	Yes	Yes	Yes
2010	Yes	Yes	Yes	Yes
2011	Yes	Yes	Yes	Yes
2012	Yes	Yes	Yes	Yes
2013	Yes	No	Yes	Yes

Drake High School - AYP 2003-2013 Targets				
	Participation Rates	Annual Measurable Objectives	API	Graduation Rate
2003	Yes	Yes	Yes	Yes
2004	Yes	Yes	Yes	Yes
2005	Yes	Yes	Yes	Yes
2006	Yes	Yes	Yes	Yes
2007	Yes	Yes	Yes	Yes
2008	Yes	Yes	Yes	Yes
2009	Yes	Yes	Yes	Yes
2010	Yes	Yes	Yes	Yes
2011	Yes	Yes	Yes	Yes
2012	Yes	Yes	Yes	Yes
2013	Yes	No	Yes	Yes

San Andreas High School - AYP 2003-2013 Targets				
	Participation Rates	Annual Measurable Objectives	API	Graduation Rate
2003	No	Yes	No	Yes
2004	Yes	Yes	No	Yes
2005	Yes	Yes	Yes	Yes
2006	Yes	Yes	Yes	Yes
2007	Yes	Yes	No	Yes
2008	Yes	Yes	Yes	Yes
2009	Yes	Yes	No	Yes
2010	Yes	Yes	NA	Yes
2011	Yes	Yes	NA	Yes
2012	Yes	Yes	NA	NA
2013	Yes	No	NA	NA

Redwood High School - AYP 2003-2013 Targets				
	Participation Rates	Annual Measurable Objectives	API	Graduation Rate
2003	Yes	Yes	Yes	Yes
2004	Yes	Yes	Yes	Yes
2005	Yes	Yes	Yes	Yes
2006	Yes	Yes	Yes	Yes
2007	Yes	Yes	Yes	Yes
2008	Yes	Yes	Yes	Yes
2009	Yes	Yes	Yes	Yes
2010	Yes	Yes	Yes	Yes
2011	Yes	Yes	Yes	Yes
2012	Yes	Yes	Yes	Yes
2013	Yes	Yes	Yes	Yes

Tamiscal High School - AYP 2003-2013 Targets				
	Participation Rates	Annual Measurable Objectives	API	Graduation Rate
2003	Yes	Yes	Yes	Yes
2004	Yes	Yes	Yes	Yes
2005	Yes	Yes	Yes	Yes
2006	Yes	Yes	Yes	Yes
2007	Yes	Yes	Yes	Yes
2008	Yes	Yes	Yes	Yes
2009	Yes	Yes	Yes	Yes
2010	Yes	Yes	Yes	Yes
2011	Yes	Yes	Yes	Yes
2012	Yes	Yes	Yes	NA
2013	Yes	Yes	Yes	NA

Tamalpais Union High School District
Adequate Yearly Progress (AYP) 2009-2013 [Based on CAHSEE]

2009 The Tam District met 10 out of 10 AYP targets
 2010 The Tam District met 10 out of 10 AYP targets
 2011 The Tam District met 10 out of 10 AYP targets
 2012 The Tam District met 10 out of 10 AYP targets
 2013 The Tam District met 10 out of 12 AYP targets

Participation Target ELA: 95%								
Year	District-wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
2009	N=923 98%	N=742 98%	N=32 88%	N=61 100%	N=52 100%	N=47 90%	N=15 100%	N=76 94%
2010	N=961 99%	N=736 99%	N=23 96%	N=66 100%	N=67 99%	N=82 100%	N=15 100%	N=86 100%
2011	N=949 99%	N=753 99%	N=30 100%	N=50 97%	N=72 99%	N=81 100%	N=23 96%	N=85 93%
2012	N=979 100%	N=765 100%	N=22 100%	N=53 100%	N=77 100%	N=85 100%	N=22 100%	N=84 98%
2013	N=931 99%	N=698 99%	N=24 100%	N=39 100%	N=97 97%	N=100 96%	N=37 100%	N=83 96%

Participation Target Mathematics: 95%								
Year	District-wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
2009	98%	99%	85%	100%	100%	94%	100%	95%
2010	99%	99%	96%	100%	99%	100%	100%	99%
2011	99%	99%	96%	100%	99%	100%	100%	95%
2012	100%	100%	100%	99%	100%	99%	100%	99%
2013	99%	99%	96%	99%	98%	97%	100%	97%

AMO English-Language Arts									
Year	Target	District-wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
2009	44.5%	86.7%	89.8%	56.0%	85.5%	65.2%	52.5%	27.3%	50.7%
2010	55.6%	87.4%	88.4%	57.9%	90.2%	77.0%	63.9%	38.5%	46.4%
2011	66.7%	86.7%	90.8%	40.0%	89.8%	63.8%	48.7%	34.8%	44.3%
2012	77.8%	85.4%	87.7%	40.9%	87.5%	74.0%	54.1%	40.0%	34.2%
2013	88.9%	86.1%	90.5%	39.1%	81.6%	67.4%	54.3%	52.9%	41.6%

AMO Mathematics									
Year	Target	District-wide	White	African-American	Asian	Hispanic	SED	ELL	Special Education
2009	43.5%	83.5%	86.1%	37.5%	92.7%	65.2%	47.6%	45.5%	45.7%
2010	54.8%	82.2%	84.2%	47.4%	90.2%	61.3%	56.0%	38.5%	41.5%
2011	66.1%	82.0%	86.0%	43.3%	83.7%	60.3%	50.0%	39.1%	37.0%
2012	77.4%	84.6%	87.3%	84.6%	91.7%	64.4%	60.7%	55.0%	34.6%
2013	88.7%	83.8%	87.1%	59.1%	89.5%	65.6%	54.8%	52.9%	42.3%

Year	Target	Graduation Rate							
2009	83.1%	98.1%							
2010	90.0%	97.1%							
2011	90.0%	97.8%							
2012	90.0%	97.6%							
2013	90.0%	97.2%							

Year	Target	API 2013 Target: 770 or 1 point growth							
2009	650	861							
2010	680	860							
2011	710	867							
2012	740	873							
2013	770	877							

Bold Numbers represent the groups included in the AYP determination
Green indicates a met target and **Red** a not met target

Source: California Department of Education

In 2013, TUHSD met ten out of twelve AYP targets, this result is an anomaly when looking at longitudinal data. We did not meet targets in the percentage of students scoring proficient in Mathematics overall and in subgroups over 100 students, in this case, White students. Redwood High School and Tamiscal High School met Annual Measurable Objectives in 2013, whereas Drake High School, Tamalpais High School and San Andreas High School did not (target is 100%).

Site Response:

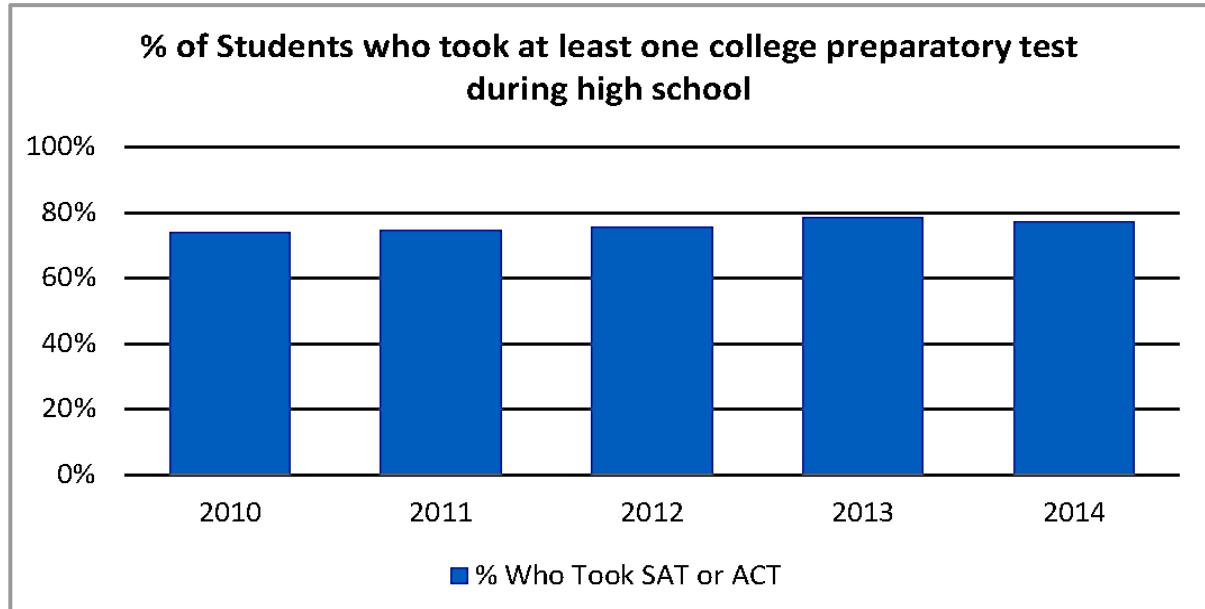
The following data is for AYP at Drake High School.

CAHSEE test results for the percent proficient over three years			
Year	Significant Subgroups	ELA: Percent Proficient	Math: Percent Proficient
2014	All	83.5	79.5
	White	84.2	81.1
2013	All	82.7	79.6
	White	86.2	81.8
2012	All	79.8	79.1
	White	81.2	82.3

In regards to this data, Drake High School learned this fall that we are eligible for Program Improvement assistance due to proficiency levels in math and that we are currently in “safe harbor” status for the white sub-group in English-Language Arts. This is our first year as a program improvement school. Drake High school receives Title One funding depending on the demographic data each year. Currently, Drake qualifies for Title One and uses this financial assistance in a targeted manner for students who are in need of assistance. We have used Title One monies for math support, investigation of a reading diagnostic tool and for improvement around our tutorial program. In regards to compliance and accountability, Drake High School is on schedule to complete the APS by the end of the school year after our WASC accreditation report and site visit have been completed. We do not have an external provider or evaluator. Additionally, the school is not involved in any corrective action, alternative governance plans or state-assisted intervention plan, any deadlines for improvement imposed by the state or federal governments.

Scholastic Aptitude Test (SAT)

District Response:



**Tamalpais Union High School District
SAT Participation Rates 2009-2014**

	2008-09	2009-10	2010-11	2011-12	2012-13	2014
California	35%	44%	46%	47%	50%	48%
District	67%	71%	73%	73%	74%	70%
Drake	72%	73%	80%	73%	77%	69%
Redwood	74%	75%	74%	77%	78%	70%
Tamalpais	68%	77%	80%	80%	76%	77%
Tamiscal	81%	39%	62%	71%	60%	77%

Tamalpais Union High School District
SAT Reasoning - Critical Reading Mean Scores 2009-2014

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Six-Year Growth
Nation	501	501	497	496	496	497	-4
California	500	501	499	495	498	498	-2
District	580	575	582	572	577	576	-4
Drake	566	562	574	568	563	560	-6
Redwood	588	582	579	578	586	576	-12
Tamalpais	583	577	595	568	582	587	4
Tamiscal	567	577	576	567	550	590	23

Tamalpais Union High School District
SAT Reasoning - Math Mean Scores 2009-2014

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Six-Year Growth
Nation	515	516	514	514	514	513	-2
California	513	516	515	512	512	510	-3
District	582	584	586	582	585	581	-1
Drake	561	567	558	561	561	567	6
Redwood	604	602	598	600	598	596	-8
Tamalpais	576	578	605	579	591	577	1
Tamiscal	544	578	520	566	551	576	32

Tamalpais Union High School District
SAT Reasoning - Writing Mean Scores 2009-2014

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Five-Year Growth
Nation	493	492	489	488	488	487	-6
California	498	500	499	496	495	496	-2
District	583	580	587	576	582	575	-8
Drake	563	564	575	570	550	562	-1
Redwood	597	589	591	583	592	583	-14
Tamalpais	584	584	595	576	587	575	-9
Tamiscal	567	570	579	549	563	592	25

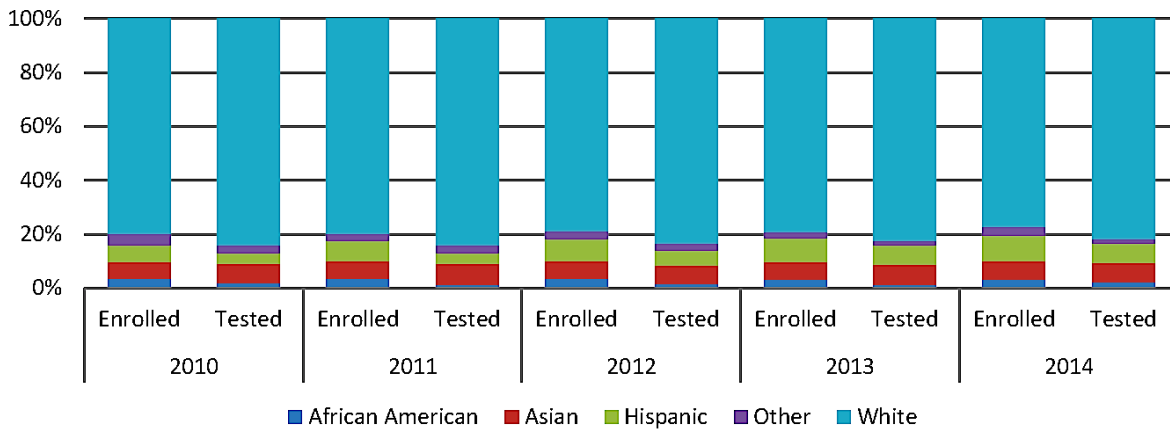
The six-year trends show that between 68-73% of all students participate in SAT tests at TUHSD. This is higher than state averages which fluctuate between 35% and 50% over the same time period. The percentage of students taking the SAT or ACT has increased by 3% over the past five years indicating college readiness. Student performance data show that TUHSD students consistently outperform student averages at the state and national level in all areas of the SAT. TUHSD shows an eight point decline in writing scores, and a four point decline in reading scores over the last five years.

Tamalpais Union High School District - SAT 2010-2014

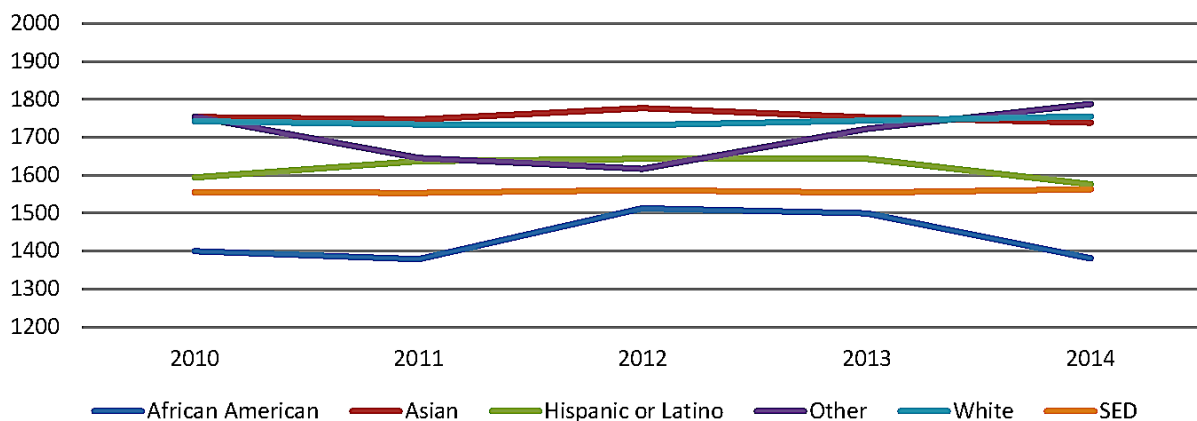
SAT Participation Rates By Ethnicity

Ethnicity	2010		2011		2012		2013		2014	
	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested
African American	4%	2%	4%	1%	4%	2%	3%	1%	3%	2%
Asian	6%	7%	7%	8%	6%	7%	7%	8%	7%	7%
Hispanic	6%	4%	7%	4%	8%	5%	9%	7%	10%	7%
Other	4%	3%	3%	3%	3%	3%	2%	2%	3%	1%
White	80%	84%	80%	84%	79%	83%	79%	82%	77%	82%
SED	8%	4%	9%	4%	10%	2%	7%	2%	7%	3%

SAT Participation by Ethnicity



SAT Average Total Score



Data reflect that the rates of participation for sub-groups are not evenly distributed. White students are over-represented, while African American/Black students and Hispanic students are underrepresented. In addition, African American and Hispanic

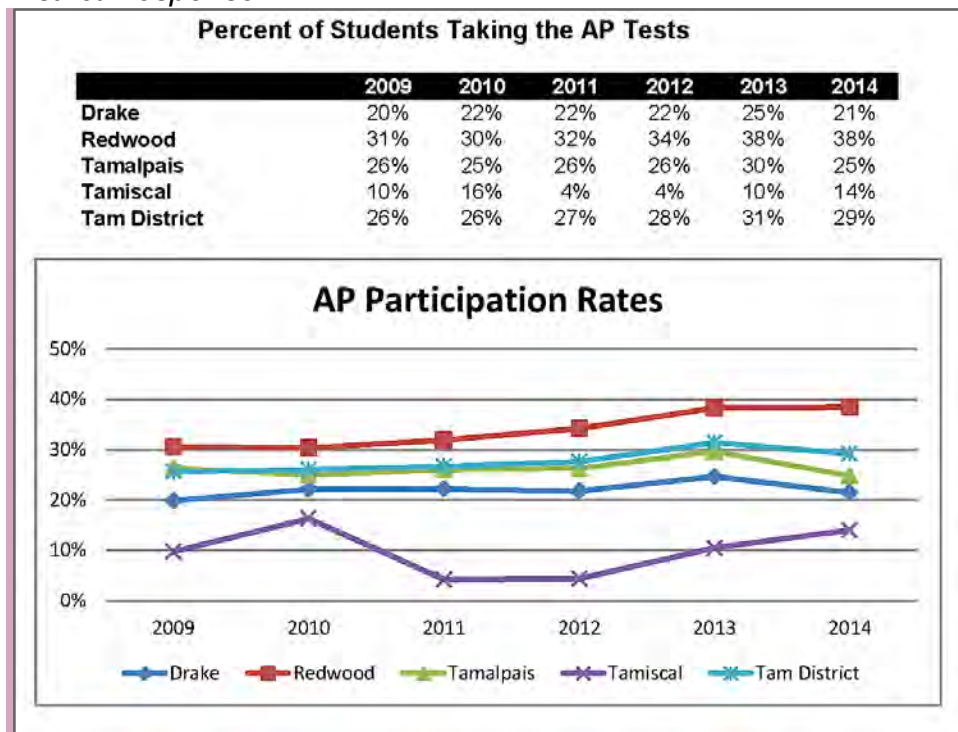
subgroups and students designated as low SES score lower on the SAT as compared to the general population. An analysis of the past five years suggest these trends are consistent over time. Gender comparisons do not show any significant differences between the performance of females vs. males at TUHSD.

Site Response:

The district analysis applies to Drake for the SAT data with one difference. While all three sites outperform both national and state averages, Drake High School is underperforming in relation to the other two schools in the district.

Advanced Placement

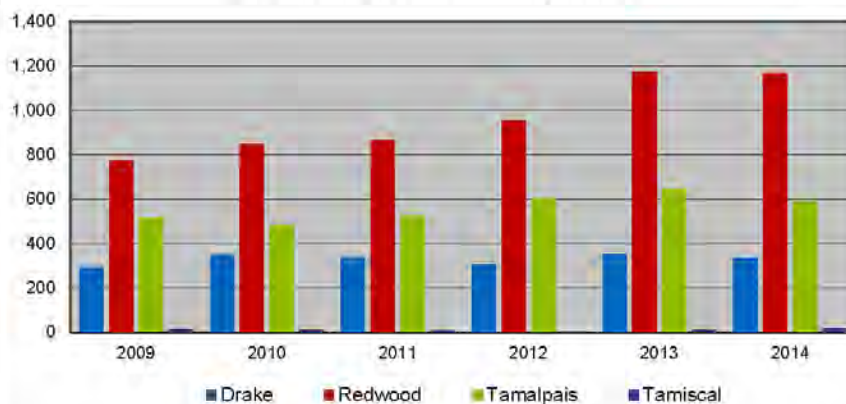
District Response:



Total Number of AP Tests Taken

	2009	2010	2011	2012	2013	2014
Drake	292	348	337	305	352	334
Redwood	774	847	866	953	1,174	1,167
Tamalpais	517	482	527	602	645	591
Tamiscal	13	12	6	4	11	18
Tam District	1,414	1,482	1,596	1,736	2,182	2,110

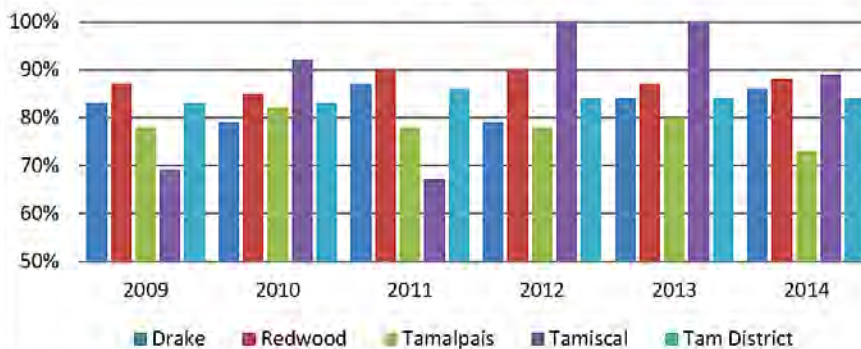
Number of AP Tests by Year



Percentage of AP Test Scores of 3 or Higher

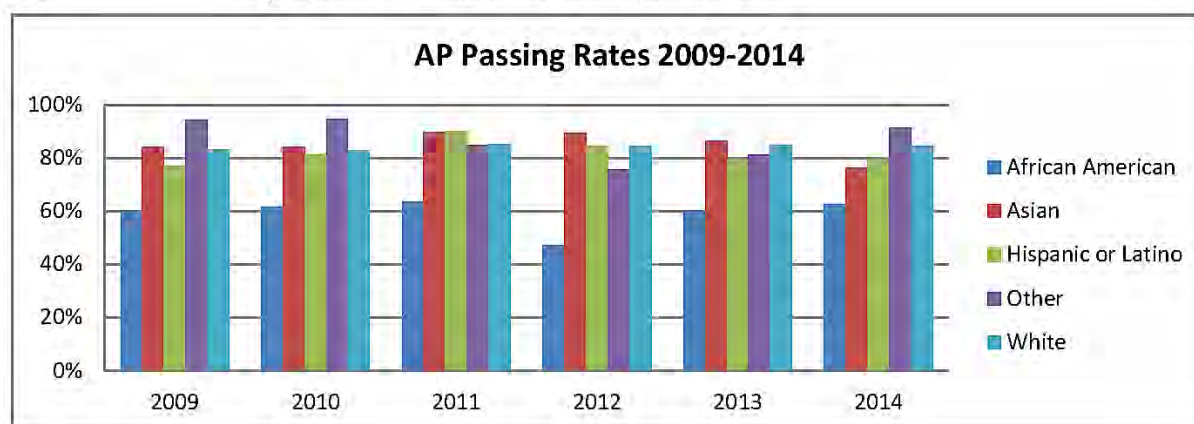
	2009	2010	2011	2012	2013	2014
Drake	83%	79%	87%	79%	84%	86%
Redwood	87%	85%	90%	90%	87%	88%
Tamalpais	78%	82%	78%	78%	80%	73%
Tamiscal	69%	92%	67%	100%	100%	89%
Tam District	83%	83%	86%	84%	84%	84%

Percentage of AP Test Scores of 3 or Higher



Participation rates in Advanced Placement exams at TUHSD trend relatively flat over the past six years. There was a 5% increase between 2010-2013, but the participation rate dropped 2% in 2014 to 29% of district students taking at least one AP exam. Redwood High School has the highest AP participation rates in TUHSD: 38% of their students taking one or more tests in 2014. Students who attend TUHSD alternative schools have the lowest participation rates (14%, Tamiscal and 0%, San Andreas). The number of Advanced Placement tests taken across TUHSD has increased by 33% over the past six years. Again, Redwood High School administers the highest number of tests and the alternative schools the fewest. TUHSD consistently maintains high passing rates with 85% of AP tests administered at TUHSD earning a passing score of three or higher. These averages were well above state and national averages (60%, 59%) in 2014. It is interesting to note that the increase in number of tests is not largely attributed to more students participating in the Advanced Placement programs at TUHSD, rather the same number of students are taking more AP classes and tests.

Ethnicity	AP Passing Rates					
	2009	2010	2011	2012	2013	2014
African American	60%	62%	64%	47%	60%	63%
Asian	84%	84%	90%	89%	87%	76%
Hispanic or Latino	77%	81%	90%	85%	79%	79%
Other	94%	95%	85%	76%	81%	91%
White	83%	83%	85%	85%	85%	85%
District Average	83%	83%	86%	84%	84%	84%
SED	73%	74%	81%	67%	71%	76%



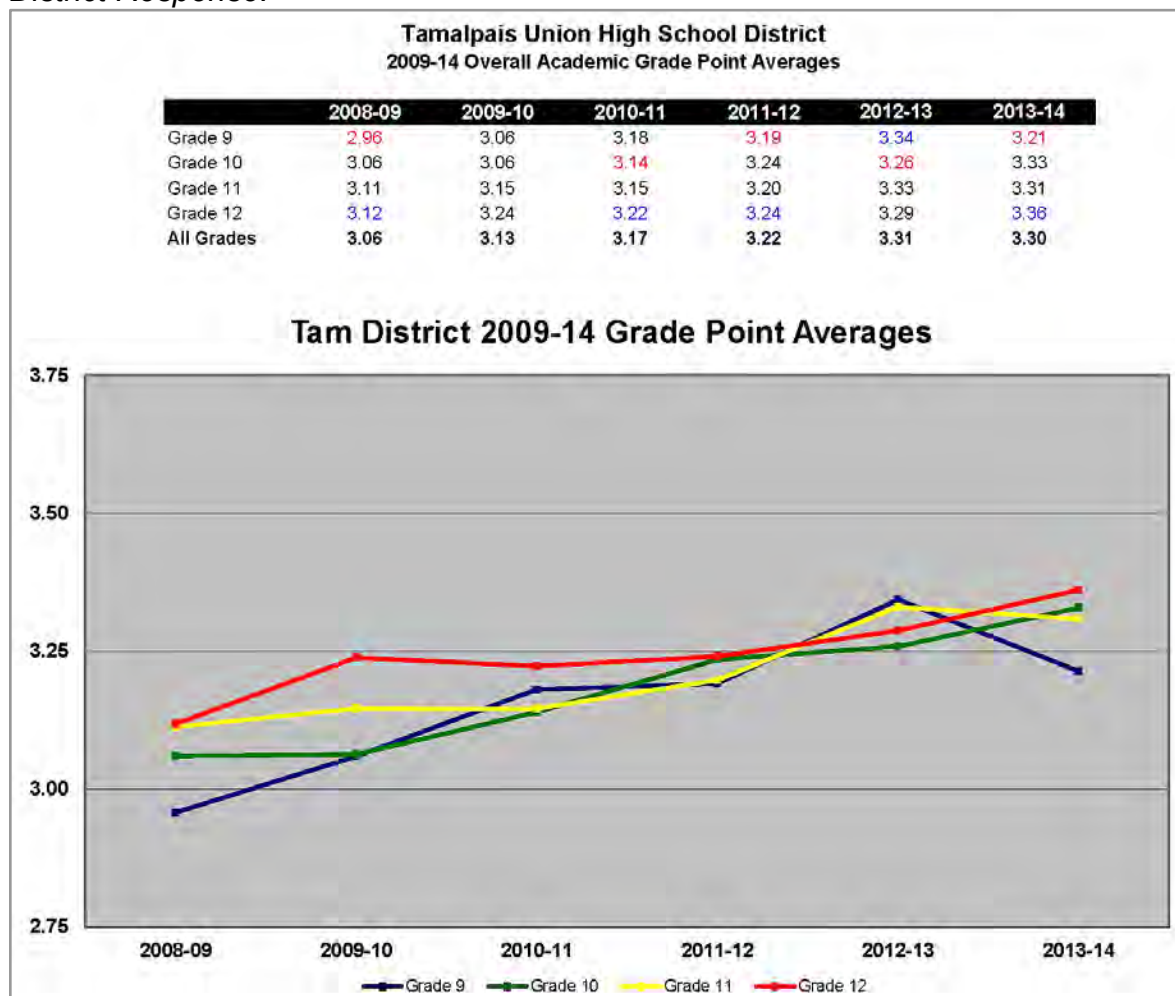
Participation rates for African-American and Hispanic students are disproportionate, with a smaller percentage of students taking AP exams, than the percentage of students enrolled. In 2014, 1% of African-American students took an AP exam, but that subgroup comprised 3% of the TUHSD population. In 2014, Hispanic students made up 10% of the TUHSD population, but 5% tested. In comparison, in 2014, White students made up 77% of the population of TUHSD, but 85% of AP exams were taken by White students.. These trends are consistent over the past six years. African-American students have lower passing rates than Asian, Hispanic and White students. The passing rates of Hispanic students have fluctuated, but are comparable to their White and Asian peers in the six year trend (see appendix).

Site Response:

Much of the District analysis is consistent with Drake's AP test data. The percentage of student's testing has slowly increased but at a rate slower than at the other two comprehensive high schools in the District. Drake students do well on their exams, with more than 86% scoring a three or higher. An area for growth is to increase the participation of our African-American and Hispanic students in AP classes and increase the number of students earning a score of 3 or higher. Each year, when compared with enrollment numbers, fewer students in these two sub-groups take the exam(s), whereas the participation of students in the White sub-group has increased due to multiple tests being taken by individual students. This is consistent with other data and is a critical area of study for Drake High School.

Local Assessment and GPA Data

District Response:



TUHSD has maintained high grade point averages (GPA) over the past six years, and GPAs have increased, on average, over the last six years from 3.06 to 3.30. Data disaggregated by ethnicity again shows that African-American and Hispanic students have lower GPAs on average as compared to their White and Asian counterparts (see appendix). Local assessment data through the use of grades is unlikely to provide accurate and consistent data related to aggregate student performance due to a myriad of factors. TUHSD teachers use a range of grading scales across the system (2014 research found twenty-four different grading scales on EschoolPLUS; this represented 65% of all courses). In addition, course policies indicate variations in factors used to calculate and determine grades (i.e. behaviors vs. outcomes learned; different grading scales) across teachers, courses and schools. Inconsistencies also exist in the use of traditional approaches to grading (i.e. averages to determine grades) versus grades that

represent learning aligned to outcomes (i.e. standards based or criterion referenced). TUHSD teachers have full autonomy over the grading practices they choose to use and agreement does not exist around philosophy and practices related to late work, extra credit, retakes, and zeros to measure student progress and proficiency. In addition, TUHSD teachers do not universally use the same learning management system (i.e. ESchoolPlus, Haiku Learning, Echo, other) to track and report student achievement, and parental and student access to this information is also variable.

Site Response:

Drake's grade distribution data show fewer A's earned and a lower overall GPA for the students when compared to the data from other District schools. As in district data, Drake's African-American and Hispanic students have lower GPAs than their White peers. Across the board, there are very few F's given to students. As stated in the district analysis, there are too many variables in this data and conclusions are difficult to draw.

Staff Description, Qualifications and Support

District Response:

TUHSD uses extensive hiring practices to ensure we employ only the highest quality staff. For detailed information about how TUHSD recruits and selects highly quality certificated, classified and administrative employees, refer to the *TUHSD Hiring Guide* in the appendix.

Staff Description and Conditions of Learning - September 2014
Certificated

School	Total #	# Male	# Female	# African American	# American Indian	# Asian	# Filipino	# Hisp	# PI	# White	# Unknown
Redwood	106	42	64		1	1		8		96	
San Andreas	9	3	6		1					8	
Sir Francis Drake	64	27	37					3		61	
Tamalpais	90	36	54	1		1	1	4		83	
Tamiscal	10	3	7			1				9	
Total District	279	111	168	1	2	3	1	15		257	

School	Total #	% Male	% Female	% African American	% American Indian	% Asian	% Filipino	% Hisp	% PI	% White	% Unknown
Redwood	106	40%	60%	0%	1%	1%	0%	8%	0%	91%	0%
San Andreas	9	33%	67%	0%	11%	0%	0%	0%	0%	89%	0%
Sir Francis Drake	64	42%	58%	0%	0%	0%	0%	5%	0%	95%	0%
Tamalpais	90	40%	60%	1%	0%	1%	1%	4%	0%	92%	0%
Tamiscal	10	30%	70%	0%	0%	10%	0%	0%	0%	90%	0%
Total District	279	40%	60%	0%	1%	1%	0%	5%	0%	92%	0%

School	# Highly Qualified	# National Board Certified	# Teaching outside Credential	# Advanced Degrees	# Teachers over 20 years experience	# Teachers over 10 years experience	# CLAD Certified	# BTSA	# New Teacher Induction
Redwood	106	7		40	15	67	102	8	28
San Andreas	9			8	3	5	7		1
Sir Francis Drake	64	3		34	11	47	59		3
Tamalpais	90	3	1	43	12	44	87	3	17
Tamiscal	10			4	2	7	10		1
Total District	279	13		129	43	170	265	11	50

*Highly Qualified means met the highly qualified teachers' requirements of the Elementary and Secondary Education Act

School	% Highly Qualified	% National Board Certified	% Teaching outside Credential	% Advanced Degrees	% Teachers over 20 years experience	% Teachers over 10 years experience	% CLAD Certified	% BTSA	% New Teacher Induction
Redwood	100%	7%	0%	38%	14%	63%	96%	8%	26%
San Andreas	100%	0%	0%	89%	33%	56%	78%	0%	11%
Sir Francis Drake	100%	5%	0%	53%	17%	73%	92%	0%	5%
Tamalpais	100%	3%	1%	48%	13%	49%	97%	3%	19%
Tamiscal	100%	0%	0%	40%	20%	70%	100%	0%	10%
Total District	100%	5%	0%	46%	15%	61%	95%	4%	18%

TUHSD believes the key to ensuring high levels of learning for students is to recruit, hire, retain and develop the best possible teachers for our students. All TUHSD teachers are highly qualified, 5% are Nationally Board Certified, 95% are CLAD certified and 46% have advanced degrees. TUHSD supports them in a variety of ways through

targeted professional development, new teacher induction program, BTSA, and mentor programs. The purpose of the new teacher induction program at TUHSD is to build a collaborative culture that is student-centered and growth-minded. To that end, TUHSD designed and implemented a robust induction program that is centered on student learning for all first and second-year teachers in the district. The work of this program is focused on unit design using the *Understanding By Design* (UbD) framework and the use of assessment data to evaluate the impact teaching is having on student learning. The program is responsive to the strategic priorities of the district in its emphasis on learning at high levels for all students through thoughtfully designed learning opportunities. UbD is an essential part of the induction program and is augmented with research based instructional practices support. This work is informed by research from Hattie (2012), Marzano & DuFour (2011), Mattos (2012), Wiliam (2011), Wiggins & McTighe (2011), Ladson-Billings (2009) and many others.

Teachers who are new to the profession also participate in Beginning Teacher Support and Assessment (BTSA) program through the Marin County Office of Education. TUHSD works very closely with the BTSA coordinators so that much of the work we complete with our teachers serves as evidence for completion of their BTSA program. The TUHSD new teacher induction program currently supports twenty-six first year and fifteen second year teachers and counselors, and ten district teachers through BTSA. This support is provided by the Senior Director of Instructional Development and Instructional Technology, three teacher mentors, two instructional design facilitators, and five BTSA support providers. TUHSD mentors support all teachers who are new to the district by assisting with the transition to a new work environment and acting as instructional coaches. TUHSD Instructional Design Facilitators support new teachers with instructional design coaching. Mentors and instructional facilitators meet with year-one and year-two teachers eight times each year for sustained professional development.

TUHSD is also strongly vested in the continuous improvement of permanent and veteran teachers, and innovative and targeted support is available in a wide range of areas. In 2011, TUHSD created the *Instructional Technology Teacher Collaborative* (ITTC) for the purpose of providing teachers targeted development in technology integration and problem and project based learning. ITTC is a two year program designed to provide sustained professional development to build teacher capacity. During the two year program, each cohort receives three days of training in problem and project-based learning, and meets for two hours each month. The monthly meetings are used to get peer feedback, reflect on instruction, participate in workshops, and receive

coaching that is specific to the needs of the individual. TUHSD currently supports eighty-five teachers across the district in ITTC.

TUHSD realizes the requisite knowledge and skills required of leaders to engage stakeholders in key initiatives, which includes teaching students rigorous and relevant curriculum in engaging and meaningful ways, problem solving, competency in organizational initiatives, learning and change, and facilitating and participating in teams. TUHSD is committed to the continuous improvement of its leadership body, Tamalpais Leadership Collaborative (TLC), comprised of Teacher Leaders, site and district administrators. Professional development has been targeted to provide these leaders with additional training in the areas of school culture and climate, facilitation, guiding critical conversations, leadership of professional learning communities, development of a guaranteed and viable curriculum, implementation of intervention plans etc. See appendix for a composite of the wide range of professional development opportunities provided for our teachers and school leaders.

TUHSD is also committed to recruiting and hiring highly qualified teachers and administrators from diverse backgrounds. While a disproportionate percentage of TUHSD teachers are White (92%), TUHSD hired several teachers and administrators from diverse ethnic backgrounds in 2014 and this continues to be an area of focus. In 2014, 60% of TUHSD teachers are female and 40% are male.

<p style="text-align: center;">Tamalpais Union High School District Classified Staff - September 2014</p>											
School	Total	% Male	% Female	% African American	% American Indian	% Asian	% Filipino	% Hispanic	% Pacific Islander	% White	% Unknown
Redwood	40	47.5%	52.5%	10.0%	0.0%	7.5%	0.0%	15.0%	0.0%	67.5%	0.0%
San Andreas	6	33.3%	66.7%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	0.0%
Sir Francis Drake	38	47.4%	52.6%	5.3%	0.0%	2.6%	0.0%	13.2%	0.0%	78.9%	0.0%
Tamalpais	37	40.5%	59.5%	13.5%	0.0%	13.5%	0.0%	10.8%	0.0%	62.2%	0.0%
Tamiscal	3	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Total District	124	44.4%	55.6%	9.7%	0.0%	7.3%	0.0%	12.1%	0.0%	71.0%	0.0%

Classified employees are an integral part of school communities. TUHSD currently employs and strongly values its 124 highly qualified and capable classified staff. Demographic data reveals TUHSD employees 11% more female classified staff as compared to males. In addition, TUHSD classified staff is diverse and the percentage of classified employees who are African American or Hispanic is higher than the percentage represented in the aggregated student body populations. TUHSD values

diversity, effort and excellence in all staff members. TUHSD classified school employees provide valuable services to the schools and students they serve on a daily basis in the areas of academic and behavioral support, finance and facilities, school safety, technology support, food services and additional clerical and administrative duties. TUHSD invests in classified staff by providing targeted professional development in the aforementioned areas. Finally, TUHSD employs only highly qualified administrative staff who are student centered, collaborative and mission driven.

Site Response:

We concur with the district response.

Student Services and Support

District Response:

The TUHSD Student Services Office is responsible for the implementation of programs and services that augment our educational programs for the students and families in each of our school communities. Our staff supports student health and welfare, attendance, positive school climate, and school safety. We provide access to information on parent and student rights and responsibilities, school safety, alternative programs, student discipline, and substance use issues. Additionally, the TUHSD Student Services Office oversees special education services, Section 504 compliance and the Wellness initiative for the District.

Several key changes in staffing and responsibilities have occurred in the Student Services Office since the last WASC accreditation cycle in order to more effectively address student needs. In the fall of 2013, the position of Director of Special Education was replaced by two positions: Senior Director of Student Services and Assistant Director of Student Services. The new Senior Director of Student Services position consolidated the responsibilities for student services-related activities that were shared by several site and district-level administrators. Centralizing the management of these key services/initiatives – including *equity and special programs, discipline, Special Education oversight, attendance and school safety* – provides the efficiency of a single contact point for key stakeholders and the focused attention of one person that these important functions deserve. Based on the Strategic Priorities of TUHSD, specifically related to Community Relations and Instructional Programs & Practices, equity and student learning are the guiding themes of this position.

The Assistant Director of Student Services has assumed most of the responsibilities of the Director of Special Education. Both the Senior Director of Student Services and the

Assistant Director of Student Services work collaboratively to serve Special Education needs. However, the Assistant Director of Student Services provides most of the direct day-to-day leadership, supervision and management of the district's Special Education program, including: personnel, program services and delivery and compliance with federal and state laws. Additionally, in the fall of 2014, TUHSD hired a full-time Wellness Director to engage in the exciting opportunity to bring the Wellness Center model to the District. Under the direction and supervision of the Senior Director of Student Services, the Wellness Director is responsible for the planning, development, organization, management, direction, and implementation of all aspects of the Wellness Center programs of the District.

The TUHSD Special Education program supports students with special needs to meet the expected educational outcomes in the mainstream classrooms. TUHSD is committed to placing students in the least restrictive environment possible and students with special needs receive accommodations, or, less frequently, modifications, and an Academic Workshop class to support them in their mainstream classes. The classes provided in the department meet the requirements for graduation and allow the students to be successful by demonstrating understanding using alternative means. Additionally, TUHSD provides two Counseling Enriched Classrooms (CEC) for students with emotional disabilities. The CEC programs utilize a full-time school psychologist, a certificated teacher and two paraprofessionals to support the significant behavioral and mental health needs of these students in their own community.

Site Response:

Drake provides a variety of site specific supports for students. Link Crew and Associated Student Body team up to host "first day". This day is designed by the staff and students in the Link Crew and ASB programs. The purpose is to provide a first day of school that is welcoming to all builds a positive culture for the year. This year Alex Sheen, the Founder of because I said I would, came and talked at the opening day assembly. This theme became the cultural focus for the year with our student body. ASB focuses its work around school culture and student voice. Link Crew focuses its work around transitioning freshmen into high school. Link leaders' primary job is to coach the freshman through their first year by organizing social and academic events throughout the year as well as working with the freshmen in advisory.

Drake has a ten minute Advisory on Mondays, Wednesdays and Fridays. Link Leaders are assigned to each of these advisories and stay with the group all year. During the Advisory, announcements are made, and students can sign up for the tutorial class they need to attend to get extra help or work time for projects. The Tutorial,

a fifty-minute period scheduled on Wednesdays and Fridays, has been redesigned to allow for more targeted intervention. Students who need time to work on projects, study, or collaborate can sign up for the Student Center, main office study area, or Library. There is also a testing center where students can make up missed tests. Tutorials allow the classroom teachers to re-teach any student who needs help on a learning goal.

When a student wants tutoring on campus, our peer tutors are available on a drop-in basis in the Student Center during tutorial. This opportunity for free tutoring benefits both the student receiving the tutoring as well as the student doing the tutoring.

Drake also has formed an Intervention Team consisting of a classified team member, site psychologist, special education teacher, counselors and all three administrators. This team will oversee tier three interventions.

Drake has a very strong team of four counselors who provide academic counseling for our students. We also have an on-site school psychologist and a BACR counselor. In addition to these supports, Keith Jackson from Dynamic Solutions for Youth, a community service program, meets with referred students on Fridays who have been identified as needing coaching around conflict resolution and making good choices.

Discipline:

Site Response:

Drake believes in practices such as progressive discipline and restorative justice. Discipline is viewed as an opportunity for students to learn and grow. The foundation of this belief starts in the classroom. One school purpose statement reads: We create a respectful, responsible and reflective community. Classrooms attempt to ensure that this statement is reflected in everyday practices. Students are most likely to behave in a positive manner when participating in an engaging and supportive classroom environment.

When students exhibit disruptive behaviors, they are met with a supportive and reflective environment. Drake focuses on the school-wide Learning Principle of “Agency” when a student gets in trouble: “Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives in learning and life.”

Getting to know students is part of the Drake culture. All freshmen and sophomores are enrolled in a Small Learning Community. Each of these small learning communities is assigned to one of the two assistant principals. The assistant principals attend as many SLC meetings as possible. Classroom check-ins are another way to build relationships that help to identify students who might be having problems and also support those who have made mistakes. The partnership between the teachers and the administrators

helps to create an environment where students can get the support they need, when they need it.

A majority of suspensions at Drake are due to drug and alcohol violations. When a student does get suspended, they are often put on in-house suspension to ensure that they do not fall behind in their school work during the time of the suspension. This is different from past practice when a student would be sent home for three to five days. In addition, Drake is in the initial steps of setting up a program for an alternative to suspension through the use of a youth court.

Number of Suspensions by Gender and Grade Level

2009-10

	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
9	32	8	30	6	0	0	18	11	0	0	80	25
10	9	1	20	1	8	0	9	4	0	1	46	7
11	10	10	8	5	19	4	7	2	0	0	44	21
12	7	1	11	1	18	1	6	1	0	0	42	4
TOTAL	58	20	69	13	45	5	40	18	0	1	212	57

2010-11

	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	10	5	12	2	0	0	8	30	0	0	30	37
10	18	29	5	9	1	1	8	28	0	1	32	68
11	1	15	2	12	1	11	3	23	1	0	8	61
12	3	8	0	11	2	5	3	10	0	0	8	34
TOTAL	32	57	19	34	4	17	22	91	1	1	78	200

2011-12

	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	7	7	2	11	0	0	7	26	0	0	16	44
10	2	2	6	14	2	1	3	17	1	0	14	34
11	1	9	4	17	5	5	6	27	0	0	16	58
12	3	5	6	11	2	10	2	11	0	0	13	37
TOTAL	13	23	18	53	9	16	18	81	1	0	59	173

2012-13

	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	1	15	0	7	0	0	6	14	0	0	7	36
10	2	4	5	7	2	0	6	20	0	0	15	31
11	3	1	8	7	5	5	5	19	0	1	21	33
12	1	11	6	16	3	4	6	13	0	0	16	44
TOTAL	7	31	19	37	10	9	23	66	0	1	59	144

2013-14

	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
9	1	12	1	11	0	0	0	13	0	0	2	36
10	3	14	6	3	0	2	5	9	1	0	15	28
11	2	6	0	6	2	2	2	6	0	0	6	20
12	1	6	4	7	1	4	1	6	0	0	7	23
TOTAL	7	38	11	27	3	8	8	34	1	0	30	107

Percent of Enrollment and Percent of Suspensions by Ethnicity

2012-13

	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Enrollment	Susp.	Enrollment	Susp.	Enrollment	Susp.	Enrollment	Susp.	Enrollment	Susp.	Enrollment	Susp.
American Indian	1%	3%	0%	2%	2%	5%	0%	0%	0%	0%	0%	1%
Asian	3%	3%	7%	4%	2%	0%	9%	6%	6%	0%	7%	4%
Pacific Islander	0%	0%	0%	0%	0%	5%	1%	2%	0%	0%	0%	1%
Filipino	1%	0%	1%	2%	0%	5%	1%	0%	0%	0%	1%	1%
Hispanic or Latino	8%	8%	9%	13%	25%	0%	9%	13%	1%	0%	9%	11%
African American	2%	0%	2%	11%	13%	42%	6%	40%	5%	0%	3%	25%
White	86%	87%	80%	68%	53%	42%	73%	38%	88%	100%	79%	56%
Decline to state	0%	0%	1%	2%	5%	0%	1%	0%	0%	0%	1%	0%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

2013-14

	Drake		Redwood		San Andreas		Tamalpais		Tamiscal		TOTAL	
	Enrollment	Susp.	Enrollment	Susp.	Enrollment	Susp.	Enrollment	Susp.	Enrollment	Susp.	Enrollment	Susp.
American Indian	0%	0%	0%	3%	3%	0%	0%	0%	0%	0%	0%	1%
Asian	3%	4%	7%	3%	1%	0%	9%	5%	5%	0%	7%	4%
Pacific Islander	1%	2%	0%	5%	6%	0%	0%	0%	0%	0%	1%	2%
Filipino	1%	0%	1%	0%	1%	0%	1%	0%	2%	0%	1%	0%
Hispanic or Latino	8%	13%	11%	13%	22%	9%	9%	26%	9%	0%	10%	17%
African American	2%	11%	2%	8%	18%	27%	5%	19%	5%	0%	3%	14%
White	84%	69%	77%	68%	46%	64%	73%	48%	79%	0%	77%	62%
Decline to state	1%	0%	1%	0%	3%	0%	2%	2%	1%	0%	2%	1%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%

TUHSD data indicates that African-American and Hispanic students are suspended at significantly disproportionate rates, and that these gaps have narrowed across the system over the past year. Male students are suspended at vastly disproportionate rates at TUHSD, when compared to the suspension rates of female students. There was a 25% decrease in the total number of suspensions at TUHSD in one year, and a 46% decrease over a four year period of time. Schools across TUHSD modified their approach to discipline during the 2013-2014 school year in an effort to keep students in the learning environment as much as possible while maintaining safe classroom settings. Addressing disproportionality of suspensions related to race and gender is a priority growth area for TUHSD, and sites are addressing this by assigning more in-house suspensions, reducing the number of days per suspension, and by investigating and utilizing restorative practices.

Site Response:

Again, the district data supports the trends seen at Drake High School. The African-American students are suspended at a disproportionate rate in comparison to the other sub-groups.

Attendance

District Response:

Unexcused absences:

Student Attendance Data 2009-2014

Each unexcused period is counted as one absence

Drake

% of Students with Unexcused Absences	2009	2010	2011	2012	2013	2014
Between 0 and 10 absences	82%	83%	81%	81%	77%	69%
Between 11 and 20 absences	10%	9%	11%	10%	11%	14%
Between 21 and 30 absences	4%	3%	4%	3%	6%	5%
Between 31 and 40 absences	2%	2%	2%	2%	3%	5%
More than 40 absences	2%	3%	2%	3%	4%	7%

Redwood

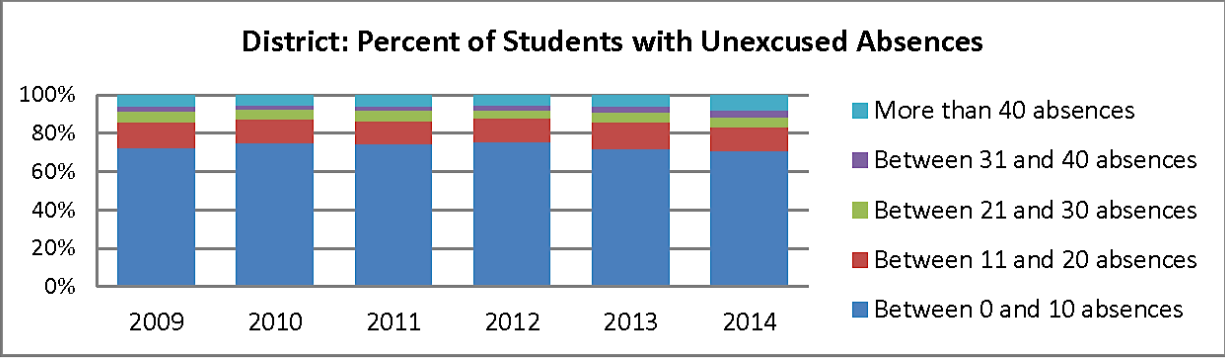
% of Students with Unexcused Absences	2009	2010	2011	2012	2013	2014
Between 0 and 10 absences	77%	78%	75%	77%	75%	74%
Between 11 and 20 absences	13%	13%	13%	13%	14%	13%
Between 21 and 30 absences	5%	5%	6%	5%	5%	5%
Between 31 and 40 absences	3%	2%	2%	2%	3%	3%
More than 40 absences	2%	3%	3%	4%	3%	6%

Tamalpais

% of Students with Unexcused Absences	2009	2010	2011	2012	2013	2014
Between 0 and 10 absences	67%	72%	74%	73%	68%	71%
Between 11 and 20 absences	18%	16%	13%	13%	16%	11%
Between 21 and 30 absences	6%	7%	6%	5%	6%	6%
Between 31 and 40 absences	3%	2%	2%	3%	4%	3%
More than 40 absences	6%	3%	5%	5%	7%	9%

San Andreas

% of Students with Unexcused Absences	2009	2010	2011	2012	2013	2014
Between 0 and 10 absences	15%	18%	16%	23%	28%	31%
Between 11 and 20 absences	11%	7%	9%	12%	14%	16%
Between 21 and 30 absences	8%	9%	5%	9%	5%	13%
Between 31 and 40 absences	8%	7%	11%	7%	5%	9%
More than 40 absences	59%	59%	59%	49%	48%	31%



Tardies:

Student Tardy Data 2009-2014

Drake

% of Students with tardies	2009	2010	2011	2012	2013	2014
Between 0 and 10 tardies	61%	66%	66%	57%	61%	60%
Between 11 and 20 tardies	21%	20%	19%	20%	19%	21%
Between 21 and 30 tardies	11%	8%	8%	12%	11%	10%
Between 31 and 40 tardies	3%	3%	3%	5%	4%	4%
More than 40 tardies	3%	3%	4%	6%	4%	6%

Redwood

% of Students with tardies	2009	2010	2011	2012	2013	2014
Between 0 and 10 tardies	77%	82%	82%	83%	84%	84%
Between 11 and 20 tardies	13%	12%	11%	11%	9%	10%
Between 21 and 30 tardies	6%	4%	4%	4%	3%	3%
Between 31 and 40 tardies	2%	2%	2%	1%	2%	1%
More than 40 tardies	2%	1%	1%	1%	1%	1%

Tamalpais

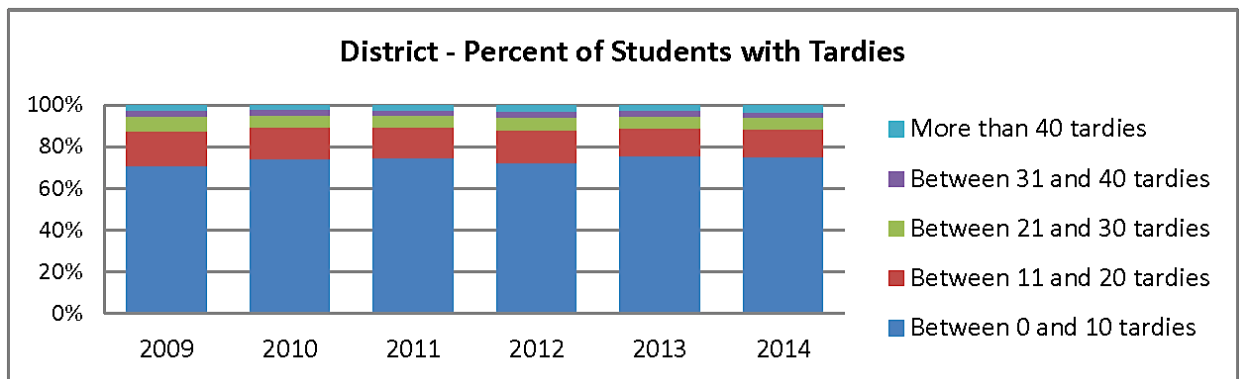
% of Students with tardies	2009	2010	2011	2012	2013	2014
Between 0 and 10 tardies	75%	77%	77%	76%	79%	79%
Between 11 and 20 tardies	17%	15%	14%	15%	13%	12%
Between 21 and 30 tardies	5%	5%	6%	5%	5%	4%
Between 31 and 40 tardies	1%	2%	1%	2%	1%	2%
More than 40 tardies	1%	1%	1%	1%	2%	2%

San Andreas

% of Students with tardies	2009	2010	2011	2012	2013	2014
Between 0 and 10 tardies	41%	33%	28%	29%	35%	36%
Between 11 and 20 tardies	18%	20%	26%	27%	15%	20%
Between 21 and 30 tardies	16%	16%	17%	12%	11%	13%
Between 31 and 40 tardies	10%	10%	12%	12%	7%	9%
More than 40 tardies	16%	20%	18%	20%	32%	22%

District

% of Students with tardies	2009	2010	2011	2012	2013	2014
Between 0 and 10 tardies	71%	74%	75%	72%	76%	75%
Between 11 and 20 tardies	17%	15%	15%	15%	13%	14%
Between 21 and 30 tardies	7%	6%	6%	7%	6%	5%
Between 31 and 40 tardies	3%	3%	2%	3%	2%	3%
More than 40 tardies	3%	2%	2%	3%	3%	3%



Data indicate a wide variance in attendance and tardy rates across TUHSD schools but relatively consistent longitudinal trends at each school site. On average, 71% of TUHSD students who attended comprehensive high schools (Tamalpais, Redwood, Drake) in 2013-2014 school year had ten or fewer unexcused class periods (equating to 1.3 school days) over the course of a school year. Earlier data from San Andreas High School show a significant percentage of their students had more than forty class absences; however, that percentage dropped from 48% to 31% between the 2012-2013 and 2013-2014 school years. Tardy rates have not changed significantly over the past six years looking at aggregate data. Redwood High School has the lowest tardy rates in TUHSD, and San Andreas High School has the highest tardy rates. TUHSD firmly believes that consistent attendance is critical to ensuring high levels of learning for all students. ***Data for Tamiscal High School is not provided because they are an Independent Study program and attendance is not tabulated in the same way as the other schools.*

Site Response:

The data for Drake High School suggest that there are more unexcused absences in the past year. There is some belief that the perceived change in the attendance policy caused our students to skip class more often; however, there is no data to support this belief. There does not seem to be any change in the tardy data.

Local Control Accountability Plan (LCAP)

District Response:

The TUHSD mission statement and associated strategic priorities were developed with significant input from an array of stakeholder groups to ensure that the perspectives of the diverse communities that reside within the district were recognized, considered and utilized. TUHSD engaged the community in the development of the mission statement to ensure collective understanding. Interest and input identified the academic, social and civic learner outcomes, dispositions and attributes, and experiences necessary for students to be successful in the 21st Century. Since the inception of the mission

statement, TUHSD has used community forums, committees, annual update presentations and revision processes to ensure community involvement in strategic planning and action. See full LCAP report in the appendix.

Involvement Process (LCAP Section 1):

- LCAP process, timeline and survey overview presented at open session meeting of the Board of Trustees on April 9, 2014.
- LCAP survey posted on district website from April 10, 2014 through May 12, 2014.
- Blog regarding LCAP survey posted on Superintendent blog site on April 22, 2014.
- Emails with a link to the LCAP survey sent to parents of all 8th-12th graders, staff and approximately 1,500 community leaders on April 22, 2014. In total, the survey was sent to approximately 9,000 people.
- Emails with a link to the LCAP survey were sent to students by site principals the week of May 5, 2014.
- There were 532 total respondents to the survey (5.6% community response rate); 269 parents, 202 students, 29 classroom teachers, 14 community members, 8 site administrators, 4 classified staff members, 3 district office administrators, 2 trustees and 1 counselors.
- CSEA presented to the Board of Trustees on May 14, 2014. This presentation was at the request of CSEA in order to give meaningful input to the LCAP.
- LCAP draft was posted on district website from May 19-May 28 with e-mail input accepted from any stakeholder.
- LCAP draft was shared with parent and classified advisory councils for input on May 20, 2014.
- LCAP public hearing was held on May 28, 2014.
- Community feedback was submitted, reviewed and utilized in LCAP revisions between May 28th and June 25th.
- LCAP approved by Board of Trustees on June 25, 2014.

Identified Needs , Metrics and Goals (LCAP Section 2):

Identified Need and Metric 1: Local data indicates that with-school and between-school variance related to the implementation of a guaranteed and viable curriculum is commonplace within TUHSD. Moreover, certain sub-groups are provided with tiered or tracked course-work that limits exposure to a guaranteed and viable curriculum that adheres to college and career requirements. Such data mean that variance in learner outcomes, proportion of surface and deep level knowledge and skill requirements,

metrics to assess and grade content and 21st Century skills, and means to intervene when students are struggling exists, within and between departments and school sites across TUHSD.

Data were drawn from a three-year review and revision process of core outcomes (i.e. program goals) and consistent and accurate means of measuring student performance (i.e. proficiency scales). This data set included course of study templates, actualized descriptions within teacher syllabi, and the efforts that ensued within multiple district-wide department meetings. Such data illuminated to teachers and administrators that not all sections of each course, at each school, across all teachers were aligned to provide the same opportunity and time to learn and teach key outcomes at the same expectation levels. As such, a revision and review process ensued requiring teachers within each district department to identify outcomes and identical means of ascertaining student performance and setting criteria for student proficiency levels. In addition, 21st Century skill outcomes, standards and appropriate measures have not been established across the district in all courses. This information was gleaned from course of study templates, actualized descriptions within teacher syllabi, the efforts that ensued among multiple district-wide department meetings, and district/school policies. Furthermore, review of tiered or tracked coursework (e.g. Algebra P1-P2, Geometry A, and Intermediate Algebra) indicated that certain sub-groups have not been provided with a guaranteed and viable curriculum. Such courses have provided different expectations in terms of outcomes, assessments, and grades for students. These tiered courses and, in some cases, pathways, resulted in quantitatively different results for students (e.g., 75% of high socio-economic status (SES) students are UC eligible, compared to 33% of low SES students are UC eligible, 8-19% of students who participate in non-UC 9th grade math courses are UC eligible within 4 years, Student Clearinghouse data (2007 cohort) indicates that 41.2% of students did not receive a college degree within six years. Other information came from courses of study templates, actualized descriptions within teacher syllabi, dialogue that ensued within multiple district-wide department meetings, results from Summer School Report 2011, and the TUHSD Achievement Reports from 2011-2012 and 2012-2013.

Moreover the 2014 LCAP stakeholder survey results support this goal. The following categories were rated as extremely high priority by the majority of respondents: (1) Ensure all students have access to the same content and skill outcomes across the district. (2) Ensure all students are clear on the outcomes of the class. (3) Ensure that all students have the same opportunity to learn the same outcomes in the same course, regardless of teacher or school. (4) Ensure that students have access to educational technology. (5) Increase student achievement in Mathematics and English Language Arts. And, (6) Ensure students are learning collaboration, critical thinking, and communication skills in classes.

Goal 1: *To establish and provide all students access to district wide guaranteed and viable curriculum that includes content and 21st Century skill standards, is coherent from the learner's perspective, and includes a description of what all students should know and be able to do (program goals) and high quality assessments aligned to proficiency scales (Goals 1, 2, 3, 4, 6 from the Curriculum and Assessment System of the Strategic Plan).*

Identified Need and Metric 2: Local data indicate that certain subgroups are not provided access to college preparatory curriculum (UC a-g). According to local data, 75% of high SES students are UC eligible compared to 33% of low SES students who are UC eligible. Only 8-19% (depending on school of attendance) of students who participate in non-UC 9th grade math courses are UC eligible within 4 years. Student Clearinghouse data (2007 cohort) indicates that 41.2% of students did not receive a degree within six years of high school graduation. Lastly, 27.4% of the student body in 2012 participated in advanced placement classes. LCAP survey results support this goal. The following categories were rated as an “extremely high priority”: Ensure all students have access to University of California a-g requirements and increase AP/honors/college course access to all students.

Goal 2: *Guarantee student access to rigorous, relevant and engaging courses. (Goal 5 from Instructional Programs and Practices section of TUHSD Strategic Plan).*

Identified Need and Metric 3: Research supports teachers working collectively to review and analyze data in order to understand and improve their impact on student learning. Local data indicate there are twenty-six different grading scales and an undetermined number of weighting systems utilized across the district. Furthermore, current grading systems combine attendance, behavior, academic and non-academic outcomes. Additionally, there are inconsistent outcomes within and between schools for the same course.

Interest among certificated staff to engage in professional learning networks than include infusion of instructional technology, new pedagogies (including problem and project based learning), and creating classroom and staff cultures and climates that more aptly mirror the demands and desires of the 21st Century has grown exponentially. For example, staff enrollment for a district professional development program, the Instructional Technology Teacher Collaborative, grew from five to seventy-six teachers between August 2012-March 2014. The LCAP survey responses support this goal. The following statements were rated as an extremely high priority by the majority of respondents: (1) Ensure all students are graded fairly, accurately and consistently across the district and (2) Ensure faculty members are routinely meeting to review student work and to determine next steps instructionally in light of student performance.

Goal 3: *Teachers will work in “professional learning communities” to collectively review and respond to student achievement data, to assist one another in advancing student learning through the improvement of instruction and to align grading practices so that they are accurate, consistent, and supportive of student learning. (Goal 7 from the Curriculum and Assessment System and Goal 2 from Instructional Programs and Practices sections of the TUHSD Strategic Plan).*

Identified Need and Metric 4: Community understanding and support is of great importance to all school districts but because we are a community funded district, it rises to an even greater level of importance. The district has made great strides in the past several years to enhance the level and quality of its communications with the community. The LCAP survey indicates that the majority of respondents feel that it is of moderate to high importance for parents to be involved in district and site decision making. (Out of 524 total respondents, 131 indicated that it is an extremely high priority, 150 indicated that it is a high priority and 158 indicated that it is a moderate priority.) Additionally, the LCAP survey indicated support for ensuring that students have voice and choice for how they are taught and assessed. (Out of 524 total respondents, 195 indicated it as an extremely high priority, 135 indicated that it is a high priority, and 113 indicated that it is a moderate priority.)

Goal 4: *Improve community relations by utilizing the most effective means of communication with the district’s internal and external stakeholders including websites, blogs, and social media; actively seeking information from the community regarding expectations and aspirations for our schools; bringing about community understanding the need for continuous improvement in our schools and what must be done to facilitate that involvement. (Goals 1, 2, 3 & 4 of the Community Relations Section of the TUHSD Strategic Plan).*

Chapter Two: Progress Report

Summary of Changes and Progress since 2007:



District Response:

- TUHSD has made several significant developments in the system since the 2007 action plans and recommendations from the WASC visiting committees. These developments are outlined in depth in Chapter 1 and summarized below:
- Changes in district and site administrative leadership structure.
 - New Superintendent of TUHSD hired in 2008. Position open for 2015-16.
 - Senior Director positions created overseeing Student Services, Instructional Technology and Staff Development, Curriculum and Instruction.
 - Assistant Superintendent of Finance and Facilities, Associate Superintendent of Instructional and Personnel Services; Assistant Director of Student Services.
 - Assistant Principal positions created at Tamalpais High School and Alternative Education.
 - Administrative liaisons support subject specific teacher leader teams in the areas of leadership development, curriculum, instruction, assessment and student support.
- Changes in teacher and counselor leadership structure.
 - Operationalization of a distributed teacher and counselor leadership model and the Tamalpais Leadership Collaborative (TLC) to lead and implement district strategic priorities.
- Changes in leadership at the school board level.
 - Three seats turned over in the 2013-2014 school year and one position in the fall of 2014.
- Alignment of school leadership and vision in Alternative Education.
 - One principal now oversees both San Andreas and Tamiscal Independent Study schools, along with Adult Education.

- Development of the TUHSD mission statement involving key stakeholders, in 2009, and subsequent alignment of school visions across TUHSD with focus on core competencies and 21st Century learning outcomes.
- Creation and implementation of strategic priorities aligned to TUHSD mission in the areas of Curriculum and Assessment Systems, Instructional Programs and Practices, Human Resources, Leadership Development, Governance, Community Relations, Finance and Facilities.
- Dissolution of several graduation requirements in 2010 (i.e. Core Literacy Portfolio, Direct Write). Suspension and revision of the technology graduation requirement with goal to provide clear and systematic outcomes for 21st century learners.
- Dissolution of Summer School program in 2012.
- Development and implementation of a Guaranteed and Viable Curriculum, and common assessment tools in courses required for graduation. Development and implementation of consistent hiring practices (i.e. Hiring Guide) across the system, in 2010.
- Instructional Facilitators hired in 2010, to augment the existing Mentor program to support first and second year teachers across TUHSD. The primary aim of TUHSD's teacher induction program is to ensure that teachers are able to assess the learning and learning needs of every student and provide appropriate interventions to substantially enhance student learning of critical content and skill outcomes. The new teacher program uses *Understanding by Design* and the learning process as frameworks and also includes sound grading practices and formative assessment strategies.
- Formation of the Course Revision Sub-Committee in 2011 (a subgroup of the TLC) whose purpose is to vet, approve and revise courses of study to reflect changes in learning goals aligned to the GVC..
- Establishment of the Instructional Technology Teacher Collaborative (ITTC) in 2012, whose purpose is to enhance teachers' ability to employ innovative methodologies that substantially impact student learning and leverage students' and teachers' intrinsic motivation through the process of problem solving, product development, and implementation and integration of content, 21st Century skills and technology.
- Formation and operationalization of professional learning communities (PLCs) who collectively review and respond to student performance data, in addition to sharing practices and strategies related to curriculum, instruction and assessment (2011-present).
- Development and implementation of site based intervention plans using the Response to Intervention model (2012-present).

Tamalpais Union High School District
Summary of Common Recommendations for Improvement and
Action Steps

(Summary of March 2007-2010 Site Reports and District Actions)

	Recommendations	Action Steps Taken
A. Vision and Purpose	Ensure the learning and engagement of all students	Development and implementation of the TUHSD mission statement and strategic priorities Development and implementation of a guaranteed and viable curriculum and intervention plans Tamalpais Leadership Collaborative (TLC) Administrative Liaisons
	Use student achievement data to drive the learning process	Implementation of professional learning communities
	Align professional development to areas of need	Wide range of professional development provided and aligned to the work of professional learning communities and standards based approaches to teaching and learning Tamalpais Leadership Collaborative and Teacher Leader Model New Teacher Induction Program
B. Curriculum	Address the achievement gap (focus on literacy and math)	Development and implementation of a guaranteed and viable curriculum and intervention plans Implementation of professional learning communities Professional development
	Increase the participation of	Formation of a Course Revision Subcommittee to lead processes

B. Curriculum	subgroups in AP/honors courses	in the creation and revision of courses of study
	Provide collaboration time for staff	<p>Bell schedules and master schedules provide time for teacher collaboration</p> <p>Release time for teachers and teacher leaders to work on courses of study and guaranteed and viable curriculum</p>
	Support English Language Learners	<p>Development and implementation of a guaranteed and viable curriculum and intervention plans</p> <p>ELD Coordinator</p> <p>Highly qualified staff (SDAIE)</p> <p>Professional development</p> <p>Access to core curriculum</p>
C. Instruction	Increase implementation of differentiated instruction	<p>Development and implementation of a guaranteed and viable curriculum and intervention plans</p> <p>Implementation of professional learning communities</p> <p>Professional development</p> <p>Technology integration</p> <p>Highly qualified staff</p>
D. Assessment	Use assessments to modify and enhance the teaching and learning process	<p>Implementation of professional learning communities</p> <p>Professional development</p>

E. Culture	Increased support for students who are disengaged and/or achieving lower than their peers or grade level	Development and implementation of a guaranteed and viable curriculum Site specific intervention plans Professional development Student Services and Wellness Clear and common outcomes for TUHSD counselors, alignment of services
-------------------	--	--

TUHSD commends the successes our students had staff have accomplished since the last WASC visit in 2007. We are a learning organization at all levels who strives to continuously grow and improve. Over the past five years, TUHSD has focused the bulk of our work on the alignment of all five schools in TUHSD through a common mission and strategic priorities, the development and implementation of learning outcomes related to subject specific core competencies, the formation and operationalizing of a teacher and counselor leadership model, implementation of professional learning communities, and the development of site specific intervention plans. As mentioned in Chapter 1, the work of TUHSD in the areas of Organization, Curriculum, Instruction, Assessment and Support is anchored in research and heavily influenced by the work of John Hattie, Marzano Research Laboratory, Rick and Rebecca DuFour, Jay McTighe and Grant Wiggins, Michael Fullan, Michael Mattos and many more.

While TUHSD has made significant progress over the past five years with the development and implementation of a guaranteed and viable curriculum (GVC), this curriculum is not yet complete across our system and identified course and program goals are not yet being implemented with fidelity for a variety of reasons (i.e. some still under development and/or revision; some not bought into process). As of January, 2015, new courses of study have been updated and board approved for Algebra, World History, US History, Marine Biology and Sustainable Agriculture. The following courses are nearing completion and likely to go the Board for approval this spring: Geometry, Advanced Algebra, English 1-4, Integrated Science 1-4, Physical Education 1-4, Social Issues, World Cultures and Geography, Government and Economics, and Digital Communications. In addition, the Applied Technology department has written program goals and proficiency scales aligned to 21st Century Learning outcomes (i.e. communication, critical thinking) and drafted a proposal for a revised graduation

requirement. Math and English curriculum is aligned to the Common Core State Standards, and the Science Department is in the process of aligning their curriculum to the Next Generation Science Standards.

The implementation of professional learning communities (PLCs) is also in different stages across TUHSD. Many teacher teams use site-designated PLC time to its fullest extent by discussing curriculum, instruction and assessment strategies, analyzing and responding to student performance data for the purpose of improving proficiency levels and growth for all students. Many teachers are finding this process valuable and are seeing the impact of this practice on student learning in their classrooms. However, complete buy-in and system-wide operationalization of PLCs across TUHSD has not yet been reached.

During the 2013-2014 school year, all TUHSD sites developed site-specific tiered intervention plans (i.e. quality first instruction for all, supplemental instruction for some, intensive intervention for some). Sites are in the initial phases of implementing these intervention plans and are focusing on priority areas of need as identified by each site. TUHSD believes intervention plans will be most effective and targeted when there are consistent goals and expectations (academic, social-emotional and behavioral) implemented across all classrooms and schools.

TUHSD believes in broader learning and choices for all students which includes the key life skills that prepare students for a future of possibilities. The TUHSD mission statement states our system will guarantee students are educated in 21st century skills (i.e. communication, collaboration, problem solving, critical thinking, creativity etc.) and prepared for the college and/or career of their choosing. Innovation, experimentation, integration and application are alive in TUHSD classrooms; however, the implementation of these outcomes is inconsistent across classrooms and schools. The systematic implementation of the content and skills all students need to be successful in the workplace and college remains a work in progress for TUHSD.

TUHSD is addressing these inconsistencies through the implementation of TUHSD strategic priorities, through the frequent and consistent engagement and development of teachers, counselors and administrators as instructional and support leaders (i.e. the TLC), targeted professional development, and by constant conversations and communication among TUHSD staff members and

stakeholders. In addition, TUHSD is engaging stakeholders via community forums, TUHSD Board Meetings, parent and student advisory committees, site councils, blogs, newsletters and other means as determined by district and site teams.

TUHSD notes that systems change processes are challenging, especially in people centered organizations where opinions, backgrounds, experience and historical perspectives differ. TUHSD encourages and embraces differing opinions and team dissent when the tensions manifest in productive discourse around enhancing student learning. Team members at the district and site level frequently face tensions when challenging the status quo in a high performing school district, the implementation of a “tight/loose” leadership model for the purpose of continuous improvement and high levels of learning for all, and the establishment of an aligned, collaborative, learning centered organization. *“Analyzing assumptions, challenging previously accepted and internalized beliefs and values, considering the validity of alternative behaviors or social forms – all these acts are at times uncomfortable and all involve pain” – Brookfield, 1986, p125.*

While TUHSD has shown marked progress and success since the 2007 WASC visits, many questions emerge for TUHSD as to how we bring these best practices to scale, build upon successes and spotlight our areas for improvement. How do we codify our work across the system? How do we keep up with the pace of an ever changing world? How can our system continually improve and innovate? How can we be intentional about bringing 21st century learning to scale across the system? How do we promote learning at all levels of the system? How do we tap into the resources our community has to offer? How do we address the equity issues that persist? How do we maximize our collective impact on learning? How do we ensure all students who leave our system are prepared for the future of their choosing?

Site Response:

Drake has a new administrative team since the last WASC site visit. In comparison, the majority of the staff remain the same. There are very few new teachers hired over the past several years. As mentioned above, Drake implemented the new Teacher Leader model that replaced the old department heads. Now, the Teacher Leaders take an expanded role of curricular and instructional development and implementation within their departments and are the leadership team of the school.

Sir Francis Drake has a long history of a shared leadership structure which has been under review since the last WASC visit. The Drake Leadership Committee (DLC) has had several changes made to it and has made a few changes for itself as well. The DLC was created to provide Drake with an instrument to make all site-based decisions in a representative body of teachers, administrators, classified staff, parents and students. Over the past ten years, this body has slowly become less relied upon and less effective. The change from the department chair model to the Teacher Leader model is a significant change to the DLC. The Teacher Leaders are charged with oversight of the curriculum, instruction and assessment practices for the school, including professional development and school wide leadership in these areas. They meet once a week to complete this work. Thus, the DLC needed to change their purpose statement to align with this change in leadership structure and other requirements the state holds all site councils to complete. It was determined in the 2013-2014 school year that the Teacher Leaders could not be required to serve on this body and thus the bylaws were changed to have an elected body of six teachers become the new structure for the DLC. In keeping with state education code about site councils, the number of parent and students had to change as well. Thus, a new purpose, new members and a new focus have significantly changed this body at Drake. It is still working to find its new role in the school alongside the teacher leadership body.

In 2014, Drake adopted a new school purpose statement. This purpose is designed to be a more focused purpose for Drake and sit alongside the district's mission statement. This was developed by the staff, with input from parents and students at the DLC. It took almost two years to develop this purpose statement. Along with the school purpose, means to measure the school's success was also developed. These are called Learning Principles, designed around 21st Century Learning skills, and are accompanied by proficiency scales that assess the levels in which the school is meeting its intended outcomes in terms of purpose. The Drake High School Purpose statement:

- **We are a community of learners dedicated to academic growth**
- **We are innovative and creative**
- **We challenge all learners to be hard working, daring and committed**
- **We create a respectful, responsible, and reflective community**
- **We empower and trust all to make a difference locally and globally**
- **We are Sir Francis Drake High School.**

Programmatically, now all 9th and 10th grade students are in a two-year blended Small Learning Community (SLC). Two out of the four (approximately $\frac{2}{3}$ of all

freshman and sophomores) SLCs are partnered with the New Tech Network. Through this partnership, teachers are provided a coach that helps implement wall-to-wall Project Based Learning, one-to-one technology, the use of the Echo platform and Standards Based Grading.

Our Engineering program has made several changes in the past two years. We had a long-standing Academy of Engineering with a coupled Physics course students took with two different Engineering classes. This limited the number of students who could participate and the Physics course was reduced credit over two years compared to our regular physics course. The “Academy” ended in 2014 and a four-year Engineering pathway program is being developed. This includes an entry level freshmen course where students are exposed to computer design elements and the engineering lab “maker” space. There are two other courses students can take with the final course, *Engineering Projects*, students can take multiple times for UC/CSU “g” credit.

Drake has been instructing through the use of Project Based Learning (PBL) for decades. In the past few years, several teachers have adopted new instructional methodologies in terms of PBL. Many teachers are implementing “wall-to-wall” projects in their classroom. This means that most of the instruction occurs through the use of projects. In this, students are guided through the learning within a project. The project is used to teach the intended learning outcomes. Previously, these teachers would use a project as evidence of learning and accumulative assessment of learning outcomes, not the learning itself.

Drake has implemented technology into the classrooms. There are approximately 1,200 devices available for student use on campus, including desktop computers, laptops and iPads. Drake has a total of six computer labs with over 30 desktops, three mobile laptop carts, thirteen mobile iPad carts with over 30 iPads and many other desktop computers / devices in individual programs. In addition, close to 400 students are in a program that uses one-to-one technology in which each student is issued an iPad to use at school and at home.

Drake’s English Department has unified its curriculum in which all 11th and 12th grade students, outside of Advanced Placement courses, have access to the same content. This is a combined English class of both juniors and seniors.

Several courses that were not previously being taught at Drake now are. New courses being taught include the following:

- Integrated Science Research
- Principles of Technology
- Advanced Placement Computer Science
- Advanced Placement Biology
- Art History
- History and Appreciation of Film
- Street Law
- Astronomy
- Music Performance
- Guitar

We are also not teaching Honors Chemistry or Business Math.

Drake's Physical Education department has blended their classes and curriculum. Previously, students participated in PE core 1-2 freshman year and core 3-4 sophomore year. Now, the core curriculum is blended in a two year span and freshman/sophomores are in class together. This has helped with relationships and leadership opportunities in the classes.

The World Language Department has adopted Total Physical Response to Storytelling (TPRS). In short, students learn the languages of Spanish and French through speaking and listening to the language in context. This has been a widely successful way to immerse the students into the content language. In addition, Drake has been utilizing the services of the district's Global Studies Program in recent years. This has help encourage cultural awareness in an exchange program where Drake student go to Tahiti and the Tahitians visit Drake. Students stay with host families and learn the traditions of their society.

A team of teachers, administrators and students started "Day One" as way to help transition students from the middle school to the High School. This happens the first day of school with a focus on community, both as a class and a school. The students have no classes that day, rather they move through a variety of team building activities. This year, students participated in drum circles and field games to build unity as a class and the whole school attended a rally with a guest speaker who set a theme for the year. This year's theme is about keeping promises. This event is a joint project between Drake's ASB and our Link Leader program.

Link Crew was established to continue that transition throughout the year. Link Crew teams with ASB for the first day and focuses on the freshmen orientation

for all grade 9 students on the first day of school. In addition, upperclassmen are assigned to a freshman advisory and mentor them throughout the year. Link Crew also holds team building and get-to-know-you events throughout the year to create positive bonds among the different grade levels.

Our parent organizations have also experienced a significant change since 2006-2007. Previously, Drake had several different parent organizations on campus, including a parent club, athletic boosters group and a foundation called the Drake Fund. In 2010, these three parent organizations merged into one group all under the umbrella of the Drake Fund. This parent organization supports the school through extended fundraising that is then provided back to the teachers and support staff through a grant program. The main areas of support include academics, athletics and community.

SIR FRANCIS DRAKE HIGH SCHOOL

WASC REPORT OF STRENGTHS AND IMPROVEMENTS

July 15, 2014 (Summary of March 2007-2010 Report)

	Areas of Strengths	Improvements
A. Vision and Purpose	Broad based, shared decision making that includes students, parents, classified staff, instructional staff, administrators and community members	More consistent and widespread use of student information; i.e. grades, assignments, schedules, teachers, etc. for providing a more personalized learning environment
	Multi-leveled District-wide system for data review, program evaluation and staff development	Easier access to student information for parents/guardians
	A Vision Statement that acknowledges the community's interest in a balanced, diverse academic program supported by personal relationships, academic and emotional support and challenging instruction.	Increased opportunities for all ninth and tenth graders to enjoy the benefits of the 9/10 blends.
	District and community financial support for curricular innovation	A more diverse teaching staff

	and maintenance of quality programs	
	Open, honest and transparent communication among all stakeholders	
B. Curriculum	Variety of course offerings and student choice is the predominant factor in the selection of courses offered. Variety of delivery methods, ranging from traditional classrooms to clusters to fully integrated, thematic programs.	The District process for curriculum review does not match the needs of all departments, particularly fine and applied arts, nor does it provide resources needed by new teachers including teacher developed instructional materials and assessments.
	Tamalpais District commitment to reviewing courses and content on a five-year cycle	Low math and science scores on standardized tests.
	Staff committed to curricular innovation.	
	Community values the diversity of course offerings and programs.	
C. Instruction	A wide variety of programs feature integrated curriculum and project-based instruction.	ELL Support for completing graduation requirements.
	Curriculum is both rigorous and relevant to students.	.
	An array of highly effective strategies to meet the needs of students.	More core departments, other than English, to provide assignments/projects that satisfy the CLP.
	Student access to many resources, both in and out of school.	
	Parents and community member involvement in creating authentic audiences and learning opportunities for students.	
	Students' success at meeting standards and outcomes.	

	Students' and teachers' access to and utilization of technology for many purposes. Teachers have embedded the District's Student Learning Outcomes and state standards into the core curriculum.	
	Student Learning Outcomes integrated into daily classroom activities. Teachers have high expectations for students and students are expected to achieve at high levels.	
D. Assessment	Breadth and variety of assessments	Need to use and share data more to monitor and change instruction
	Common District Outcomes and Courses of Study	Increased ELL academic support for students who choose to remain on-site
	Common district-wide assessments and collective review in English computer proficiency and World Languages	Need to gather data to determine reasonable amount and quality of assigned homework load
	Identification of "high risk" students using assessment data for academic support	Need more participation in Core Literacy Portfolio outside of English Department
	Frequency of report cards with comments	Increased online parent access to grading and attendance information
	Participation by <u>all</u> teachers in the annual evaluation of Core Literacy Portfolio assessment	Assessment measures and benchmarks ties to each program initiates
		Need to develop and implement a post graduation survey for use in curriculum process.
	Multiple avenues for communication with parents and community support services.	Continue to work with low achievement students.
	Tutorial time for students during the school day twice per week	Continued support for students who do not pass CAHSEE

E. Culture	Clusters, Academies, Academic Workshops	Continue to work on consistency within grading practices, parent involvement in DLC, and parent notifications of students who are “at-risk.”
	Strong effective counseling services for career planning and personal support	Teachers need to continue to become CLAD certified.
	An exceptional campus culture which fosters a sense of “family” which is inclusive of all stakeholders.	Advisory/Tutorial needs to be monitored for more efficiency and effectiveness of student educational time.
F. Schoolwide Synthesis	The variety and diversity of curricular offerings and the power of giving parents and students viable and respected choices in the students’ career paths.	Revise Curriculum, Instruction and Assessment to better meet the needs of disengaged students and at-risk students.
	The commitment among all staff to personalize Drake High School through advisory, small learning communities, small class size and open, honest communication.	Improve Math Proficiency
	The sense of balance between academic and human values which is so highly regarded by the full school community.	Improve Reading, Writing, and Public Speaking Literacy
	The profusion of project-based activities and performance assessments designed to motivate and captivate student interest.	Improve the social, emotional and health support structures for the Drake students.
	The strength and breadth of interdisciplinary collaboration.	
	The mutual respect among all staff which seamlessly includes classified and certificated employees.	
	The District and site administration’s encouragement and support that fosters leadership capacity among all staff.	

	The deeply engrained pride and vitality in shared leadership among parents, students, and staff.	
	The wide acceptance of and participation in the development of student communication skills through the Core Literacy Portfolio.	
	The omnipresent sense of the Drake family.	

The Schoolwide Synthesis of WASC Recommendations for School Improvement for Sir Francis Drake High School are listed in Sections F in the table above. In 2007, Drake decided on the following goals/objectives, outlined them in their WASC *Focus on Learning* action plans and have used them as a focus for continuous improvement.

Action Plan Item #1: Revise Curriculum, Instruction and Assessment to better meet the needs of disengaged and at-risk students.

Rationale:

- Male GPA trailed female GPA by a .25 - .5 grade points in 2005-06
- African-American, Hispanic and Pacific Islander GPAs were .5-.75 grade points lower than Caucasian GPAs in 2005-06
- 33% of our students received at least one D or F grade in 2004-05
- The number of D or F grades has increased 21% over the last three years
- 57% of African-American students received at least one D or F grade in 2004-05
- 66% of Hispanic/Latino students received at least one D or F grade in 2004-05
- African-American and Hispanic/Latino students trailed Caucasian students by wide margins in many of the CST exams over the last three years
- Teacher observations have noted that many students are not achieving their full academic potential
- Teacher and student observations have noted that student interest level in school could improve

Growth Targets:

- Raise average male GPA .05 grade points per year
- Raise average African-American and Hispanic/Latino GPA .05 grade points per year

- Reduce number of students with Ds or Fs by 5% per year
- Increase percent of African-American and Hispanic/Latino students scoring proficient or above on CST exams by 5%
- per year
- Student and teacher perception data shows an increase in student level of interest and engagement students and at-risk students

Action Plan Item #2: Improve Math Proficiency

Rationale:

- California Standards Test (CST) scores in General Mathematics, Algebra I and Advanced Algebra show low numbers of students at proficient and above levels
- Teacher observations indicate many students have difficulty transferring math skills into other subjects including science, computers and technical education

Growth Target:

- 5% per year increase in students scoring proficient or above on CST General Math, Algebra I and Advanced Algebra
- Advanced Algebra focus in 2007-08
- Algebra I focus 2008-09
- General Math focus in 2009-10
- Improvement in teacher perceptions of students' ability to transfer math skills into science and technology courses

Action Plan Item #3: Improve Reading, Writing and Public Speaking Literacy

Rationale:

- Core Literacy Portfolios in 2005-06 showed a drop in student performance
- 20-30% of students score below proficient on CST English Language Arts tests in last three years.
- Teacher feedback indicates student writing, reading analysis and public speaking still needs improvement

Growth Target:

- 85% of all students will score proficient or above on the Core Literacy Portfolio by 2010
- 75% of males will score proficient or better on the Core Literacy Portfolio by 2010

- 75% of all students will score proficient or above on the English Language Arts CST test
- Teacher feedback indicating improved student writing, reading analysis and public speaking skills

Action Plan Item #4: Improve the social, emotional and health support structures for Drake students

Rationale:

- Healthy Kids survey data indicating a large number of students using drugs/alcohol
- Staff perceptions that drug and alcohol use are affecting student achievement and student emotional growth
- Staff observations that many students need more social, emotional and health support

Growth Target:

- One-third decrease in student drug and alcohol use at school by 2012
- Increase in student perceptions that school provides support for their emotional needs
- Increase in student perceptions that school provides social activities that help alleviate stress during the school day
- Increase in student perceptions that school is meaningful

Since the previous WASC self- study, Drake has taken the following steps towards providing ongoing review, discussion and implementation implementing the Single Plan for Student Achievement/WASC Action Plan:

- Department teams creating plans to address the specific areas that are within their locus of control. The math department came up with plans to address the action steps if the goal of “improving math proficiency.” The English department did the same for “improving reading, writing and public speaking literacy,” These goals determined most decisions made in these departments. With the development of the guaranteed and viable curriculum work, the rationale and action steps in the WASC Action plan served as guidance for the development of district wide program goals/learning outcomes.
- Staff Development trainings designed around the critical areas of need. Over the past eight years, the critical areas of need outlined in the Action Plan goals have been the focus of the staff and district professional development.

- Site Council, called the Drake Leadership Council (DLC), has played a key role in planning and giving feedback on the school's process of the plan. In addition, parent groups were able to give feedback at advisory meeting and "Drake Talks" (parent feedback talks in particular topics).
- District staff development and programs implemented towards "improving learning for disengaged and at risk students" as well as other goals. This has occurred through Understanding by Design and ITTC staff development opportunities. In addition, guest speakers such as Mike Mattos (RTI), Jay McTighe (UbD) and many more have conducted trainings for the entire staff.
- The staff, students and parents have created a Purpose Statement. This is essentially the mission of the school. Along with the school vision, a team of staff called the Design Team, developed Learning Principles designed to assess whether the level in which the school vision is being met.

Drake High School: Areas of Strength and Growth from 2007:

For each goal, the action step, aligning critical area of follow up and the impact are all noted. Any recommendation from the 2010 WASC Review is noted in highlighted green. We also have highlighted in yellow any thoughts on a continued study into the future action plan.

Goal: Improve learning for disengaged and at-risk students.		
2006-2007 WASC Action Plan Action Steps	Critical Areas of Follow-up	Impact on student learning and Continue?
Investigate more instructional aides	Math proficiency	Three math aides from Marin Volunteers have been added. Instructional aides for SPED students remain consistent with sped enrollment.
Improve Advisory (grade-level and activities)	Improve social, emotion and health structures to help students succeed.	Advisories are separated for grade 9 students. These are aligned to SLC teachers. Four Link leaders are assigned to each to promote connections between upper class people and frosh. Continue to study and improve.
Improve tutorial with math/science support	Improve learning to help disengaged and at-risk students.	Require students to attend math tutorial. Peer Tutor Center with math tutors. Continue to study and improve. See Intervention Plan 2015
Student info (grades) available to parents and students	Improve learning to help disengaged and at-risk students.	All registration is online which requires all parents to be on our online reporting service. Not all teachers' use online reporting.
8 th grade transition	Improve social, emotion and health structures to help students succeed.	Day One activities with freshmen orientation built into the first day. Link Crew has been implemented. Development of link activities in advisories as well.

Improve use of planner	Improve learning to help disengaged and at-risk students.	All students can request a planner. All frosh receive it. Some programs have a learning management system. No agreed upon use of planner across school.
Identify and implement instructional strategies for differentiation	Improve learning to help disengaged and at-risk students.	Several different trainings on differentiated training. Focus of PLC work in 2013-2015.
Use UbD (Ongoing recommendation from 2010)	Improve learning to help disengaged and at-risk students.	All new teachers are trained in UbD. UbD work tied to PLC work and development of instructional plans.
Common rubrics for classes	Improve learning to help disengaged and at-risk students.	District development of department wide proficiency scales to be used with assessments by all teachers.
Share grading policies	Improve learning to help disengaged and at-risk students.	Developing standards based grading practices has created this. Otherwise, so formalized sharing of grading practices noted.
Investigate homework	Improve learning to help disengaged and at-risk students.	Discussions at DLC. Student surveys and student focus group conversations. Rose as a significant issue among parents in fall 2014.
Strategies for African American and Latino students who are disengaged.	Improve learning to help disengaged and at-risk students.	Any instructional strategy that provides for student engagement is learning. No evidence of any cultural development of curriculum or culturally relevant practices being examined at Drake.
Increase hands on activities	Improve learning to help disengaged and at-risk students.	All SLC programs engage in field trips. Internships through SEA-DISC and country services. Developing learning principle that focuses on “real world” experiences.
Alternative course options (ROP, etc....)	Improve learning to help disengaged and at-risk students.	No evidence of implementation.

Alternative course options- senior year	Improve learning to help disengaged and at-risk students.	History of Film, Street Law, Yoga, Principles of Technology, Graphic Design, Internships
Annual articulation in departments	Improve learning to help disengaged and at-risk students.	Math meets annually with. Other departments have inconsistent articulation with partner schools. Counseling and admin meet in spring for registration
Coordinate curriculum across school-skills	Improve learning to help disengaged and at-risk students.	Goal- develop a skills matrix across school. Developed a set of Learning Principles that outline 21 st Century skills for all students.
Use data from grades to assess curriculum/ instruction	Improve learning to help disengaged and at-risk students.	Used informally at department level among teachers. More formal use in PLCs to share data and instructional plans to support students.
Peer tutoring and mentoring at feeder schools	Improve learning to help disengaged	Increase Peer Tutoring at Drake. None at feeder schools.
ELL students- improve services	Improve learning to help disengaged and at-risk students.	No evidence of implementation.
9/10 programs- can all students be in them?	Improve social, emotion and health structures to help students succeed.	Working to complete in 2014-2015 school year.
Equity of resources for 9/10		Design Team developed in 2012 to study this issue. Development of common learning outcomes for all students enrolled to create entry point for SLCs to collaborate around practices and resources. Continue to study and improve.
Access to Instructional Tech and training	Improve learning to help disengaged and at-risk students.	2020 Lab, Two mobile labs, one iPad lab, two computer labs, 3 classroom labs. Over 1,200 devices for 985 students.

Use benchmarks to develop program criteria	Improve learning to help disengaged and at-risk students.	No evidence of implementation.
Process to evaluate and improve programs/courses	Improve learning to help disengaged and at-risk students.	District level sub-committee for new courses. No evaluation system for programs.
Change collaboration schedule to increase PLC time. (Ongoing recommendation from 2010)	Improve learning to help disengaged and at-risk students.	Collaboration is scheduled three times a month for 70 minutes.

Goal: Improve Math Proficiency		
2006-2007 WASC Action Plan Action Steps	Critical Areas of Follow-up	Impact on student learning and Continue?
Identify standards not taught	Math proficiency	Develop district GVC to align common core standards with our program outcomes for each course. Developed pre-req skills.
Create instructional resources for STAR questions	Math proficiency	Developed CST practice exams for Alg, Adv. Alg. And Geom. Need to develop common core assessments and on-line testing skill development
Examine alternative teaching strategies in math classrooms	Math proficiency	Some use of “flipped” teaching. Use on online resources to help with instruction. Some PBL investigation through ITTC.
Improve math transfer skills into other curriculum	Math proficiency	Some development of PBL in mathematics but not across department. Science/math integration at some levels.
More support in classes with at-risk and Sped students	Math proficiency	Three volunteers in math classroom. Instructional aides for SPED students remain consistent with sped enrollment.

More after school tutorial	Math proficiency	Began five years ago. Two days a week for 90 minutes.
Add parents and peer tutors to AW classes	Math proficiency	Development of Peer Tutoring program and teachers have identified per tutors for their class. Tutors currently in classes of teachers who ask them...need to assign them to lower level courses. Three Marin Volunteers in math classrooms to help with tutoring.
Master schedule to distribute math classes throughout the day	Math proficiency	More lower level math classes occur in the morning periods.
Increase articulation with feeder and colleges	Math proficiency	The math department meets annually with our main feeder. Most of the work has focused around the middle schools implementation of common core and how we can learn and prepare from this. No evidence of college articulation around math.
Investigate a 3 rd year of math for P1-4 students	Math proficiency	Working to reduce the number of P1-2 students to have them grade level ready.
Investigate bringing math into the SLCs	Math proficiency	Tried several times. Does not seem to be of interest to most of math department.
Reduce class size in math	Math proficiency	Algebra and P1-2 classes have been lowered while upper division math class and math Academic Workshop have risen and been cancelled.
More AW classes	Math proficiency	Developed two math specific academic workshop classes. Data did not support improvement. Math department agreed to not support continuation of AW in math in favor of smaller class sizes in Algebra classes.
Move tutorial between classes	Math proficiency	Tutorial is between two morning classes twice a week.

Goal: Improve Reading, Writing and Public Speaking Literacy

2006-2007 WASC Action Plan Action Steps	Critical Areas of Follow-up	Impact on student learning and Continue?
Improve piece selection for portfolio	Improve Reading, Writing and Public Speaking Literacy	No longer applicable
Improve remedial strategies for those who do not meet	Improve Reading, Writing and Public Speaking Literacy	While action step applies to portfolio, providing intervention to struggling students is still a focus of PLC work. Intervention strategies training provided
Add literacy coach for AW and portfolio AW	Improve Reading, Writing and Public Speaking Literacy	No longer applicable
Reading tests for AW students	Improve Reading, Writing and Public Speaking Literacy	Not developed. Development of reading diagnostic work is still a priority. Needs to be accomplished for all incoming 9 th grade students.
Improve student “buy-in” and develop pass incentives	Improve Reading, Writing and Public Speaking Literacy	No longer applicable
Train all staff in portfolio assignments	Improve Reading, Writing and Public Speaking Literacy	No longer applicable
Literacy strategies in all content areas	Improve Reading, Writing and Public Speaking Literacy	Development of reading and writing skills are evident in most classrooms. Specific strategies are observed but not systematic.
Increase writing on-demand opportunities for students	Improve Reading, Writing and Public Speaking Literacy	Development of reading and writing skills are evident in most classrooms. Specific strategies are observed but not systematic
Clarify literacy strategy descriptor (Portfolio)	Improve Reading, Writing and Public Speaking Literacy	No longer applicable
Portfolio management tool for all English teachers (portfolio)	Improve Reading, Writing and Public Speaking Literacy	No longer applicable

Embed literacy standards into all courses of study	Improve Reading, Writing and Public Speaking Literacy	Development of reading and writing skills are evident in most classrooms. Specific strategies are observed but not systematic.
Develop exemplars of multidisciplinary writing	Improve Reading, Writing and Public Speaking Literacy	Development of reading and writing skills are evident in most classrooms. Specific strategies are observed but not systematic.
Increase staff accountability for providing buy-in for students. (Portfolio)	Improve Reading, Writing and Public Speaking Literacy	No longer applicable
Create English and non-English partnerships	Improve Reading, Writing and Public Speaking Literacy	All English teachers are working in interdisciplinary team's grade 9/10. Some articulation between English and social studies teachers on research and literacy skills.
Increase staff development related to writing	Improve Reading, Writing and Public Speaking Literacy	Ongoing professional development
Improve teacher awareness of literacy data	Improve Reading, Writing and Public Speaking Literacy	Use of data is evident at Drake. Specific use of literacy data is not consistent. Development of new learning principles in oral and written communication with aligned scales will provide data for this work.
Move tutorial between classes	Improve Reading, Writing and Public Speaking Literacy	Tutorial is between two morning classes twice a week.

Goal: Improve the social, emotional and health support structures

2006-2007 WASC Action Plan Action Steps	Critical Areas of Follow-up	Impact on student learning and Continue?
Implement two social/emotional/health assemblies per semester.	Improve the social, emotional and health support structures	Student Leadership/ASB has developed a social/emotional theme each year and has a kick off rally on the first day of school to initiate this theme. Link program works to keep theme alive.
Improve advisory effectiveness	Improve the social, emotional and health support structures	Some changes in structure. Need to continue to study and improve.
Increase drug/alcohol programs: Drinking grant, DLC discussion and Drake on Same Page	Improve the social, emotional and health support structures	Drake on Same Page focused on drinking for a year. Some work with BACR counselors and Social Issues/Peer Resource curriculum.
Expand Peer Resource support groups	Improve the social, emotional and health support structures	Peer Resource has expanded curriculum workshops for frosh and counseling services in these areas.
Increase parent education around stress management	Improve the social, emotional and health support structures	Inconsistent work with student stress. Social issues curriculum works to address. Current study at Drake Talks and DLC. Needs further study and improvement. Focus on homework issues continue.
Improve student recognition including Last Chapter	Improve the social, emotional and health support structures	Last Chapter dinner is a strong success for student government. School-wide involvement needs attention. Other student recognition events take place. Ongoing study and improvement needed.
Create student recognition in Leadership	Improve the social, emotional and health support structures	ASB/Leadership has developed numerous student recognition activities that provide a variety of ways we recognize students.

Expand art performances at middle schools	Improve the social, emotional and health support structures	No evidence of implementation
Identify ethical behavior and ethics building activities	Improve the social, emotional and health support structures	Student Leadership/ASB Day One activities. Working in Social Issues curriculum
Increase lunch time activities	Improve the social, emotional and health support structures	ASB/Leadership offers 15-20 activities a year.
Increase diverse Leadership participation	Improve the social, emotional and health support structures	Developed an application process to get more students into leadership.
Create lunchtime intramural sports	Improve the social, emotional and health support structures	ASB/Leadership plans 3-4 sport programs every year.
Link Crew Freshmen support	Improve the social, emotional and health support structures	Each frosh advisory has two link leaders who work to develop connections between older students, the school and the frosh.
Frosh Only advisories	Improve the social, emotional and health support structures	Developed five years ago and running well.
Middle School Transition Program with Counselors	Improve the social, emotional and health support structures	Counselors, Admin and ASB/Leadership all work in the spring to visit and connect incoming 9 th graders to staff and students at Drake. Electives fair and an Open House are also made available for incoming 9 th graders and their families.

Chapter Three: Student and Community Profile

Overall summary from Analysis of Data and Progress



Implication of Data and Growth Areas:

District Response:

The aggregate student population within the TUHSD boundaries is performing well beyond the external expectations of the state and federal government. The general population consistently performs above county and state averages on standardized tests, nearly all TUHSD students earn diplomas after four years, there are very low dropout rates, and TUHSD graduates attend a wide range of colleges across the country. The predictions of further performance based on current trend data signal continued success for TUHSD. This is evidenced by the following summary of trends from aggregate (by district, not by school) TUHSD data:

Organization

- TUHSD is a mission driven organization with clear vision and goals outlined in TUHSD strategic priorities.
- TUHSD is engaging in the work of professional learning communities, common outcomes and high expectations for all students.
- TUHSD supports the whole child through targeted interventions and student support services.
- TUHSD empowers teachers and counselors as leaders through a system wide teacher leadership model.

Student Achievement

- Over the past five years, TUHSD has maintained very high pass rates of the California High School Exit Exam (CAHSEE) in both English and Math (male: 95%, 97%, female: 97%, 96%). In 2014, TUHSD averages were 11% higher than state averages.
- Looking at the percentage of proficient or advanced, TUHSD has maintained or grown over the past five years in many subject areas on California Standards Tests (CST), including ELA (grades 9-11), Math (Algebra, Geometry, Summative Math), Science (Earth, Biology, Physics) and Social Studies (US History).

- TUHSD trends consistently higher than the county and state in CST English Language Arts, Science, Social Studies and Mathematics.
- TUHSD Academic Performance Index (API) is consistently higher than state averages (877 vs. 757 in 2013).
- TUHSD consistently meets targets (AYP) and there are gains over five years (all students: fifteen points; Hispanic subgroup: twenty-eight points).
- The achievement gap between Hispanics and the general population narrowed by thirteen points in the past five years as API scores have trended upward for this subgroup.
- TUHSD has maintained high grade point averages over the past six years and GPAs have increased on average by .24 points.
- There are no significant gender gaps to report or address in CAHSEE, CST or GPA data.

College and Career Readiness

- TUHSD graduation rates are consistent and high; 97% in 2013 which was 5.5% higher than county averages and 17% higher than state averages.
- TUHSD consistently trends higher than state averages in seniors eligible to attend UC/CSU colleges.
- There were gains in the number of African American and Hispanic students eligible to attend UC/CSU colleges over the past five years (14% and 15%, respectively).
- Participation rates in the Scholastic Aptitude Test (SAT) are consistent and consistently higher than state averages (70% TUHSD as compared to 48% state in 2014).
- SAT scores are consistently higher than state and national averages in reading, writing and math.
- The percentage of students taking the SAT and/or ACT has increased 3% in the past five years.
- Ninety-five percent of students taking the ACT tested ready for college English Composition and 82% tested ready for college Algebra. This is 24% and 25% higher than state averages.

When the data is disaggregated the story begins to unfold differently. While many TUHSD students are performing at high levels and are prepared for the college and career of their choice, this is not the case for all students. A substantial achievement gap has been maintained at TUHSD for many years when looking at certain subgroups of the student population. In particular, students on free and reduced lunch, or low socioeconomic status (low SES), are

underperforming significantly as compared to their high-SES counterparts. Looking at a wide range of data sets related to student achievement and college readiness, African American students face the largest achievement gap of all subgroups, as compared to the general population and White and Asian students. There is also a significant gap between Hispanic students as compared to the general population, though this gap narrowed over the past five years. A gap is also present in TUHSD discipline data, where African American and Hispanic students are suspended at disproportionate rates.

All students are not eligible to attend a UC/CSU college upon graduation from TUHSD, and an opportunity gap exists when looking at some course tracks and certain prerequisites that block access for students. If things continue as they have, the projected trend for identified subgroups of TUHSD students looks bleak, especially if one is economically disadvantaged and/or a student of color. It is important to note that 2007 WASC Visiting Committees across the system recommended TUHSD work to address the achievement gap and there is still work to be done in this area. It is also important to note that both TUHSD and WASC emphasize the importance of continual growth and improvement, so areas where TUHSD has plateaued since the 2007 WASC visits are also considered growth areas. This is evidenced by the following summary of trends from TUHSD data (district, not by school):

Student Opportunity and Achievement Gaps

- A gap exists in the opportunity all TUHSD students have for college and career options.
 - TUHSD graduation requirements are not the same as the entrance requirements for UC and CSU colleges (“A-G” List); students can earn a diploma without being prepared to attend these schools.
 - TUHSD graduation rates do not match rates of students who are eligible to attend four-year colleges upon graduation. Seventy-three percent of TUHSD graduates have completed UC/CSU “A-G” entrance requirements, on average, over the past six years while TUHSD is graduating 97% of its students.
 - TUHSD began tracking graduates in 2007 and that data shows 59% of 2007 graduates earned a degree (55% from a four-year university, 4% from a two- year university) in a six-year period of time; 41% did not earn either degree.
 - TUHSD courses are not open to all students and barriers exist to honors and AP level courses in the form of entrance requirements, tests and teacher recommendations.

- A disproportionate percentage of African American and Hispanic students take the SAT than are enrolled in TUHSD, as compared to the general population. The same is true for low SES students.
 - A disproportionate percentage of African American and Hispanic students take AP courses and tests than are enrolled in TUHSD, as compared to the general population. The same is true for low SES students.
- A gap exists in the performance of students who are economically disadvantaged, as compared to students who are not:
 - CST
 - In 2013, averaged across all grade levels of ELA, 45% of students who were economically disadvantaged scored proficient or advanced, as compared to 85% of students who were not.
 - In 2013, averaged across Algebra, Geometry and Algebra II, 20% of students who were economically disadvantaged scored proficient or advanced, as compared to 47% of students who were not.
 - Students who were economically disadvantaged also performed significantly lower on all Science and Social Studies CSTs.
 - API
 - Longitudinal data indicates TUHSD has not closed the gap between economically disadvantaged students and the general population over the past six years.
- A gap exists in the performance of certain racial subgroups of our student population.
 - CST
 - African American and Hispanic students underperform as compared to White and Asian students in all subject areas of the CST.
 - CAHSEE
 - The passing rate of African American students on the High School Exit Exam for 2016 graduates was dramatically below other subgroups (50% passed ELA, 61% passed Math). These rates range between 86% and 98% percent passing for other subgroups.
 - API

- TUHSD has narrowed the gap between Hispanic students and the general population over the past six years, but a gap still exists. The gap between African American students on the general population has been maintained over this period of time.
- Other
 - While gains have been made over the past three years, longitudinal data indicates African American and Hispanic students are underprepared to attend four-year colleges as compared to the general population. In 2013, 36% of African American students and 60% of Hispanic students were eligible to attend four-year colleges upon graduation, as compared to 89% of Asian students and 79% of White students.
- A gap exists in TUHSD student opportunity and performance in mathematics as compared to other subject areas.
 - CST
 - TUHSD students consistently score lower in mathematics on CSTs than in the other subject areas (aggregate scores proficient or advanced, looking at five-year averages: ELA 80%, Math 46%, Science 69%, Social Studies 72%).
 - GPA
 - TUHSD student earn a lower percentage of A's and a higher percentage of D's and F's in math as compared to other subjects.
 - Placement
 - Students placed in non-grade level math instruction (P1-P2) as 9th graders have a much lower chance of completing Advanced Algebra, and being college ready by the time they graduate (17%, as compared to 80% (P3-P4) and 98% (Geometry).

The vision and mission of TUHSD is to ensure high levels of learning and post-secondary options for all students. In light of these identified strengths and identified gaps in both opportunity and achievement, and the subsequent impact on student learning and options post-high school, TUHSD identified Access, Equity and Mathematics as focuses for the WASC process and for system-wide continuous improvement. If sites have additional areas for focus, they will identify them in their response.

TUHSD Critical Learner Needs are identified as:

1. 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.
2. Reduce the gap in performance between students who are economically disadvantaged, students of color and the general population.
3. Increase student achievement in mathematics.

Focusing Question:

How can TUHSD meet the unique needs of a wide range of learners, increase opportunity and open access for all students, so that more students are UC/CSU eligible upon graduation, more students are achieving at higher levels in mathematics and a gap no longer exists between students who are economically disadvantaged, students of color, and the general population?

Specifically:

Access:

- How can TUHSD ensure all students have access to grade level instruction?
- How can TUHSD increase student access to higher-level courses, including electives, honors and Advanced Placement courses?
- How can TUHSD increase college and career options and pathways so more graduates are UC/CSU eligible?
- How can TUHSD increase participation rates of low SES students and students of color in SAT, ACT and AP tests?

Equity:

- How can TUHSD address student achievement and opportunity gaps so race and economic status are no longer a predictor of academic success or failure in a range of identified areas?
- How can TUHSD address the needs of subgroups who have plateaued (not shown growth), even though they may trend higher than county and state averages?

Mathematics:

- How can TUHSD increase student achievement in mathematics, specifically in algebra, geometry and advanced algebra content, so that all students are growing and there is no longer a gap between how students perform in mathematics as compared to other subject areas?

Site Response:

The data at Drake High school is similar to the district's analysis above. Drake High School recognizes there are gaps in our data, specifically in the areas of student performance and our underperforming student populations. Providing all students with successful post-high school skills and mindset is pivotal to our work. These gaps in our student achievement provides us the opportunity to develop a critical area of need around developing practices that support a strong student growth mindset. There are several areas our school improve to better prepare all students to meet the needs of college and career readiness.

Data Areas of study:

- **Grade Data:** The grade data provides insights into our highly inconsistent grading practices at Drake. (and potentially across the district.) Our school has overall lower grades given to students and it is unclear if our students are performing at a lower rate or our grading practices affect the reported achievement levels. In our last WASC Action Plan (2006-2007), we wanted to address our grade data, grading practices and how to develop student learning practices around grading. The data suggests this is still an area of growth.
- **AP Enrollment:** Our AP Data indicates fewer kids at Drake enrolled in AP classes. Close to 80% of our senior students attend either a 2 or 4-year college and 71% are UC/CSU eligible. However, of our entire student body, only 22% of our students take an AP class. In comparison, Tamalpais High has closer to 27% of their student body enrolled and Redwood has 38% enrolled in AP classes. AP classes are one of the best preparations for and the strongest indicators of student success in college.
- **Overall achievement:** Across the indicators, our students are not performing to the best of their ability in comparison to the students at the other two comprehensive schools in our district. This is demonstrated in API/CST /CAHSEE data, SAT data and grade data. Again, comparing to state averages, Drake High students do well but when comparing across the district and other similar schools, our achievement indicators are down.

Sir Francis Drake High School Critical Learner Need is identified as:

To prepare students for post high-school success, Drake High School needs to develop practices that support student development of agency.

Focus Questions:

- What are the attributes of agency and how is it measured? (Academic/behavior)
- What attributes of agency lead to post-high school success?
- What institutional strategies provide opportunities for students to identify questions they have about their learning?
- What practices in the classroom and school-wide allow students to demonstrate a growth mindset and developing agency attributes?
- How can we use grading and assessment practices to develop agency with our students?
- How can the development of agency impact academic, behavior and attendance intervention practices?
- How can the other learning principles, when put into practice, impact student's overall success in post-high school readiness?

Chapter Four: Self Study Findings



The Drake High School Self Study is organized into the following sections:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The district and school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts:

Vision – Mission – Schoolwide Learner Outcomes – Profile

Indicator: The district and the school have established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: Evaluate the degree to which the development of the district and school's statements have been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.

District Response:

The TUHSD Mission statement reads: THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively (Adopted by the Board 25-August-2009).

TUHSD Mission Statement

Tamalpais Union High School District has a history of high performance on traditional measures of student achievement such as California Standardized Tests, Advanced Placement tests and SAT. These data provided a broad view of achievement within the district, however, when the same data were disaggregated and analyzed and slightly different picture emerged. Predictable patterns of achievement and access became apparent. Based on this clearer picture of student achievement, the District drafted a Mission Statement in 2009 designed to promote equity and excellence for all students. Within the Mission Statement are tangible academic outcomes as well as learning dispositions and skills necessary for all students to achieve in order to have choices of college or career upon graduation. The Mission Statement was crafted with the growth mindset research frame. More specifically, the mission represents the belief, backed by research, that all students are capable of learning at high levels, given proper time and support.

Student Achievement Data and Reports

Site Response:

Sir Francis Drake High School has had a number of mission/vision and purpose statements over the years. In the spring of 2012, it became apparent that the staff needed

to reassess the purpose of our work as the development of district-wide curriculum, strategies of assessing students and intervention were being developed. Through a series of staff discussions, the teaching and classified staff identified a number of values, both actualized and aspired, for our students and school community. This became a series of short statements to capture our values and outline the purpose of our work. The Drake High School Purpose:

- We are a community of learners dedicated to academic growth;
- We are innovative and creative;
- We challenge all learners to be hard working, daring and committed;
- We create a respectful, responsible, and reflective community;
- We empower and trust all to make a difference locally and globally;
- **We are Sir Francis Drake High School.**

Drake Purpose Statement

This version was taken through several staff revisions, Teacher Leader rewrites and a few drafts were taken to our Drake Leadership Council (Site Council) for input and approval. The Student Advisory Council also had input as did the students in our ASB program. We agreed that our Purpose Statement would do more than just hang in classrooms on campus, we wanted to live it in our daily words and actions. The DHS Purpose Statement works hand in hand with the TUHSD Mission Statement, and both provide the site with a place to ground the work, decisions and continuous improvement goals we set.

DLC Agendas and Minutes

Staff meeting Agendas

Drake High School has also developed a set of college/career 21st century (4 C's) learner outcomes, referred to as the DHS Learning Principles. These principles were developed by a committee of staff members elected to determine the future direction of the school. While the work of the Design Team was fairly ambiguous when developed, the outcome became a strong set of common student outcomes. These were accompanied by proficiency scales to inform our students and staff about student and school growth. This fall marks our first school-

Drake Learning Principles and Proficiency Scales

Design Team Notes

wide use of these principles. Developing a common understanding and set of commitments are the next steps.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire district, school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: Evaluate the effectiveness of the processes.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>The mission of the Tamalpais Union High School District was developed in 2009 with input from students, parents, teachers, administrators and community members. Strategic priorities were developed to focus the work of TUHSD in the areas of Curriculum and Assessment, Instructional Programs and Practices, Human Resources, Leadership Development, Governance, Community Relations and Finance & Facilities, in service of the mission. Strategic Priorities are reviewed and updated annually by the Superintendent and Board of Trustees. TUHSD is using the WASC Focus on Learning process to gather input from parents and students on how well we are meeting the mission for the students and community we serve. While the initial process was effective in capturing a snapshot of what the board and community wanted TUHSD to accomplish in 2009, it is time to conduct a more extensive review process of the TUHSD mission to determine if the mission needs to be augmented or refined to serve our current community and Board of Trustees.</p>	<p>TUHSD Mission Statement</p> <p>Strategic Priorities</p> <p>Parent Input</p>
<p><i>Site Response:</i></p> <p>Both the Drake purpose and learning principles were developed with primarily teacher input and other stakeholder feedback throughout the process. Both documents are referred to often in a variety of different settings and are used to guide the school in decision-making. In time, the school's plan for improvement and culture will need to be assessed and revised, if necessary.</p>	<p>Staff Meeting Agendas</p> <p>DLC Agendas and minutes</p>

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the district, school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: Evaluate the degree to which the district and school ensure that students, parents, and other members of the school's community understand and are committed to the district and school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>The TUHSD Mission Statement and work related to the implementation of strategic priorities are communicated to students, parents and other members of the school's community in a variety of ways. The district's leadership team, the Tamalpais Leadership Collaborative (TLC), leads the work of implementing key strategic priorities each year in an effort to further the mission of TUHSD. Key priorities for the 2014-2015 school year are to (1) Utilize a routine approach to collectively review and respond to student performance while enhancing the district's organizational culture and climate and (2) Implement a system of intervention to support the academic and behavioral success of all students. The mission and strategic priorities are communicated via Superintendent's blogs, district and site websites, newsletters, presentations to the Board of Trustees (i.e. student achievement reports, updates on curriculum/instruction, personnel services and finance/facilities), student advisory groups, parent advisory groups, staff meetings, teacher leader meetings, district and department meetings, new teacher induction program, professional development etc. The extent to which the district ensures stakeholder commitment to the mission and strategic priorities is gathered generally through direct conversation and observation around the implementation of the work TUHSD is engaging in with teacher leadership, a guaranteed and viable curriculum, professional learning communities and site-based interventions.</p>	<p>TUHSD Mission and Strategic Priorities</p> <p>Student Achievement Reports</p> <p>Meeting Agendas, Notes and Presentations (Board, TLC, TL, Site, Department)</p> <p>Blogs, Newsletters, Websites</p> <p>Advisory Groups (Parent and Student)</p>

Site Response:

The district response is also applicable to the site for this prompt. The Drake Purpose Statement and learning principles are new and will take some time and continued communication for the community to understand and embrace. They have been featured in the *Drake Direct* several times and are referred to in all stakeholder meetings, Back-to-School Night, Open House and in class.

Drake Direct Newsletter
Agendas
Back to School/Open House

Regular Review and Revision

Indicator: The district and the school are implementing effective processes for regular review/revision of the district and school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: Evaluate the effectiveness of the process for revising these statements with wide involvement.

Findings

Supporting Evidence

District Response:

As previously stated, district strategic priorities, which act as a road map for accomplishing the mission of TUHSD for all students, are reviewed and updated annually by district office administrators and the Board of Trustees in public, open session meetings which can be attended and commented on by the community at large. Updates are communicated to pertinent stakeholders annually and the process seems to be effective.

TUHSD Mission and Strategic Priorities

Site Response:

The review of our purpose and learning principles will take place annually and is developed as part of our WASC Action Plan for the Principles.

Drake Purpose Statement
Drake Learning Principles
2015-2020 Action Plan

A2. Governance Criterion

The district governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and

its relationship to the Local Educational Agency (LEA) and the Local Control Accountability Plan (LCAP).

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency of board meetings.

Prompt: Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>The work of the TUHSD Board of Trustees is clearly outlined, guided by and detailed in the Tamalpais Union High School District Governance Handbook (2014). This handbook outlines elements of effective governance, unity of purpose, governance roles, and governance structure and processes related to agenda planning, meeting execution, pertinent laws, goal setting, communication and timelines (see appendix). The role of TUHSD Board of Trustees is to set policy and direction for the school district, govern as a unified team with a shared vision to lead and serve the community. Unity of purpose of the governance team (trustees and superintendent) include a common focus, agreement on priority goals, and shared values about students, the district and public education that transcend individual differences and fulfill a greater purpose. The focused efforts of TUHSD are reflected in the mission and strategic plan (i.e. priorities) adopted by the board. A board calendar is established annually and meetings occur approximately every 2 weeks. Some “special” meetings (i.e. Special Study Session: Curriculum Workshop, Annual Organizational Meeting, Governance Workshop) occur periodically and are publicized along with regular board meetings on the district website. TUHSD board members are elected by the community and follow all rules and regulations guiding that process. The TUHSD Governance Handbook, along with board policies are made available to all stakeholders via the district website.</p>	<p>TUHSD Board of Trustees Meetings</p> <p>TUHSD website (www.tamdistrict.org)</p> <p>TUHSD Governance Handbook</p> <p>TUHSD Board Policy</p>

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.

Findings	Supporting Evidence
----------	---------------------

District Response:

TUHSD board policies are reviewed, updated and approved by the school board in open-session public meetings, with input from administration and other stakeholders as needed.	TUHSD Mission and Strategic Priorities
These policies are aligned with the expectations and regulations set by the California Department of Education (CDE). While TUHSD board policies support and guide the mission and vision of TUHSD, some policies are still in need of review. The constant cycle of review/update of TUHSD board policies remains a work in progress for TUHSD, to ensure alignment with the values, vision and mission of the district.	TUHSD Board Meeting Agendas Board Policy California Education Code

Understanding the Role of the Governing Board

Indicator: The school and business community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.

Findings	Supporting Evidence
----------	---------------------

District Response:

The school community can access board agendas, supplemental materials and calendars on the TUHSD website. In addition, links to these items are emailed out to staff members prior to each meeting. Parents are informed as to how they can participate in the school's governance by the board president during meetings and via meeting agendas. The TUHSD Board Governance Handbook clearly outlines board meeting process and procedures.	TUHSD Board Meeting Agendas and Supplemental Materials TUHSD Board Governance Handbook
---	---

Drake Direct newsletters

Site Response:

Staff Updates

All TUHSD Board Meetings are communicated in the Drake Direct Newsletter. They are also included in all our staff updates.

Governing Board's Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Findings

Supporting Evidence

District Response:

Important work of the TUHSD Board of Trustees is the ability to track progress over time. Setting goals toward meeting the mission ensures the work of the district is focused. Progress towards strategic goals is reported and modifications are made to the district strategic plan annually at an open session meeting.

TUHSD Board Meeting Agendas

TUHSD Strategic Priorities

TUHSD Board Governance Handbook

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

Findings

Supporting Evidence

District Response:

The TUHSD Governance Handbook clearly outlines protocols about communication between the community and the TUHSD Board of Trustees. The board values open communication and timely resolution of issues. The TUHSD board president is responsible for clearly outlining proper procedures for communication during public open session meetings.

TUHSD Governance Handbook

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>District and site administration, teachers, parents, classified members and students keep the board regularly updated on academic progress, college and career readiness, attendance and discipline, culture and wellness, finance and facilities, hiring and professional development, progress towards strategic priorities. Administrators provide specialized presentations and update reports on the aforementioned topics in public open session board meetings approximately every two weeks. Supporting materials, including resources, budgets, presentations and proposals, are made available to the public and board in advance of the meetings. Student representatives from each school site keep the board informed on site-specific events at every school board meeting. Parents provide updates at parent outreach events and during public comments at board meetings. Board members conduct frequent tours of schools and classrooms. are present at school events (i.e. parent outreach nights, Open Houses, Back-to-School Nights) and are members of school and district committees (i.e. Wellness, Athletic Council, Golden Bell, Negotiations, JLAC etc.)</p>	<p>TUHSD Board Meeting Agendas and Supplemental Materials</p> <p>Outreach Events, Site Events and School Visits</p>

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Findings	Supporting Evidence
<p>District Response:</p> <p>The board wishes to be accessible, consistent and fair in dealings with complaints and concerns from members of the community. The Board represents the community and their role in hearing complaints and concerns is as a listener and to provide education that empowers a community member with potential next steps. Employee complaint procedures are clearly outlined in the contract between the Governing Board of TUHSD and the Tamalpais Federation of Teachers (TFT), and in the contract between the Governing Board and the California School Employees Association (CSEA). These processes are agreed upon/negotiated by both parties and seem to be effective in resolving issues that arise.</p>	<p>TUHSD Governance Handbook</p> <p>Agreement Between the Governing Board of the Tamalpais Union High School District and the Tamalpais Federation of Teachers- TFT</p> <p>Agreement Between the Governing Board of the Tamalpais Union High School District and the California School Employees Association</p>

A3. Leadership and Staff Criterion

Based on student achievement data, the district and school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The district and school's planning processes are broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: Comment on the effectiveness of the district and school planning processes to ensure that they are broad-based, collaborative and foster the commitment of the stakeholders, including the staff, students, parents, and business community.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>In an effort to develop commitment to the mission-based work of the district and related school sites, TUHSD has strategically focused on involvement of stakeholders in development, implementation, and inspection of strategic planning and execution processes. This is evidenced by the mission statement development process, the establishment of the teacher leader program and the investment in developing teacher capacity in approaching strategic work in a collaborative, broad-based manner. Furthermore, site and district officials regularly solicit feedback from internal and external stakeholders through various means in order to problem solve in a collaborative manner.</p>	<p>TUHSD Mission and Strategic Priorities</p> <p>Agreement Between the Governing Board of the Tamalpais Union High School District and the Tamalpais Federation of Teachers- TFT Term July 1, 2009- June 30, 2012 Appendix V (p. 115-118)</p> <p>TUHSD Mission Statement and Strategic Priorities</p>
<p>TUHSD administrators made the conscious decision to involve every educator in the process of creating a guaranteed and viable curriculum accessible to all students. Such a collaborative process required facilitators to move large groups of people to agreement on core outcomes and measurements. The Teacher Leaders were those facilitators. The Teacher Leaders continue to work in site and district based teams alongside administrators, to implement strategic priorities, most specifically those within the curriculum and instruction category.</p>	<p>Tamalpais Leadership Collaborative (TLC) Meeting Agendas and Feedback</p> <p>Foundation Meeting Agendas and Minutes</p> <p>Parent, Teacher, Student Association Meeting Agendas and Minutes</p>
<p>Beyond teacher leadership, TUHSD has established inter-district and site based committees that provide district engagement opportunities. These committees include parents, teachers, classified staff, administrators and students (i.e. calendar committee, parent and student advisory committees, course revision subcommittee, site councils etc.). Moreover, the Superintendent of Schools established advisory committees involving students, staff, and parents to</p>	<p>Site Council Meeting Agendas and Minutes</p>

review current progress, share new approaches, and receive feedback and solicit advice on other approaches to meet mission-based outcomes. School sites have leveraged existing stakeholder committee structures to maximize collaborative problem solving in meeting the mission-based outcomes of the school and district.

Site Response:

Drake High School needed to develop avenues for parents to become involved in the school and provide feedback on our work. This began two years ago with our monthly Drake Talks. This is an advisory type of open forum for parents to come on campus and participate in discussions with site administration. While selected topics focus these discussions, many times general information is learned on all fronts. Both the Drake Talks and the student advisory have helped with the planning process for this WASC report and Action Plan. We have also developed an improved Student Senate for our ASB program to be able to receive input and feedback. The administration has relied on this information and forum to receive input and provide a space to gather feedback from our students.

Drake Talks

Student Advisory

School Plan Correlated to Student Learning

Indicator: The district LCAP and the school's Single Plan for Student Achievement are directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?

Findings

Supporting Evidence

District Response:

School and district goals are directly related to the improvement of student progress and proficiency on

TUHSD Mission and Strategic Priorities (i.e.

academic, social, and emotional outcomes. The primary delivery system for TUHSD and related school sites to ensure students that are improving in established outcomes, that plans are crafted to address areas of improvement, and that implementation efforts in the areas of curriculum, instruction, and assessment is the Tamalpais Leadership Collaborative (TLC). The TLC is comprised of teacher and counselor leaders as well as site and district administrators.	Curriculum, Instruction, and Assessment) Local Control Accountability Plan (LCAP) Student Achievement Reports
The Teacher Leader Collaborative works with teachers and administrators at the site and district level to organize and direct the instructional program for a department so that it may more effectively achieve school and district goals. Furthermore, the job description addresses both district and site responsibilities. At the "District" level, the teacher leader "Facilitates the development of programs and monitors implementation of curriculum that meets the needs of all students." At the site level, the teacher leader, "works collaboratively to plan and facilitate professional development within department and school sites."	Professional Learning Communities Tamalpais Leadership Collaborative (TLC) Agreement Between the Governing Board of the Tamalpais Union High School District and the Tamalpais Federation of Teachers- TFT Term July 1, 2009- June 30, 2012 Appendix V (p. 115-118)
Each site team drafted site specific, tiered intervention plans during the 2013-2014. These plans outline processes for ensuring all students are provided the proper support in order to meet all learning outcomes and be college and career ready upon graduation. Teachers at each site had the opportunity to provide feedback on the site Rtl plan.	Tamalpais Leadership Collaborative (TLC) Meeting Agendas and Feedback Site Rtl Plans

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement and the district LCAP and LEA plan.

Prompt: Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement and the LCAP and LEA plan.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>TUHSD allocates resources based on the mission and strategic priorities. District and site based budgets are zero based and all expenditures must be justified according to impact on student learning. The Office of Educational Services provides a comprehensive plan to the Board of Trustees each spring that outlines the plan for addressing the strategic priorities within Curriculum and Assessment, Instructional Programs and Practices, and Leadership Development. Within this plan is the forecasted budget required to provide appropriate supports and services to achieve the desired learner outcomes. The District formalized these plans in the Local Control Accountability Plan (LCAP) in the spring of 2014.</p>	<p>TUHSD Strategic Priorities</p> <p>Local Control Accountability Plan (LCAP)</p> <p>TUHSD Budget Pages</p> <p>TUHSD Board Meeting Agendas and Supplemental Materials</p> <p>Consolidated Application</p>

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

Employment Policies and Practices

Indicator: The district and school have clear employment policies and practices related to qualification requirements of staff.

Prompt: Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

Findings

Supporting Evidence

District Response:

As evidenced by supporting documentation, TUHSD has clear and consistent employment policies and practices. In order to assure clarity and consistency of practice in hiring the highest quality staff for the schools of the district, the Hiring Guide has been developed and utilized to serve as a resource for any person involved in the recruitment and selection of employees. This guide codifies effective practices from the past, clarifies required practices and adds new elements as policy, law or research indicates. The guide follows a step-by-step format that includes definitions of terms within the text as well as the chronological process to be used in hiring for certificated, certificated management, classified, classified management, and miscellaneous positions including teacher leaders, coaches, student teachers and volunteers. TUHSD agreements clearly outline working conditions, negotiations, procedures, union rights, retirement, evaluations processes, salaries and benefits, discipline and grievance procedures.

Collective Bargaining Agreement between the Governing Board of the Tamalpais Union High School District and the Tamalpais Federation of Teachers
Collective Bargaining Agreement between the Governing Board of the Tamalpais Union High School District and The California School Employees Association, Chapter #549,
Agreement Between The Governing Board of the Tamalpais Union High School District and the Tamalpais Federation of Adult Educators
Board Policies 4000's and associated Administrative Regulations and Exhibits
Tamalpais Union High School District Hiring Guide

Qualifications of Staff

Indicator: The district and the school have procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on staff background, training, and preparation are qualified for their responsibilities.

Findings

Supporting Evidence

District Response:

The Tamalpais Union High School District Hiring Guide outlines specific procedures to ensure staff are qualified based on background, training, preparations for the roles and responsibilities of the job. In order to assure clarity and consistency of practice in hiring the highest quality

Tamalpais Union High School District Hiring Guide

staff for the schools of the district, the hiring guide has been developed and utilized to serve as a resource for any person involved in the recruitment and selection of employees. This guide codifies effective practices from the past, clarifies required practices and adds new elements as policy, law or research indicates. In regards to ensuring new staff members are qualified, the human resources department follows, with fidelity, the following steps of the Hiring Guide for all employee groups:

Certificated Hiring	Classified Hiring	Administrative Hiring
Step I: Open or Vacant Positions Step II: Determining Qualifications Step III: Recruiting Process Step IV: Posting Openings Step V: Application Review Step VI: Interviewing Candidates Step VII: Determining Qualified Candidates Step VIII: Checking Background and References Step IX: Offers of Employment Step X: Finalizing Selection	Step I: Open or Vacant Positions Step II: Determining Qualifications and Classifications Step III: Posting and Recruiting Step IV: Application Review Step V: Interviewing Candidates Step VI: Determining Qualified Candidates Step VII: Checking Background and References Step VIII: Offers of Employment Step IX: Finalizing Selection	Step I: Administrative Vacancies Step II: Determining Qualifications and Process Step III: Recruiting Process Step IV: Posting Openings Step V: Application Review Step VI: Developing a Profile Step VII: Interviewing Candidates Step VIII: Determining Qualified Candidates Step IX: Checking Background and References Step X: Offers of Employment Step XI: Finalizing Selection

The procedure has been utilized effectively for the past three years and 59 (out of 279 total) teachers and counselors have been hired using this process. Moreover, all administrators receive professional development services in the area of structured interviewing. TUHSD believes the key to ensuring high levels of learning for students is to recruit, hire, retain and develop the best possible teachers for our students. One hundred percent of TUHSD teachers are highly qualified, 5% are Nationally Board Certified, 95% are CLAD certified and 46% have advanced degrees. All first and second year teachers new to our district receive intensive coaching, mentoring and support in unit design, collaboration and instructional approaches. Classified employees are an integral part of school communities. TUHSD currently employs and strongly values its 124 highly qualified and capable classified staff. TUHSD classified

school employees provide valuable services to the schools and students they serve on a daily basis in the areas of academic and behavioral support, finance and facilities, school safety, technology support, food services and additional clerical and administrative duties. Finally, TUHSD employs only highly qualified administrative staff who are student centered, collaborative and mission driven.

Maximum Use of Staff Expertise

Indicator: The district and the school have processes to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>TUHSD values diversity, effort and excellence in all staff members and they are assigned to their roles based on experience, expertise and qualifications. TUHSD supports teachers in a variety of ways through targeted professional development, new teacher induction program, BTSA, and mentor programs. The purpose of the new teacher induction program at TUHSD is to build a collaborative culture that is student centered and growth minded. To that end, TUHSD designed and implemented a robust induction program that is centered on student learning for all first and second year teachers in the district. Teachers who are new to the profession also participate in Beginning Teacher Support and Assessment (BTSA) program through the Marin County Office of Education. Furthermore, the District conducts a three day new teacher orientation at the beginning of each year. During these three days, staff are provided an introduction and orientation to the school and district facilities, are provided secure access to our network, and given instruction on the use of our student information</p>	<p>TUHSD Hiring Guide</p> <p>BTSA</p> <p>New Teacher Induction Program</p> <p>New Teacher Orientation</p> <p>Classified Trainings</p> <p>Professional Development</p>

system (eSchoolPLUS), as well as other systems such as Follet for textbook tracking. TUHSD invests in classified staff by providing targeted professional development and training in areas related to their job specifications.

Defining and Understanding Practices/Relationships

Indicator: The district and the school have clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>Written documentation that outlines responsibilities, operational practices, decision-making processes, and organizational structures are clearly understood by administration and faculty. This level of comprehension is established through collaborative development of policies, routine reviews of board policy, negotiations, employment contracts, orientation processes, parent-student handbooks, training sessions, organizational charts, job descriptions and via direct, frequent and open conversations.</p>	<p>TUHSD Board Policies</p> <p>Job Descriptions</p> <p>Organizational Charts</p> <p>Negotiations Meetings</p> <p>New Teacher Orientation</p> <p>Parent-Student Handbooks</p> <p>Contracts</p>

Internal Communication and Planning

Indicator: The district and the school have effective existing structures for internal communication, planning, and resolving differences.

Prompt: How effective are the existing structures for internal communication, planning, and resolving differences?

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>Historically, TUHSD has received mixed feedback on internal communication and resolving differences between various stakeholder groups. The means for measuring internal communication and planning is best found in the efforts taken by management, labor, and external stakeholder groups to reconcile differences and identify more effective means for structuring internal conversations. Contract topics are negotiated annually with teams of representatives and updates are made accordingly. Department, site and district level meetings are held regularly to discuss topics pertaining to operations, leadership, site and district goals, student and staff safety, rules, regulations and policies etc. Teachers receive regularly scheduled time weekly to collaborate and conduct department business. Teacher Leaders, teachers and administrators have received trainings on how to hold productive conversations to resolve conflict, how to focus conversations using structured protocols and how to establish and maintain community agreements during meetings.</p>	<p>WASC Report 1987-1988; Section III- Steering Committee Summary Tamalpais Union High School District memo to Certificated staff members, From: Walter Buster and Norm Rogers, Subject: Negotiations 1988, July 27, 1988</p> <p>WASC Action Plan- Visiting Committee 2000</p> <p>WASC Major Recommendations WASC Report 1993-1994</p> <p>Professional Development (Crucial Conversations, National School Reform Faculty, 5 Dysfunctions of a Team)</p>
<p><i>Site Response:</i></p> <p>Site communication has improved over the last three years, as indicated by feedback given by both parents and staff alike. The students have expressed that internal communication needs to be improved regarding school-wide information. The internal communication issues exist between teachers and between the teachers and the student body, according to the students.</p>	<p>Department, Site and District Level Meeting Agendas</p>
<p>There is a current analysis into the systems at Drake to address the internal structures for resolving differences. The Drake staff culture is as complex as most high school cultures and there needs to be devoted time and processes to provide internal staff discussions around this topic. The Teacher Leaders and TFT Site</p>	<p>Teacher Leaders TFT Site Reps</p>

Leadership are working to develop a school leadership advisory committee to provide new voice and ideas in a multi-decade long issue of staff dissention.

Staff Actions/Accountability to Support Learning

Indicator: The district and the school evaluate the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>The site staff meet regularly in Professional Learning Communities (PLCs) to engage in teaching and learning processes. PLCs meet for a variety of reasons based on student and teacher needs including but not limited to: sharing student data and/or work, reflection on student learning, curriculum design and lesson planning, assessment design and implementation strategies, sharing best instructional practices and curricular resources, and collaborating on support for students. The PLCs also identify students who may need more support, potentially at the Tier 2 and Tier 3 level. Those students are referred to the administration and/or student support teams for further intervention. Each site has developed a site-based intervention plan based on the Response to Intervention model, which outlines steps of intervention.</p> <p>Each site's Teacher Leader body meets regularly to discuss implementation of PLC processes and other site-based and strategic priorities. Specifically, Teacher Leaders are responsible to support their department</p>	<p>PLCs</p> <p>Site Intervention Plans</p> <p>Site Teacher Leader Meetings</p> <p>Student/Parent notification of "in danger of failing" status</p> <p>6 Week Progress Reports</p> <p>D, F, I Lists</p> <p>Student Success Tracker</p>

members in effective engagement through student data collection and review in PLCs. The Teacher Leaders meet to discuss where their department members are in the process and what, if any, support may be needed.

Teachers are required to provide progress reports for students and parents every six weeks, and they issue semester grades at the end of fall and spring semesters. Teachers contact the parent/guardian of each student who receives a grade of D, F or I (incomplete) at the end of each grading period to inform them of progress (or lack thereof). Students and parents/guardians must be notified if a student is deemed in danger of failing a course.

The district is currently working on implementing a module of our student information system (eSchoolPLUS) that will help staff track intervention plans for individual students. This module should be ready for widespread use in the fall of 2015.

Site Response:

The Drake High Teacher Leaders develop school-wide goals each year and work in all staff meetings and department collaboration to meet these goals. Our main goal is dedicated to improving learning all students through the use of our Professional Learning Communities. These goals are then shared with Drake Leadership Council (Site Council) who work to build a shared understanding with all stakeholders and focuses on aligning school policies to these goals of improving student learning.

Drake Teacher Leaders

Drake Leadership Council

Evaluation of Existing Processes

Indicator: The district and the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>Accountability of processes to determine the degree to which actions of the leadership and staff focus on successful student learning occurs through Leadership meeting feedback, Site Councils, LCAP review, and Teacher Leader feedback. Each year, site administration and Teacher Leaders undergo evaluations which include feedback from staff via survey. Imbedded in the surveys are questions regarding leadership models, effectiveness and impact on student learning. These surveys are formative in nature and meant solely for the recipient of the feedback to improve and enhance their practice in service of students.</p>	<p>Leadership Meeting</p> <p>Critical Friends Feedback</p> <p>Site Council</p> <p>LCAP Review</p> <p>Administrator 360 Survey</p> <p>Teacher Leader Survey</p>

Site Response:

The Drake Leadership Team (Administration and Teacher Leaders) review our impact on student learning often and work to respond to input and data that do not indicate improvements in student learning. This feedback is usually from teacher input in department/staff meetings, PLC feedback or school wide data, such as our D,F,I lists.

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

Indicator: The district and the school effectively support professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Prompt: How effective is the support of professional development/learning? Provide evidence and examples.

Findings

Supporting Evidence

District Response:

The District allocates professional development resources based on the mission and strategic priorities. The professional development offerings from the district align directly to the work of effectively implementing standards based instruction and learning. Over the past five years the district has utilized internal and external resources in order to provide meaningful, ongoing professional development to staff. TUHSD currently provides five structured release days each year for professional development in addition to a wide range of supplemental offerings, all aligned to our strategic priorities and mission.

The review and revision process of core competencies that all students are expected to know and be able to do (i.e. guaranteed and viable curriculum/GVC) that has occurred over the past several years speaks to the effectiveness of the professional development provided to the staff. As the staff underwent the process of creating program goals and proficiency scales and then engaging in the PLC process to determine effectiveness, areas of need for professional development emerged. In response, the Office of Educational Services sought out researched based professional development that aligned with the work of the district and needs of the staff. As an organization we believe that professional development must be timely, serve the direct needs of the staff, be sustained and evaluated. To that end TUHSD solicited feedback from the staff on what professional development they would like to participate in and we balanced that with our own observations of need. After each professional development offering, the district solicited feedback from the participants in order to inform future professional development offerings and design.

Professional Learning Communities in Action Conference

Marzano Research Laboratories workshops on aligning assessments to program goals and proficiency scales and writing valid and reliable assessments

Mike Mattos workshop on developing effective Response to Intervention Plans

Tom Schimmer workshop on Standards Based Instruction and Standards Based Grading

Think Forward Institute for Problem and Project Based Learning

New Tech Network conference and coaching on Problem and Project Based Learning

Dan Meyer workshop on effective mathematics instruction

Solution Tree workshop on implementing Common Core State Standards for mathematics

Macheo Payne workshop on Culturally Responsive Discipline

Staff-led Workshops

The District also utilizes the expertise of the staff to deliver professional development support. Each year ITTC TUHSD offers a week of professional development prior to the start of school. Teachers are included both as facilitators and participants. Topics have included: Common Core alignment and implementation, problem and project-based learning approaches, 21st century learning, standards based grading, culturally responsive pedagogy, technology integration, literacy strategies and assessment development.

The District also has an internal, sustained professional development program for staff. The Instructional Technology Teacher Collaborative (ITTC) is a two year program that provides ongoing professional development in problem and project based learning and instructional technology integration. The program relies on researched based strategies for adult learners.

Site Response:

The district professional development plans outlined above have been available to all Drake staff members and participation has varied. In addition, we have provided professional development opportunities around our partnership with the New Tech Network, AVID strategies, use of instructional technology, standards based grading and differentiated instruction. There are many other professional development opportunities covered in the curriculum section of this chapter.

Supervision and Evaluation

Indicator: The district and the school implement effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: How effective are the school's supervision and evaluation procedures?

Findings

Supporting Evidence

District Response:

The District has clear guidelines for effective teaching practices outlined in The Tamalpais Teacher. This Collective Bargaining Agreement between the

document was created in collaboration with the teacher's union and is largely based on the California Standards for Teaching. This document is used to formally evaluate teachers as well as to provide formative feedback to teachers. The intent of the evaluation process is the continuous improvement of staff members so they can best meet student learning requirements. Teachers are evaluated annually for the first two years of service in the district. If a teacher acquires permanent status after two years, s/he is evaluated every other year. The evaluation process includes meetings, formal and informal observations, student input and reporting documents provided to the evaluatee and personnel services. A teacher may receive satisfactory, satisfactory with needs improvement, or unsatisfactory status in each of the categories, and overall. If a teacher receives an unsatisfactory on their summative evaluation they are provided the Peer Assisted Review (PAR) process. This process provides a mentor teacher to work with the evaluatee on areas of growth that the evaluatee and district mutually agree upon.

Governing Board of the Tamalpais Union High School District and the Tamalpais Federation of Teachers (*i.e. The Tamalpais Teacher, Evaluation Process, PAR process*)

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of a professional development, coaching, and mentoring on student performance.

Prompt: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

Findings

Supporting Evidence

District Response:

The main procedure for determining the impact of PLC Processes professional development, coaching and mentoring on student learning is examining local data through professional learning community (PLC) processes. Via this mechanism, teachers use student assessment data paired with qualitative observations to determine progress and proficiency towards identified learning goals. While

PLC Processes
Professional
Development
Input/Feedback

TUHSD examines state and national student performance and college readiness data, we believe student progress and proficiency towards clearly identified goals is the most powerful determinant of effective instructional practices and subsequent student performance. As an additional means of gathering input, the District and sites gather input from professional development participants in the form of staff feedback forms after site and district professional development days. This survey data is formative and used to determine relevancy and impact of the professional development and to plan future offerings.

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the district and the school's vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The district and school leadership and staff are involved in the resource allocation decisions.

Prompt: To what extent are resources allocated to meet the district and the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>TUHSD educates 4,100 students with an annual budget of approximately \$63,000,000. This equates to approximately \$16,000 per student of which \$12,000 to \$14,000 goes directly to the school sites for staff and other instructional needs. Seventy-seven percent of the District's revenue is received from local property tax, 3%</p>	<p>Zero-Based Budgets</p> <p>Budget Approval Process (Leadership Meeting Agendas)</p>

from state, and 15% from local parcel tax. All fiscal resources are budgeted and spent in support of the mission and strategic priorities of TUHSD, and budgets are reviewed annually with interim reports and updates made to the Board of Trustees in public meetings. Recruiting, hiring and retaining highly qualified teachers and maintaining/enhancing quality learning environments is a top priority for TUHSD and resources are allocated accordingly.

TUHSD uses a zero-based budgeting system, whereby site administrators build site budgets based on prioritized student and staff needs as they align to district and site goals in the areas of curriculum, instruction, personnel, facilities and staff development etc. Site principals ultimately oversee the spending of their site budgets. Teacher Leaders also create department budgets and work with department members and site principals to allocate resources in ways that best support student learning. Site foundations and parent provided funds provide approximately \$1,000,000 per year (at Redwood--less at the other sites) to the sites to enhance learning experiences for students in innovative and creative ways. Teachers have voice in how this money is allocated by submitting grant proposals approved by foundation boards that include information about how this funding request enhances learning and the anticipated impact of this spending. TUHSD receives funding from state and federal sources (e.g. Perkins, Title I-III) and staff input is critical in the spending of these resources, given the parameters of the funding source and vision of the school. The comprehensive schools budget, spend and allocate funding spent by and for students through Associated Student Body (ASB) funds. TUHSD Title I funds are directed to schools that have the highest percentage of students identified from low-income families to help ensure that all students meet the academic requirements of TUHSD. TUHSD uses Title III funding to give supplemental support for English Language Learners. Title II funds are used for staff development and teacher improvement.

Budget Approval (Board Meetings, Agendas)

Foundation Grants Process

Consolidated Application

Perkins Funds

ASB Budgets/Accounts

Site Response:

The district response applies to site budgets. Our ASB/Leadership team manages our ASB accounts and they work to maintain that the money raised by students is spent on students in that fiscal year. ASB oversees the funds of all student activities, including clubs and athletic team accounts.

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Prompt: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Findings

Supporting Evidence

District Response:

The Tamalpais Union High School District maintains a seven-person business office in the areas of accounts, payroll, budgets and administrative support services. Each of the three comprehensive school sites have a budget secretary, whose main responsibilities are to provide support for both the site's General Fund budget and Associated Student Body budget. The smaller two sites each have a secretary that is responsible for the site's General Fund budget.

Annual Budgets
Leadership Meeting
Agendas
TUHSD Board of
Trustees Agendas and
Supplemental Materials

Annual Audits

Budget Development

The TUHSD budget process flows smoothly. In December, enrollment projections are completed with estimates for the budget year broken down by site. Class enrollment is determined by student selection of courses. This process is completed in March, thus, allowing sites time to prepare staffing projections by April at which time the Board approves our Staffing Guidelines. The District Office provides per student allocations to our sites for their

budget development. Additionally, sites are responsible for “zero-based” budgeting five areas:

- a. Professional Development
- b. Instructional Improvement
- c. Instructional Materials
- d. Peer Tutoring
- e. Link Crew

The sites are not responsible for staffing costs. Controllable costs as determined based upon Line 3 are the responsibility of the sites and there is every expectation that there will be no budgets overspent. The District’s financial system does not allow a purchase requisition to be created unless there is sufficient funding. The sites have been given the ability to make budget transfers within their given set of accounts. The budgeting process meets the needs of the District.

Annual Audit

All sites are visited twice a year by external auditors. One visit is prior to year-end for interim work which includes internal control testing. This takes place anytime between February and May. In October there is an additional visit in which year-end transactions are audited. The Accounting Coordinator works closely with the Budget Secretaries to ensure that funds are deposited timely with sufficient back up documentation. Bank reconciliations are reviewed at the District Office. An internal review is generally conducted at some time during the year.

Facilities

Indicator: The district and the school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: Specifically, to what extent do the facilities support the district and the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

Findings	Supporting Evidence
----------	---------------------

District Response:

Tamalpais Union High School District is dedicated to ensuring district and school facilities are conducive to meeting the mission of TUHSD and maintains clean, safe, well-equipped learning environments for students and staff. TUHSD has undergone major renovations as part of a modernization program that began with the passing of Bond Measure A in March 2001 and a second bond Measure A in June 2006 (see Chapter 1 for specifics). This past summer the district informational technology team completed a comprehensive overhaul of the district wired and wireless network and upgraded much of the hardware and software within the district. The District recognizes that these physical improvements are vital to creating safe, comfortable, and nurturing environments for staff, students, and our school community. The dedication to our facilities strongly reflects the mission of our District and our commitment to excellence.

Highly Qualified Staff
Student-Parent Handbooks
Board Policies
Modernization
Safety Plans
Campus Maps

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
----------	---------------------

District Response:

Tamalpais Union High School district complies fully with the Williams Act that requires all students to have equal access to instructional materials, facilities and teachers. Resources for instructional materials are allocated at the

Williams Act
Student Enrollment Data

<p>district and site level to ensure teachers and staff have access to appropriate instructional materials such as textbooks, supplemental texts, manipulatives and other. Each year, district teacher leaders and site administration are provided a student growth projection, which is used to order materials for the coming year. Any purchase that is greater than \$7500 is approved by the Board of Trustees. If a department wishes to adopt new instructional materials, they update the Course of Study for the corresponding course to ensure it still meets state and district standards for equity and excellence. Once the Course of Study has been revised, district departments research and choose a few texts to pilot. The texts are usually piloted for a semester while data are gathered on accessibility, accuracy, and interest level. The district department teachers choose from among the piloted texts and submit a proposal for new text adoption to the Board of Trustees for approval.</p>	<p>New Text Approval Process</p> <p>Instructional Materials Request process</p> <p>Course Revision Process</p>
---	--

Enterprise Network (wired and wireless network across entire district)

Student to Device Ratios

Technology Inventory, Labs and Carts

The district maintains a high functioning enterprise level network. Every district site has wired and wireless internet coverage. The district upgraded the network over the past two years. The network accommodates those who wish to Bring Your Own Device (BYOD). Our IT department has established guidelines and instructions for those who wish to join our network with their own device.

IT Department

Online Software Request Form

Every teacher has a desktop or laptop computer provided for their use, and each classroom is equipped with at least one student computer and LCD projector. Each school site also has a combination of laptop carts and/or fixed computer labs for student use. Additionally, three sites have several iPad carts and one site has approximately 250 students enrolled in a 1:1 (device to student) learning environment. The district's student to device ratio is currently 3:1.

The district maintains an Information Technology Department of 7.5 employees. The IT Director manages our network and systems and oversees three network

specialists, 3.5 systems support persons and a purchasing secretary. The Director of IT maintains the IT budget, ensures quality control, maintains relationships with our third party vendors, and manages the direct IT staff. The IT Director also researches best practices and advises the Board of Trustees and leadership team on best practices.

The District does not currently provide any courses solely online. Many teachers use robust learning management systems and therefore provide resources to their students using a digital platform; however, this practice is not uniform across the district. Teachers may request software or apps by completing an online request form in which they must tie the software to learning outcomes.

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>The District has a board-approved process that is used to hire all faculty and staff. This is a transparent and inclusive process that allows TUHSD to use clear criteria against which to measure candidates. The District uses Edjoin and our website to advertise our employment opportunities, as well as district staff attending certain educational job fairs.</p>	<p>Hiring Guide</p>
	<p>Edjoin</p> <p>New Teacher Induction Program</p>
<p>Once hired, teachers new to the district partake in a two year induction program, regardless of their teaching experience. The program is led by the Senior Director of Staff Development, who works collaboratively with three mentors, one for each comprehensive site, and two instructional facilitators. The mentors and instructional facilitators are experienced teachers in the district who are</p>	<p>Understanding by Design</p> <p>Beginning Teacher Support and Assessment</p>

each paid a stipend to design and implement ongoing professional development for teachers who are in their first two years working in the district. Each mentor is also provided a .2 release in order to have sufficient time to observe and meet with the first and second year teachers. The focus of the new teacher induction program is high quality instructional strategies and curriculum development. The District utilizes Understanding by Design as a framework for grounding effective instruction that has a potential high impact on learning.

Teachers who are new to the profession are also supported through the county's Beginning Teacher Support and Assessment induction program (BTSA). Experienced teachers in our district act as specialized mentors to BTSA participants and they are paid a stipend by the district for this work.

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan to ensure the continual availability and coordination of appropriate resources and supports for students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
<p><i>District Response</i></p> <p>The District employs five-year student enrollment projections along with property tax projections in order to determine potential budget shortfalls. By projecting both our enrollment and tax base, the district can ensure appropriate resources are available to ensure all students have the opportunity to achieve at high levels. The District values teaching and learning above all else and budgets its resource to manifest the highest impact on those areas.</p>	<p>Budget Forecasting</p> <p>5 year Student Enrollment Projections</p>

Site Response:

The Single Plan for Student Achievement is the school's five-year plan. Each June, the Leadership Team uses this plan to develop their yearlong plan for professional development and other items to meet the goals and action steps outlined in this plan.

Single Plan for Student Achievement.

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Organization: Areas of Strength

District Response:

The greatest strength of the district is the actualization of the mission and strategic priorities. All decisions are derived from the mission and strategic priorities from facilities to professional development budgeting. All decisions must demonstrate a direct link to student learning. Values-based decision making ensures that all resources are directed at improving student learning. TUHSD has strong systems in place for hiring and retaining highly qualified teachers, for ensuring proper oversight of budgeting and spending, and for supporting the continuous growth of teachers. Furthermore, the governing board has clear, transparent processes that are outlined in the governance handbook, which includes protocols for decision-making and norms that guide how they operate.

Site Response:

The district strength is also Sir Francis Drake High School's greatest strength. The TUHSD mission and strategic priorities work as a signpost for school wide decision making and planning. Additionally, Drake's own Purpose Statement and College/Career Outcomes, and our Learning Principles are strong documents for us to guide professional development, measure student learning, and make sound decisions and plans. Having these joint documents is advantageous for the Leadership Team at Drake in all areas.

Another area of strength for Drake High has been the continued avenues provided to parents and community stakeholders to become involved in the school community. Given the strong role the high school plays in the Ross Valley community, it is exciting to see the increase in parent involvement in the school in both school culture, improved

learning opportunities for students and in volunteer capacities. This is a strength we need to keep encouraging.

Organization: Areas of Growth

District Response:

The District has some legacy policies that are not aligned with the current mission, vision and strategic priorities. While some policies have been updated, this remains an area of growth for the district. As the strategic priorities are the means through which the mission is operationalized, engaging stakeholders in the process of reviewing and revising them is essential. While the District has taken steps to reach out to stakeholders, the efforts have not always proven fruitful. The District must take further measures to engage stakeholders in the annual processes of evaluating the extent to which strategic priorities have been met or not and revising accordingly or setting new priorities. The Mission Statement was drafted almost six years ago in 2009. It is likely time that the District consider revisiting the mission to ensure it still represents what we want for our students and community.

Site Response:

There are several areas of growth that arose from this section of the self-study report. While the school staff is excited about our learning principles, we have not yet actualized them in our learning environment. The current round of PLC work (January – June 2015) will be the first integration of these 21st century college/career outcomes into our classes across the school. We need to create more opportunities to review their implementation, select examples of best practice, and provide on-going staff development so that students can demonstrate proficiency and growth in each principle. This work is a major part of our Single Plan for Student Achievement and provides us with the focus we need to address these crucial elements of our school's curriculum and instruction.

Another important area of growth this section illuminated is our need to improve student communication. This was apparent in all the student advisory meetings held in the past two years and in our WASC student feedback. We need to address how students receive school-wide information and how they communicate with individual teachers about their grades and class performance.

Finally, this section and the final part of Chapter Four will highlight our need for developing internal resources for handling staff dissention. Since this is not a new problem at Drake, it is essential we consider how we can develop systems that will lead to improved relations, communication, and clarity of decision-making to provide a more positive future for our staff relations.

Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school and the district.

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school-wide learning outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The district and the school provide examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>TUHSD has spent the past five years developing a guaranteed and viable curriculum that is accessible to all students in courses required for graduation. Different departments are in different places with this work, but the end goal is common Courses of Study that outline access to national and state standards. This work uses research from Marzano Research Laboratories, Rick and Rebecca DuFour, John Hattie, Michael Mattos and many others. In addition, department teams in English and mathematics have aligned their Courses of Study to the Common Core State Standards and the Smarter Balanced Assessments. These standards will be implemented in forty-six states across the country and will help to internationally benchmark student achievement for TUHSD. TUHSD is aligning curriculum frameworks and instructional materials with the expectations of the State of California through a subset of the Tamalpais Leadership Collaborative called the Course Revision Subcommittee. This team has developed a process for creation and revision of Courses of Study and is updating our curriculum cycle. District Science teachers are about to begin the alignment of their learning outcomes to the Next Generation Science Standards. Teachers stay current by becoming</p>	<p>Guaranteed and Viable Curriculum (GVC)</p> <p>Courses of Study Course Revision Subcommittee - Process and Product</p> <p>Professional Development aligned to Common Core and Development of a GVC</p>

consumers of educational literature and research, through professional development at the district and site level, through Teacher Leadership and through the development and revision of courses of study.

State Standards and Next Generation State Standards

Site Response:

The degree to which teachers access and make use of current educational research as it relates to curriculum development and implementation varies at the site. Some teachers regularly read educational research and attend professional development conferences. Their learning is sometimes shared with the entire staff, with the professional learning community, or with the discipline-specific department. Evidence of research-based strategies being used across the school site can be seen in the development and implementation of the GVC for most courses. Evidence of research-based strategies being used in some classrooms can be seen in the explicit instruction of 21st century skills, flipped instructional strategies and standards-based assessments and use of the project-based learning approach. A group of twelve teachers have partnered with the New Tech Network to improve their ability to develop and implement instructional strategies related to 21st learning skills and project-based learning. In addition, some teachers use resources from the Buck Institute of Education to accomplish these goals. Most teachers design units of study based on the principles of Understanding by Design (UbD).

PLC Learning Logs

UbD unit plans

As stated in the district response, teachers at Drake High are implementing the program goals into their class curriculum. As stated in the district response, the Program Goals were developed with the existing state standards. In English Language Arts and math, these goals are aligned to the Common Core Standards. As national standards for social studies and science are developed, the TUHSD program goals will be aligned to these national outcomes. The teachers share this work in the PLC Learning Logs in their curriculum work. Furthermore, Drake High School has developed our own set of 21st century skill outcomes, our Learning Principles, and

Site EdCamps on Staff Development Days

Staff Development Opportunities

aligned proficiency scales to further integrate a set of skills across the disciplines.

All new teachers to TUHSD are trained in UbD curriculum design and implement it as part of the two-year induction program, both at the site and at the district. Part of the site mentor's duties involve bringing research based practice and thinking into the mentoring relationship with new teachers.

Teachers and administrators at Drake have participated in several staff development opportunities in current educational research and thinking over the past three years. Those include, but are not limited to the following:

- New Tech Conference in New Orleans sharing best practices
- PLC Solution Tree in Albuquerque
- PLC Summit in Phoenix
- New Tech Leadership Residency in Fort Wayne
- New Tech Leadership Summit in Oakland
- PBL World in Napa
- Manor Think Forward in Texas
- PLC in San Diego
- Standards & Assessment Summit in Boulder, CO
- UbD Workshops in New Jersey
- Ahead of the Curve in Atlanta
- Ahead of the Curve in Illinois
- Authorspeak in Indianapolis
- ISTE in San Diego
- Associated Study Body / Leadership in San Diego
- PBL World in Napa
- Pyramid Response to Intervention in San Ramon
- RTI in San Diego with Mike Mattos
- Sound Grading in Portland
- Transforming School Culture
- Standards Based Grading with Marzano Research Lab
- Standards Based Grading with Tom Schimmer
- Asilomar Common Core Math conference

-
- iTeach conference for technology based learning
 - Ed Leader 21 on 21st Century Learning Skills
 - English Literature conference
 - AP training: English Composition, Biology, Spanish Culture and Language, Computer Science, Chemistry, AP United States History
 - Math Common Core Trainings - Dan Meyer

Academic and College- and Career-Readiness Standards for Each Area

Indicator: The district and therefore the school have defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.

Findings	Supporting Evidence
<i>District Response</i> Tamalpais Union High School District offers a wide-ranging, relevant and thorough academic program that reaches out to a broad spectrum of students, supporting a variety of pathways to higher learning. Courses taught within TUHSD meet and exceed state standards and a guaranteed and viable curriculum has been developed and course required for graduation, identify clear learning outcomes aligned to national and state standards. The curriculum within TUHSD is college preparatory and UC approved. All AP Classes adhere to the standards set by the College Board and have approved audits. District-wide courses of study are linked to the state standards and the process by which new courses are designed and approved is rigorous and founded on the guiding principles described in the state standards for the different subject areas. To meet graduation requirements for TUHSD, students must successfully complete 220 credits in specific subject areas, exceeding the 200 credits required by the State of California. TUHSD graduation requirements exceed UC/CSU “a-g” requirements in social science and electives. The graduation requirements of TUHSD meet UC/CSU “a-g” requirements for college admission in English and visual and performing arts. There are three	Graduation Requirements Course Guides “a-g” Lists

areas in which the TUHSD graduation requirements differ from the UC/CSU “a-g” subject requirements for college admission. TUHSD does not require students to take a world language to meet graduation requirements, whereas “a-g” requires two years of a language other than English. For math, TUHSD does not require advanced algebra to graduate, yet advanced algebra is one of the three years of college preparatory mathematics required by UC/CSU. Finally, only one year of “a-g” laboratory science credit is given for completion of the total of two years of Integrated Science TUHSD requires for graduation. Therefore, students must complete at least one additional year of lab science to be UC/CSU eligible.

Site Response:

The teachers at Drake High School are working to develop curricular goals into the class outcomes for the students that are aligned to state and national standards. Drake High School is currently developing the Program Goals into each course. This work will align these courses across the district and with our UC/CSU “a-g” course descriptions. There are a few courses offered at Drake where “a-g” approval would better serve our students. These include:

- Principles of Technology
- Computer Design/Web-Design and Computer Graphics
- Music Technology

Drake High has also developed a set of college and career learning outcomes that, as implemented, will further develop the skills necessary to develop student capacity to meet the demands of our 21st century world. These Learning Principles will provide students the skills needed to reach higher levels of success in their college-level course work.

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>The TUHSD Mission Statement outlines that upon graduation, all students will be prepared to:</p> <ul style="list-style-type: none">• Master Core Competencies• Be Engaged Citizens• Access and Critically Analyze Information• Pose Substantive Questions• Communicate Effectively <p>TUHSD has made significant progress in aligning academic standards in content specific areas across our system over the past five years with the development and implementation of a Guaranteed and Viable Curriculum. However, this GVC is not yet complete and is not yet being systematically implemented in all classrooms for a variety of reasons. The key skills of communication, analysis etc. outlined in the TUHSD mission statement are being taught and learned in pockets across TUHSD, but they are not being implemented in a systematic way. In terms of college and career readiness, 73% of TUHSD students are eligible to attend UC/CSU upon graduation while TUHSD graduates 97% of its students. TUHSD graduation outcomes are not inclusive of the expectations the UC and CSU colleges have for their students. There is room for growth in these areas.</p>	<p>TUHSD Mission Statement</p> <p>GVC</p> <p>Graduation Requirements</p> <p>UC/CSU A-G List</p>
<p><i>Site Response:</i></p> <p>Most staff teach concepts and skills that align with the academic and college and career readiness standards that have been developed district wide based on state and national standards and also the district and school-</p>	<p>TUHSD Program Goals</p> <p>TUHSD Mission Statement</p>

wide learning outcomes. During the last five years, all teachers worked with their district-wide, discipline specific group to develop common Program Goals. These Program Goals were developed with the existing state standards and school wide learning outcomes in mind. Common Program Goals have not yet been developed for all courses offered at the site. Most staff have implemented the Program Goals where appropriate. However, some staff have not, citing concerns about the content, source and/or intent of the goals.

DHS Purpose Statement

DHS Learning Principles

Department teams are either finished or in the process of updating their Courses of Study to align with Program Goals and the district's Mission Statement. Each Course of Study includes, or will include, a curricular overview and aligned assessments with learning outcome. Additionally, most completed Courses of Study include a career component.

TUHSD Course of Study

Many individual teachers use essential questions to guide their lessons, assignments and activities. This work directly aligns to the Understanding by Design (UbD) curriculum development process. These are used to elicit critical thinking of students and are tied to the learning outcomes.

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

Findings

Supporting Evidence

Site Response:

Clear connections between either standards-based

curriculum and the schoolwide learner outcomes are seen in most of the student work samples. Teachers are using their PLC work to evaluate student performance against standards and our Learning Principles. More could be done to assess alignment of the curriculum with standards/program goals and our Learning Principles.

PLC Learning Logs

PLC Reflections

Teacher reflections on their PLC work indicate that almost all PLC teams are focused on a particular Program Goal with pre and post assessment data that can help determine the level of proficiency in the curriculum. The PLC work also indicated that teachers were assessing and developing instructional plans for all students in their classrooms. The use of the four-square template in the PLC Learning Logs helps teachers document levels of student achievement to track growth and proficiency for each student. Many of the PLC Learning Logs indicated the assessment of and instructional plans developed for all students enrolled in their courses.

PLC Learning Logs

In addition to the PLC Learning Logs / Reflections, evidence of standards-based curriculum can be seen on teacher websites where assignments, and sometimes activities as they relate to the learning objectives, are posted. Some teachers/students use online learning management platforms like Echo and Edmodo affording another example of standards-based curriculum in action.

Teacher websites

Echo

Edmodo

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school/district examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Findings

Supporting Evidence

District Response:

All students have access to courses required for Courses of Study

graduation from TUHSD, but completing graduation requirements falls short of preparing students for UC/CSU colleges. TUHSD believes it is our responsibility to provide students the opportunity to attend four-year colleges upon graduation if they choose to. All TUHSD students do not have access to grade level instruction because courses still exist that track students into below grade level pathways (i.e. Algebra P1-P2, Geometry A, Intermediate Algebra). Students enrolled in these classes are disproportionately students of color, students receiving free and reduced lunch, and students receiving Special Education services. All students at TUHSD do not have access to upper division elective, honors and Advanced Placement courses, and barriers to enrollment exist in the form of grades, course prerequisites, teacher recommendations and entrance exams. A smaller percentage of low SES and students of color take AP exams than are enrolled in our schools. Students must first have access to courses in order to have access to the instructional practices of teachers and other activities that facilitate success for students, and instructional practices vary classroom to classroom (i.e. opportunities to redo assignments based on feedback, acceptance of late work, differentiated approaches to teaching and learning).

Demographics Distribution
in Courses

Graduation Requirements

Teacher Course Policies

Classroom Observations

Site Response:

All students have access to graduation outcomes courses. However as the district response reflected, some courses are limited to students who have demonstrated a level of mastery. The graduation rate is quite high, and our UC/CSU Eligibility rate is at 74%; however, there is room to improve.

In the 2015-2016 school year, all freshmen and sophomores will be enrolled in a blended two-year Small Learning Community. Currently, approximately sixty sophomores are in a tenth grade only SLC, but the remainder of the students are in a blended program. Each SLC has the core courses of English and social studies, and the same Program Goals are used in both core

subjects. The Small Learning Communities promote high expectations for all students and integrate the curriculum to make it more engaging and relevant.

At the tenth, eleventh and twelfth grade levels, the enrollment process for AP courses has been simplified and made more accessible for students from a variety of skill levels, and providing additional academic support for all students is continuing work. There are still some barriers to access AP courses and the need for on-going support is important.

Given the small student population, students sometimes are forced to make a choice from among the courses that interest them. Drake does not offer each elective and AP course every period due to scheduling restraints.

Drake Master Schedule

For most classes, curricular and instructional practices are designed around ensuring that all students have access to the curriculum. Many teachers use project-based learning as a means to make the content relevant and rigorous. Teachers also attempt to differentiate the curriculum to meet the students at their skill level. Technology is used in the classroom as a means to provide many different levels of engagement and access to the curriculum.

Drake offers hands on experiences outside the classroom. The School-to-Career program sets up internships for students to earn credits while working with a mentor at a job outside of the campus.

In the past two school years, Drake has instituted a PLATO English class. This class, taught by an English teacher, is for students who are behind in English credit needed for graduation. Drake also offers an independent study program for most subjects for students who either need the class for graduation or have some other special circumstances.

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>The Small Learning Communities and the two junior/senior academies use interdisciplinary and/or integrated approaches to both curriculum and instruction. All six teams are structured to include teachers from different disciplines. This provides students with both a shared curriculum and a common instructional approach that allows for a richer understanding and appreciation of what is taught and how it is taught. The beginning of the implementation of the Learning Principles in these classes will make solid connections to the college/career readiness skills. The TREK Small Learning Community integrates English and social studies into a humanities curriculum and uses common instructional strategies for enhanced student learning.</p>	<p>PLC Learning Logs</p>
<p>Drake has a long history of training teachers in project-based learning that is interdisciplinary or integrated by design. Many teachers who are not currently in SLCs have received this training and continue to use and develop curriculum that incorporates elements that are interdisciplinary. The New Tech Network has provided an additional infusion of integrated curriculum and training for teachers who are in partnership with the New Tech Network.</p>	<p>PBL Training</p>
<p>All teachers are in PLC teams that are not always course or discipline specific. The PLC process and the meeting time provided allows for additional time for interdisciplinary integration.</p>	<p>New Tech Network Training</p>
<p>Drake has two junior/senior academies in which the content of the curriculum is taught through the lens of post high school technical careers. The Communications</p>	

Academy (ComAcad) brings together English, social studies and digital communications teachers. Students learn the technical skills in digital video productions (filming, editing, scripts, etc.). SEA-DISC is an academy currently consisting of English, science and social studies. Its focus is on creating a sustainable future through environmental science.

Curricular Development, Evaluation, and Revisions

Indicator: The school/district assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.

Findings	Supporting Evidence
<i>District Response</i>	
TUHSD formed a Course Revision Subcommittee four years ago as a subset of the Tamalpais Leadership Collaborative (TLC) and includes administrators at the site and district level as well as Teacher Leader representatives from each district department to serve as curriculum and content experts. The purpose of this committee for 2014-2015 is to:	Course Revision Subcommittee Agendas
	Courses of Study
	Teacher Course Policies
1. Provide input and feedback on all new and revised Courses of Study that are submitted.	Classroom Observations
2. Develop a new timeline and cycle for instructional materials/curriculum.	Department and PLC Meetings
3. Develop and execute a plan to ensure all courses required for graduation are updated to incorporate program goals and proficiency scales.	TUHSD Board Meetings
4. Develop a plan and cycle for examining existing Courses of Study to ensure all students access and opportunity to learn.	
This team will review processes to ensure students needs	

are being met through the curriculum, that is aligned to state and national standards and accessible to all students. The school board will play a role in that they will have the final approval on new and revised Courses of Study and instructional materials. School sites are responsible for discussions around homework policies, grading practices. These decisions reside with individual teachers and TUHSD encourages teachers to align policies and practices to support, enhance and represent learning.

Site Response:

Curriculum is being reviewed, evaluated, and modified at the site level primarily in the PLC process by teams of teachers who are implementing our recently formulated Program Goals. Adjustments are ongoing as teachers modify assessments to better align them with curriculum and Program Goals. This work is also being completed in the departments.

PLC Logs

Teacher Leaders are rewriting Courses of Study to include our revised Program Goals, cornerstone assessments and model lessons to submit to the Governing Board for public feedback and final approval.

Course of Study

Once approved, revisions to Course of Studies do not occur until teachers have used the goals and assessments in the classroom on multiple occasions. After that, revisions are discussed at the department level in terms of learning outcomes and how to assess student learning. Then, that feedback will be taken to the district level from the Teacher Leaders.

In addition, some teachers are using a Critical Friends Protocol (Likes, Wonders, Next Steps) to give each other feedback on project design in their PBL environment. This is also done informally in several SLCs/Academies and at the department level.

Some teachers observe their colleagues and provide feedback on instructional practices. This happens often within the Small Learning Communities, Academies or departments. Many staff indicate they want to make peer-to-peer observation a more consistent and purposeful part of the school practices. They feel this can be accomplished by using instructional rounds to learn from each other in regards to clear outcomes and working on development of the Learning principles and to give feedback to their colleagues.

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.

Findings	Supporting Evidence
<i>District Response:</i>	
The District has undergone a curriculum revision over the past three years. The purpose of the revision was to ensure our curriculum was designed to deliver high levels of learning for all students, as our mission and strategic priorities require. Specifically we wanted to ensure that all students had equal access to the same learning outcomes no matter what school within the district they attended.	Guaranteed and viable curriculum
The curriculum revision included every teacher in the district, working collaboratively to determine what every student must know and be able to do upon completing a course or sequence of courses within the specific discipline. To that end, each district department spent time identifying key learning outcomes (i.e. program goals) and common ways of measuring student progress	Use of staff development time to create GVC Course of study revision and

towards proficiency on those specific program goals (i.e. proficiency scales). This work was collectively reviewed by all department members as well as members of the site and district leadership teams.

creation process
Instructional Technology
Teacher Collaborative

The District believes that teachers are the experts in the field and should therefore have a responsibility for the creation of curriculum goals. The District's program goals align with the Common Core State Standards and California State Standards. Once agreement was reached on program goals and proficiency scales, teams of teachers from each site within each district department worked collaboratively to develop Courses of Study to include sample units of study and assessments.

ITTC end of year survey

The District devoted approximately 90% of the district's staff development time over the past three years to the creation of the program goals, proficiency scales and new Courses of Study. Utilizing this process guaranteed that all teachers would have a voice in the development of program goals and proficiency scales for their given department.

As the District was developing its revised curriculum, we launched a professional development program designed to build teacher capacity around educational technology implementation. The Instructional Technology Teacher Collaborative (ITTC) is a program open to all teachers who have taught for at least one year in the district. ITTC provides teachers with approximately thirty-two hours of professional development time to build their capacity in technology integration, and problem and project-based learning. Each year's cohort is comprised of teachers from each discipline and from each school site. Teachers in ITTC are also provided time to work collaboratively to develop engaging, relevant curriculum units that integrate technology to augment the learning experience.

ITTC was developed as a strategy for implementing and evaluating the integration of technology in the classroom. The first year served as a pilot with five teacher

participants. Last year the number of participants increased to thirty-six and this year we have an additional thirty-five teachers participating in the program. The interest and participation rate indicates that teachers find this a valuable opportunity to work collaboratively to develop rigorous, relevant and engaging curriculum that includes the thoughtful integration of technology.

The district has collected feedback data from all participating teachers around all aspects of ITTC including choice of technology device. As the district moves forward with increased use of technology as a tool for both delivering curriculum and providing students multiple ways of gaining and demonstrating proficiency on program goals, teacher voice will remain a large part of the decision making process.

Site Response:

At the site level, Drake has formulated additional skill based proficiency scales, or Learning Principles, particular to the school's small learning communities and the site as a whole. These proficiency scales are unique to the site and are in alignment with Drake's Purpose Statement. Teachers who work outside of the SLC community have begun to integrate these skill-based scales into their classrooms as well.

Several different groups at Drake are designed to give feedback on the levels at which the school is meeting our purpose in terms of both classroom instruction and policies. The groups are as follows:

- Drake Leadership Council: this is the Site Council for the school, with parents, students, teachers, classified staff and administrators. This group provides feedback and has voting rights in certain areas.
- Department Meetings: departments make curricular

DLC Agenda and minutes

decisions and help provide feedback on voting items on school wide issues. If it affects the entire staff, these are brought to staff meetings.

- Teachers Leaders: give input on most school areas and make decisions, with input from their department members, on several aspects of the school.
- Drake Talks: parent talks designed to address topics and gather feedback for this key stakeholder group.
- Student Senate: decision making body on some school wide issues, but predominantly designed to gather input from all students to influence the directions / policies of the school
- Student Advisory Group: designed on particular topics to give specific targeted input on certain areas of the school that need to be addressed.
- Design Teams: specific groups of staff with wide-ranging expertise assigned to address a problem on campus. Recently, there have been Design Teams to look into the Small Learning Communities and the structure of Tutorial.

TL Meeting minutes

Drake Talks notes

Student Senate notes

Student Advisory notes

Design Team and Tutorial
Design Team notes

Additional Online Instruction Prompt: Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.

Findings	Supporting Evidence
The District does not use any outsourced curriculum as a primary source of instruction. There is limited use of online curriculum for support in areas of math and English language arts. The District uses two primary online curriculum providers for these purposes: Plato, which is a product of Edmentum, and Assessment and Learning Knowledge Spaces (ALEKS), which is a McGraw Hill Company product. Both of these providers align their curriculum and resources to the Common Core State Standards. Furthermore, we have our faculty review and	Plato ALEKS LDAP for secure

evaluate the products for appropriateness and authentication effectiveness.

All students are provided unique, secure usernames and passwords. The programs we use allow us to monitor student activity and progress for security purposes. Passwords are required to be updated regularly to ensure security. Furthermore, we use a Lightweight Directory Access Protocol (LDAP) authentication system. All students have unique, secure login credentials in order to access our network and files.

Articulation and Follow-up Studies

Indicator: The district and the school articulate regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Findings

Supporting Evidence

District Response:

The District has multiple partnerships with feeder schools and the local community college, College of Marin (COM). The partnerships include Talk 12, a mathematics articulation partnership with all eleven feeder districts and the TUHSD. The District also participates in the COMPASS program with COM. This program identifies resources and partners with districts to better prepare students who may otherwise not attend college. Furthermore, the District participates in a longitudinal study with the National Student Clearinghouse, which provides data on four- and six-year college completion rates.

Talk Twelve Partnership

By clearly identifying our success criteria for Algebra 1 and sharing that information our feeder schools (i.e. Talk 12 partnership), we are better able to serve all of our students

and ensure articulated grade level instruction with appropriate support. Our local data show that students who enter our system into Algebra P1-2 have less than a 20% chance of being college ready after four years. By entering our system one course up, Algebra P3-4, students chances of being college ready in 4 years increases to over 70%. One of our comprehensive high schools eliminated a below grade level Algebra preparation course, Algebra P1-P2 for the 2014-2015 school year. This is the first year of implementing this approach, so we do not yet have conclusive data on the impact on student learning.

The COMPASS program is in its inaugural year so we do not have data on its effectiveness, although we are excited about some of the participation criteria, such as increasing the number of student who take the PSAT and SAT tests for college entrance. Such tangible goals will allow us to collect specific data. We plan to have all 11th grade students take the PSAT during school hours. Recent research by the College Board shows that students who take the PSAT have higher SAT scores than those who do not take the PSAT and are more aware of college as a post-secondary option.

COMPASS program

Every year we have graduates attend top universities. Our college going rate is between 79-84% each year for the past five years. National Student Clearinghouse Data show that our students matriculate at higher rates than the national average and complete college in four or six years at about the national average rate of 59%. Despite comparisons to these averages, we believe this is an area of growth for TUHSD. We also believe implementing our guaranteed and viable curriculum, which will provide us a clearer picture of what our students know and are able to do upon graduation, will increase our college matriculation and completion rates.

National Student
Clearinghouse Data

B2. Curriculum Criterion

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
----------	---------------------

Site Response:

Drake has four counselors for 980 students and each student is assigned to a counselor who is assigned to their ninth/tenth Small Learning Community. The program goals in counseling are aligned with the American School Counselor Association (ASCA) National Standards for counselors. The program goals were established to best support students to meet outcomes aligned with the TUHSD Mission Statement in the areas of academic, career and personal/social development. The counselor load is approximately 275-325 students per counselor. Counselors assist students to develop a personalized plan that acknowledges their personal strengths, values, challenges and boundaries. The counselors annually guide students to make appropriate decisions regarding class scheduling to best meet their post-high school plans.

During their sophomore year, students meet in groups with their counselors to review scheduling options, extracurricular activities, academic opportunities outside of Drake, and how their choices now will affect the Sophomore Conferences

options available to them after high school.

In their junior year, each student meets with a counselor to develop a postsecondary plan. A variety of options are discussed and students are encouraged to explore choices which include, but are not limited to, college, career, internships and gap year programs. Parents attend a variety of workshops to assist them in supporting their student's future goals. These include Junior Parent Night, Junior Parent Workshops, Senior Night and Financial Aid Night.

Junior Conferences

College rep (and other) visitation schedule

SAT and college essay workshop schedule

In addition to school counselors, Drake has a College & Career Specialist. This specialist focuses specifically on post-high school plans and opportunities. She organizes on-site visits from college admission representatives and helps students research different colleges, gap year programs and alternative educational opportunities. She pursues opportunities for First Generation students to attend college. In addition, the College & Career Specialist organizes opportunities for students to prepare for the SAT, ACT and write college essays.

Internships

Drake offers opportunities for career exploration through the use of internships. In this program, students are given credit for off-site internships in local business. This program has a part time School to Career Liaison on site. Drake currently has the highest rate of internship participation in the district, with approximately 20% of our students participating in the program.

All students are assigned a Naviance account which both the counselor(s) and College & Career Specialist utilize when supporting students in their postsecondary planning. Through this program students use, among others, the following resources:

Naviance

- College Match that identifies potential matches for students based on several indicators.
- Six different personality and career surveys
- Resume writing

- Personality inventory when students begin career exploration
- Scholarship opportunities

Drake has an Engineering Program where students can explore pre-technical skills. This program is accessible to all students through an entry-level course, Principles of Technology. Students can move on in the program to challenge themselves at high levels. Drake also has many technology classes in which students can gain skills in computer programing, computer graphics, etc.

Drake's Communications Academy provides advanced-level arts instruction in digital video and audio production. These craft areas are used to provide students real-world skills using industry standard equipment. Many students use their experience in this academy to launch their academic pursuits in the field of filmmaking, screenwriting and acting.

The SEA-DISC Academy also provides students with career exploration into jobs that are in an environmentally-related field. This program has an internship/career exploration course as a part of the Course of Study to allow students to learn job search, interview and on-the-job skills for science-based professions.

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college/career and/or other educational goals.

Prompt: Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college/career and/or other educational goals.

Findings

Supporting Evidence

Site Response:

Each student at Drake is assigned to a school counselor who will work with them for four years. These counselors

provide a comprehensive program that serves the entire student body. Counselors monitor student grades and communicate directly regarding a success plan with students, parents and teachers when a student is struggling. They encourage all students to take advantage of challenging curricular offerings, so as to maximize their potential and broaden their spectrum of future opportunities. They also encourage all students to explore a variety of opportunities, such as internships, job shadows and interest interviews, to determine possible college and career focus areas.

Counselors

D/F/I Grade Lists to counselors

Internships

The counselors discuss a learning plan with parents and students in order to plan the most appropriate and challenging course of study. This plan is adjusted, if needed, based on the post-high school plans of the student.

Approximately two thirds of the students at the freshman and sophomore level are in Small Learning Communities that use the online platform Echo. Echo provides students, teachers and parents access to the student's learning guide, and allows them to monitor the student's progress in meeting the learning outcomes. Some teachers are also using Edmodo as an online platform for students. All students and parents have access to Home Access, which provides data on grades and attendance. Parents and other community members participate in career conversations, which provide information and resources for students with specific career interests (i.e., engineering, nursing, graphic design).

Online Platforms

The counseling department hosts several parent meetings throughout the year to discuss post-high school options as well as current success plans for students.

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Counselors work directly with students to determine appropriate courses which align with student abilities and future goals. Information regarding course selection is shared with parents through a variety of means, which include:</p> <ul style="list-style-type: none"> - Instructional Guide - Drake Website - Pirate Mail - Counseling Connection Newsletter - The Drake Direct (Principal's newsletter) - Scheduling emails from Counseling Department <p>Parents and students are encouraged to discuss these plans, review goals and course selection, and then work with counselors for personalized input on individual student plans.</p> <p>Throughout the school year, counselors work with teachers in all curricular areas to ensure that students are appropriately placed and receive the support services to maximize their potential to master the course objectives. Counselors meet regularly with the nine/ten SLC teachers to discuss specific student support needs. In addition, counselors monitor progress reports and semester grades (six times per year) to gain information regarding student success or possible needs for placement changes.</p> <p>Students are encouraged to meet directly with teachers and counselors as support needs arise. Parents are also encouraged to utilize Home Access, Echo and Edmodo (as well as other electronic platforms) to monitor their student's progress throughout the year. These programs</p>	<p>Advanced Science/Math Enrollment</p> <p>AP Course enrollments</p> <p>Elective enrollments</p> <p>Principal's email in spring to parents</p> <p>SLC Meetings</p> <p>Progress Reports/DFI</p> <p>Echo</p> <p>Home Access</p>

allow "real time" access to attendance and grading information so that support or program changes can be made in a timely manner, thereby optimizing student support. Edmodo

The principal works directly with counselors to make placement decisions for students appealing to take advanced coursework or make appropriate changes. The philosophy of open access ensures that all students wishing to take rigorous and challenging coursework are afforded that opportunity. The principal also works with counseling to ensure that students who face adversities which prohibit them from meeting with success in advanced courses are allowed the opportunity to make appropriate changes which are supportive, not punitive, in nature. This inclusive and caring philosophy allows students the assurance that they can take risks as they strive to stretch their personal academic boundaries.

Appeal Policy

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings

Supporting Evidence

Site Response:

Drake emphasizes Project-based Learning in which students are expected to participate in real-world experiences and often present to an authentic audience. Juniors and seniors can also be enrolled in career readiness programs such as SEA-Disc (environmental studies) and ComAcad (video productions). SEA-DISC has a Workplace Learning section so that students can participate in extended learning outside of school.

Drake also offers several outreach programs such as College Nights, School-to-Career internships and a College & Career Center.

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

Findings

Supporting Evidence

Site Response:

Drake has developed Learning Principles that are designed to provide real world applications. The classes hope to demonstrate and model through classroom experiences the qualities, dispositions and skills that are necessary in the work force. The Learning Principles are aligned with 21st century learning skills.

Learning Principles

Many classes at Drake use project-based learning. Group experiences in this setting mirror what group learning and collaborating may look like outside the classroom. In addition, they emphasize the type of critical thinking and problem solving skills that are necessary for college and careers.

Project-based Learning

Authentic Audiences

Drake teachers greatly emphasize presentations and assignments that are connected to an authentic audience. This is accomplished through blogs, iMovies, letters to local business, and presentations to community professionals.

Drake also extends the learning beyond the physical walls of the school. Many students take advantage of internships at local business through the ROP program. Drake also has a Global Studies program in which students attend a school in Tahiti for three weeks and are immersed in the culture. They live with a host family during this time. In return, Drake students host the same students from Tahiti in their homes in Marin. Global Studies

Drake students are also offered opportunities to participate in an array of different field trips. Trips over the past two years include the following: Field Trips

- Ashland Oregon for the Shakespeare Festival
- Yosemite
- Washington Olympic Peninsula
- Santa Barbara
- Costa Rica
- Coastal Cleanup on the local beaches
- Museums

Meeting Graduation Requirements

Indicator: The district and school implement academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Findings

Supporting Evidence

District Response:

Tamalpais Union High School District staff work hard to ensure that all students are on track to graduate at the completion of their high school program. Any student completing the academic program meets the graduation requirements and will receive a diploma upon passing both sections of the CAHSEE.

Course Guide
Master Schedule
A-G List
CAHSEE Letters Home
Student Parent
Handbooks

TUHSD offers a variety of support programs. Each program

is unique in nature, but all have the common objectives of graduation and preparation for post-secondary pursuits after leaving high school.

The Counseling Departments of each school begin working with students as eighth-graders by helping them plan their freshman-year classes and continue to meet with students each year to track academic progress and map out goals for high school and beyond. Counselors communicate frequently with teachers via email about the academic standing of second semester seniors in danger of failing and/or not graduating and serve as a liaison to the parents of those students.

Graduation requirements are discussed with students and their families during registration, and each school posts the Parent-Student Handbook, detailing graduation requirements, on the their website.

In order to keep students on track for graduation, counselors and administrators use the Student Study Team (SST) process to identify and recommend support strategies to help struggling students. Some of these strategies include referrals to the Bay Area Community Resources (BACR) counselors at each site who provide emotional counseling, the school psychologist and our school nurse.

The TUHSD program offers flexibility for students to meet graduation requirements in ways that suit their learning style or personal situation. Students who find it difficult to meet the graduation requirements are able to access San Andreas Continuation High School to assist them with credit recovery. The district also offers Tamiscal High School, an independent study high school designed to serve students for whom the traditional, comprehensive high school is not the best setting. Additionally, the TEAM Program serves a small group (25) of District juniors that blends academic work with outdoor education and community service experiences.

The District pass rate for the CAHSEE over the past five

years has averaged 99.9%. The District provides preparation assistance for students who did not pass part or all of the CAHSEE the first time in order to ensure eventual success on the exam.

Each school within TUHSD provides numerous academic support programs to ensure that students are meeting graduation requirements. There is constant monitoring, feedback, and adjustment to assist students and ensure graduation in four years. Students who struggle in school can be placed in an Academic Skills Workshop class that will help them with organizational, study and literacy skills.

Students with special needs who qualify for special education services are closely monitored by their case manager, in collaboration with their regular education teachers, to ensure their IEP services and accommodations are in place and working to allow them to access the curriculum in their mainstream classes. All students with an IEP are enrolled in at least one resource period to support their learning and work toward meeting their goals. Students with more significant needs utilize our Special Day Class program where they receive core instruction in one or more of their academic classes. Additionally, the District has two Counseling Enriched Classrooms (CEC) to support students with significant social-emotional needs in a therapeutic setting with a teacher, two paraprofessionals and full-time school psychologist.

Site Response:

In addition to the district response, Drake is implementing a new Intervention Team. With this team, those students not meeting the learning goals are given a support plan for higher tiered intervention. This team will monitor the success of this plan and adjust it when necessary.

Drake uses a “tutorial” period that offers more time for students to access the curriculum. Tutorial occurs two hours each week. Students who miss instruction can make up assessments or get additional instruction during this time. This is also an opportunity for teachers to re-teach material

to students who are not yet proficient. In addition, tutorial offers opportunities to enrich a student's experience who has already mastered the material.

WASC Category B. Standards-based Student Learning: Curriculum:

Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Curriculum: Areas of Strength

District Response:

TUHSD is a data driven organization that uses a wide range of current educational research related to curricular areas to maintain a viable, meaningful instructional program for students. TUHSD has developed and is in the initial stages of implementing a guaranteed and viable curriculum which outlines and provides clear and consistent learning outcomes for students across the district. TUHSD has aligned learning outcomes to national and state standards (i.e. Common Core). TUHSD involves key stakeholders in the Curriculum Cycle through the Course Revision Subcommittee. TUHSD offers a variety of support programs and while each program is unique in nature, all have the common objectives of graduation and preparation for post-secondary pursuits after leaving high school. TUHSD provides extensive supports for students with special needs. TUHSD has structures and partnerships in place that provide for vertical articulation and alignment to feeder schools and colleges. TUHSD supports technology integration in the classroom aligned to key curriculum.

Site Response:

Drake concurs with the areas mentioned above from the district. In addition, Drake has begun to evaluate itself in meeting the Drake Purpose Statement through the use of assessments tied to the school Learning Principles (College and Career Readiness standards). Staff evaluate this data within their Professional Learning Community teams.

Curriculum- Areas of Growth

District Response:

TUHSD Guaranteed and Viable Curriculum is not yet complete and is being implemented inconsistently across the system for a variety of reasons. All TUHSD courses are not open to all students, and barriers exist in the form of entrance requirements, teacher recommendations, grades and examinations. UC/CSU eligibility does not match the percentage of students earning diplomas from TUHSD and 40% of TUHSD graduates are not earning degrees in a six-year period of time. Special education students, students of color and students who are economically disadvantaged are enrolled at a disproportionately high rate in the few classes we offer that are not at grade level. A smaller percentage of low SES and students of color take AP exams and courses than are enrolled in TUHSD schools.

Site Response:

In addition to the district response above, Drake is in the early stages of implementing a Guaranteed and Viable Curriculum. Teachers participate in the PLC process at varying levels. They are still learning how to use Program Goals and have the PLC process be beneficial to them for student success. Drake is still working toward a shared understanding of grading practices aligned to standards and to use of proficiency scales to assess student learning. In addition, teachers have requested more professional development in math practices found in the Common Core.

Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school and the district.

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.

Findings	Supporting Evidence
<i>Site Response :</i> Drake students are involved in challenging learning opportunities across all disciplines. The guaranteed and viable curriculum goals create strong academic standards that require all students to achieve agreed-upon outcomes. Not all courses have program goals developed and the teachers follow Common Core or state standards. The instructional practices vary from class to class. Interesting and relevant instruction engages students through a variety of activities designed to meet the needs of the wide range of students in each class. Many teachers use formative assessments to determine what instructional practice they will use to meet the diverse needs of their students in each classroom All disciplines (except PE) offer at least one AP or Honors	GVC Common Core or state standards AP course offerings

<p>level class, increasing college readiness.</p> <p>Real world connections through internships, project-based instruction with authentic audiences, field trips and community service all contribute to career readiness. The school has a Learning Principle that promotes learning beyond the classroom. In addressing real world experiences, teachers develop opportunities for students to engage in a variety of ways from projects and problem design to field trips.</p> <p>Use of instructional technology is prevalent in all departments. While we have an abundance of technology we continue to grow in our abilities to use this tool for instruction. Some teachers view technology as an instructional tool and are learning how to implement it in the classroom while others see technology as a distraction from learning and limit student interactions in the classroom. Developing authentic assignments where students are using technology as a tool in their learning is an area of growth for some of our staff. While technology is used, how the students are interacting with it to develop their learning can be further explored.</p> <p>While some PLCs come together to evaluate student work and allow it to drive their instruction, others are still questioning the value of PLCs.</p>	<p>Learning Principles</p> <p>Technology as an instructional tool</p> <p>Teacher's syllabi</p> <p>PLC's</p>
--	---

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.

Findings	Supporting Evidence
<p><i>Site Response</i></p> <p>Implementation of the GVC and proficiency scales across all disciplines provide a very clear framework for students and teachers to track student outcomes. Many students</p>	<p>PLC work in all departments Program Goals and proficiency scales</p>

<p>report that they know what is expected of them in their classes. Teachers, when entering the district, are trained in UbD, and this instructional planning strategy is inherent in ensuring student understanding of expectations. Many different strategies are used in the classroom to encourage student agency around their own learning: learning logs, “know/need to know,” and formative assessments.</p> <p>Some teachers use standards-based grading, which when used properly, allows students to track their progress and see how instruction is used to reach learning outcomes. Many teachers use formative assessments to plan their next steps in instruction, and teachers adept at formative assessment know which students need more, different or extended instruction.</p>	<p>Project descriptors with proficiency scales</p>
---	--

Differentiation of Instruction

Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Most classes at Drake consist of students at various levels of proficiency, requiring that teachers differentiate instruction to meet the needs of their students. Different methods include: mixed level group work, peer tutors, small workshop re-teaching, online tutorials, teacher-made instructional video tutorials (flipped teaching), class web pages, and multiple project tasks.</p> <p>Formative assessments are used to evaluate student learning, determine what concepts should be retaught, and make adjustments to address individual needs, as well as, address where the class is in the learning process.</p> <p>The intervention team developed a list of Tier 1 instructional practices to document the strategies used to support students before turning to more intensive interventions.</p>	<p>Intervention Plan</p>

<p>Technology is used to help differentiate and engage learners. Teachers who have taken the ITTC course offered by the district are trained how to implement technology and are given an iPad cart to use in their classroom. World Language teachers also use Rosetta Stone. Teachers in the TREK, Galileo and SEA-DISC program implement one-to-one technology in which students are issued an iPad for both classroom and home use. The use of such technology helps students move at their own speed and determine the path they need to follow.</p> <p>Drake has approximately 1,250 devices on campus for 980 students. In addition to the iPads and laptop carts, Drake has three sign-up computer labs and a Digital Learning Lab. Teachers, in most courses, utilize these resources to enhance the learning experience and help students access their learning.</p> <p>Drake teachers are continuing to learn how best to incorporate technology into the classroom. To effect this, one teacher on campus also serves as an “instructional technology coach” for peers looking for ways to use technology to improve student learning.</p>	ITTC
	New Tech Network Coaching
	Computer Labs and Digital Learning Labs
	Technology Coach

Student Perceptions

Indicator Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

Findings	Supporting Evidence
<p><i>Site Response:</i> All PLC work includes student input collected through a</p>	PLC reports, ie: Social

<p>survey. In general, students report a clear understanding of the learning outcomes in their classes. In addition, many teachers reported that student feedback improved their instructional plan.</p> <p>Student feedback indicates that they would like to see more Advanced Placement offerings. In addition, feedback indicates a need for consistent grading scales; students would like all content and grading scales to be the same no matter who the teacher is; that is not currently the case. Additionally, a need for teachers to more clearly communicate learning expectations was expressed as a need by the students.</p> <p>Students report that their interaction with the teachers is quite strong. Students feel that teachers place them as the priority in their work, and they design instructional plans that make student learning the main focus. They report that teachers use a number of different instructional strategies and that this variety is helpful in engaging learning. Students reported that the math department has a high sense of concern for each student and works to help each student be successful. They also reported that they would like to see more engaging instruction from the math teachers. The students also report that the teachers need to work on communication to the students about schoolwide events and between the teachers to help develop better connections between classes and to coordinate large projects.</p>	<p>Studies, teacher evaluation includes student feedback, teachers use informal surveys of students to guide instruction and assessment, Peer Resource presentations, Healthy Kids surveys. Student Senate minutes</p> <p>Student Advisory</p>
--	--

C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Teachers utilize many different methods of instruction to ensure student success. Students report that they feel their teachers care about how they are learning and if they are being successful in their classes. Structuring class time to allow for direct personalized teacher/student instruction includes group work, projects, workshops and conferences. In many classes at Drake, teachers are primarily coaches, shifting away from the stand and deliver method to project-based activities so that teachers are giving frequent feedback to coach students to the desired learning outcome.</p> <p>In the New Tech classes at Drake, students participate in wall-to-wall project-based learning in which all learning occurs through a project. These classes are designed with less direct instruction and more of the teacher facilitating the learning. Teachers determine how to facilitate learning by starting with what the students “know” and what they “need to know.” The teacher will lead workshops based on the learning and skills students have, and the learning and skills they need to acquire to ensure success.</p>	New Tech Network

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Project-based learning is used across all disciplines at Drake. Through the process of creating their response to</p>	Use of benchmarks

<p>the problems presented in the assignments, students must utilize prior knowledge, be organized, do inquiry research and present their findings. Teachers structure instruction in a way that uncovers what students know and what they need to know. Benchmarks are used to check on learning/progress and formative assessments are used by many teachers to guide their instruction.</p> <p>Programs like Engineering have a four-year sequenced path that builds on each years' learning. The sequence culminates in a student designed project that incorporates all of the skills and knowledge of the course. This program continues to grow in student sign-up and students are excited to move into this program.</p> <p>Some teachers give pre-assessments to determine prior knowledge as well as use "know/need to know" or KWL lists. Students collaborate to share information and grow together in the learning process. Most projects have a presentation component that often involves an authentic audience.</p>	Formative assessments
--	-----------------------

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>There are examples from every classroom that illustrates how well students are learning to think, reason, and problem solve. For example, math uses group quizzes as formative assessment (collaboration), SEADISC hosts an bi-annual agricultural debate and science is putting on an Evolution Museum Exhibit (authentic audience). The PLC work shows that students are asked to think for</p>	<p>Mock Trial ASB Peer Resource Link Crew Travel Abroad ROCK Galileo/TREK PLC Learning Logs</p>

<p>themselves, transfer knowledge and share their findings. This is seen in debates and discussions, projects and papers, use of critical friends and class critiques. Some programs, (i.e. ROCK, Galileo/TREK, ASB and Honor Crew) require community service as part of their curriculum.</p> <p>Classrooms that are using PBL often have authentic audiences that judge or give feedback on their presentations.</p> <p>Many of our classes participate in field trips every year and Drake has a strong history of believing in learning outside of the classroom.</p> <p>The emphasis on community involvement is underscored in one of our six Learning Principles that states that students have opportunity to show mastery in community/experiential/authentic learning</p>	Learning Principles
---	---------------------

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>The District does not currently use any online instructional resources for primary curriculum delivery. Certainly, as online instruction platforms become more robust and provide rich learning experiences for students, the District will evaluate the potential implementation of such programs.</p> <p><i>Site Response:</i></p> <p>The site concurs with the district.</p>	

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Need

Instruction: Areas of Strength

Site Response:

An area of strength we have identified from our self study is our development of our common Program Goals for most courses. These Program Goals and corresponding proficiency scales have been developed in all departments and for most courses. While they are not yet consistently used by all teachers, those who are using them report students knowing what the learning outcomes are and how they will be measured. Having a common curriculum provides the opportunity for teachers to work more closely on instructional practices to deliver the curriculum.

Our beginning use of the Professional Learning Communities work has brought teachers together to collaborate on all aspects of student learning. These PLCs share instructional practices that are successful and based on data gathered from pre-assessments, formative assessments and summative assessments. Having examples of student work to ground the discussion of instructional practices has provided rich conversation and strong pedagogical studies for these teams. While teachers have often “shared best practices,” the validation of what is best through this approach has deepened the work in the teams who have embraced their PLC work.

Many teachers provide targeted workshops that students can sign up to take either at tutorial or during class time. These targeted workshops are used to reteach and make up missed learning on a specific identified area of need. The idea of providing targeted instruction in an area the students, class or teacher identifies as a “need to know” is a powerful instructional strategy many teachers are using. Creating the time in class during project work time or during tutorials is working as both intervention and enrichment for students.

Project-based learning is a standard procedure in all of the SLCs, Academies, and many of our regular classrooms. Students are given many choices in how best to demonstrate their learning, from traditional research papers, to online blogs, to performance pieces. Our students have shared in their feedback that they want more voice in their learning and a PBL approach is a strong way to include voice and choice.

Teachers use a variety of instructional methods within the PBL structure. Direct instruction is often used to get students the baseline information that is needed to thrive in a project. These projects provide many opportunities for real world connections; for example, they frequently use an authentic audience or have a real world problem to solve. Some programs like SEA-DISC require each student to do an internship, ROCK's "Music Project" performs at a local public venue, and students annually exhibit artwork in the county wide show "Rising Stars." Drake's use of PBL as an instructional practice also helps make content relevant to students.

Instruction: Areas of Growth

Site Response:

An area of growth that came from our self study of instruction is instructional differentiation. Much of the instructional practice meets the students "in the middle." Some teachers' attempts at differentiation were to give students who excel more work and students who struggle less work. Although we strongly believe in heterogeneous classes we may not always provide challenging instructional practices to develop the "top third" of our students or provide additional support for those students who struggle. This has been an area of growth for Drake, and most high schools, for some time and we have a continued commitment to improve this area.

Another area of growth is how we communicate to students the learning outcomes in our instructional practice. Our students have shared that it is sometimes unclear what it is they are learning and how they will be held accountable for the learning. With the program goals in place, students should know what they are expected to learn, be provided the opportunity to learn it through engaging instructional methods, and then assessed to determine levels of proficiency. Use of pre and formative assessments could be more universally used to better inform instructional practices and inform students of their growth or need for support. We need to continue to learn how to give and receive feedback regarding our instructional practices from both student assessment data and from our PLC teams.

Finally, although we have an abundance of technology available on campus, some teachers would benefit from training on how to use the technology as an instructional tool. This professional learning is needed as well as professional learning on how to embed our learning principles into our instructional practices.

Category D: Standards-based Student Learning: Assessment and Accountability

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school and the district.

D1. Assessment and Accountability Criterion

The district and the school staff use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The district and the school staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

Findings	Supporting Evidence
<i>District Response:</i> TUHSD administers state and local assessments as outlined by the California Department of Education and TUHSD Board Policy. The California High School Exit Exam is administered annually to all tenth grade students; additional opportunities to take the test are determined by the state and so provided to students who did not pass the first time. The California Standards Tests (STAR) were also administered annually to all ninth to eleventh graders up until 2014 when the Smarter Balanced Assessment was piloted at Drake High School in its place. The CELDT exam is administered to English Learners annually, and the Physical Fitness Test is given to all ninth grade students each year. Once TUHSD receives scores for these assessments, we report them to parents, staff and the community in timely ways via hard copy letters, uploaded into our student record system and via email as deemed appropriate. Student achievement data reports (i.e. Achievement Reports, see appendix) are written annually and presented to the Board of Trustees, and posted on the district website. School Accountability	TUHSD Board Policy Annual Student Achievement Reports TUHSD Board Meeting Agendas and Minutes Blog Postings School Accountability Report Cards School Quality Snapshots Websites

Report Cards (SARC, see appendix) and School Quality Snapshots (SQS, see appendix) also include summaries of pertinent student achievement data and these can be found on school websites. Teachers, counselors and site administrators dialogue with parents in person, through email and on the telephone as deemed necessary to both highlight success and discuss areas for growth. Graduation requirements, college entrance requirements, GPAs and standardized assessments are also discussed at student IEP and 504 meetings, SSTs, junior conferences and in intervention team meetings. The Superintendent sends out frequent blog postings that provide updates on district schools, including student performance. In addition, student assessment and achievement are topics of discussion at parent meetings and advisory groups discussions.

TUHSD Board Policy 5121 states “Student academic achievement shall be evaluated, recorded and reported each marking period. Students, parents/guardians and appropriate school personnel will be informed of the student's progress.” Local GPA data is reported to parents and guardians every five to six weeks in the form of progress reports and semester grades. In addition at a school level, teachers are working in professional learning communities to reflect upon and respond to student performance data and have reported out student performance and growth data to school staff and students (see WASC self-study evidence) and most importantly used it formatively in their classrooms to both improve and enhance learning. Teachers frequently use formative and summative assessment data to inform and drive instruction in their classrooms and learn from each other so they can meet the needs of all students.

Site Response

The district response is a strong summary of how the site reviews and uses of standardized testing and assessment measures. These reports are shared with the staff at various times in the year. There are also annual reports shared with the Site Council (Drake Leadership Council-

Self-Study Evidence

IEP and 504 plans

DHS Staff Meeting Agendas

DLC) for the members of that body to review the data of our students performance on standardized assessments. The DLC has teachers, parents, students, classified and administrative members who use the data from assessment measures to inform their work for the year.

DLC Agendas and Minutes

Teachers at Drake use a variety of professionally acceptable assessment processes to measure learning and progress. For units and lessons the staff uses but are not limited to multiple-choice tests, projects, debates, presentations, labs, oral or written assessments and problem solving assignments. The results of these local assessments provide insights into student achievement for teachers to respond to in the classroom. This assessment data, along with the standardized information, provides a rich assortment of information on individual students; teachers can use this data individually or across learning teams to better meet the needs of the student.

In addition, each staff member at Drake participates in a PLC team to develop a theory of action about curriculum, instruction and assessment and then uses student work to study student learning. Each PLC team uses pre and formative assessments to guide the theory of action learning. The feedback on the PLC process for both teachers and students was strong, evidenced in the reflections of the PLC work this fall. Within our PLC work, the teachers gathered student work data and analyzed it according to growth and proficiency. Once this work was gathered and analyzed, teachers developed intervention plans to provide instructional support for all students. In the PLC work, a variety of assessments were presented and student feedback validated this variety. The assessment data are then used to determine student grades and reported in our online grade system and the Echo Learning Management System.

PLC Learning Logs

Assessments

Home Access
Echo

As the PLC system continues to evolve, evaluating student work will be a constant; a new task will be

learning to use the information provided by a new state assessment system. It is essential for a school to collect, analyze, disaggregate and use data to inform instruction. The PLC structure provides Drake an avenue to complete this data analysis using authentic student work to provide insights into our programs. This approach also asks teachers to gather pre and post assessment data, which is a relatively new practice given the new program goals and Common Core standards and practices. The use of teacher monitored assessment systems will be essential to provide on-going localized achievement data with the absence of standardized testing in grade nine and ten. Again, this is a new and evolving practice for most teachers at Drake.

Home Access- The use of our online grading system provides student, parent and staff access to grades and, when used by teachers, grade book data. This information is used by parents, students and staff to help guide students to greater success. Most teachers use an online system to report to parents and students the current grades reported. A few teachers do not use a system to report ongoing grade data and simply provide the marking period student grade. Some teachers have developed reporting tools on their own web-page. Our teachers who are partnering with the New Tech Network use ECHO to report student grades and proficiency in the learning outcomes. (Learning Principles)

eSchool Home Access

DHS Web-page

Echo Learning Management System

Staff analysis of state and other relevant data: Several times a year, the staff reviews state/AP and other data to analyze our growth and areas of improvement. This practice is used at the department level to help facilitate department work of program goals and proficiency scales. There has been a focus on using local assessment data from the community college to better understand how our students are performing at the community college.

Basis for Determination of Performance Levels

Indicator: The district and the school staff have determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>In a coordinated district-wide effort, TUHSD worked with district teachers to create and utilize an assessment tool to measure student attainment and progress towards established program goals (i.e. proficiency scales). TUHSD established criteria for assessment tools including the requirements to have reliable and valid assessment data. Additionally, TUHSD assessment tools adhere to a progression of learning or hierarchy to measure student cognitive development and common tools are being used in professional learning communities across TUHSD. TUHSD utilizes an approach to assessment that potentially creates a high level of clarity of student performance through a common appearance, scale, and language so that all stakeholders may review and respond to student learning and teaching practice. Common tools for ascertaining student performance are essential for team-based conversations to determine student performance needs, review instructional methods, and capture best practices. While common assessment tools are being used across TUHSD, grading practices are variable, despite board policy which asks for comparable practices. TUHSD Board Policy 5121 states “Grading of students in a given subject area should be comparable from teacher to teacher and from school to school within the district. It is the professional responsibility of the individual teacher to establish and maintain grading standards which will be appropriate for his/her subject. A student's grade in a course should be a reflection of that student's work in all aspects of a course, and throughout a grading period.” Currently, twenty-six different grading scales exist in our student data system (eSchool) and</p>	<p>TUHSD Board Policy</p> <p>Guaranteed and Viable Curriculum</p> <p>Annual Student Achievement Report</p> <p>Student Grades</p> <p>Course Policies</p> <p>TUHSD Board Policy</p>

practices and philosophies around what constitutes a grade differ from classroom to classroom and school to school.

Site Response:

As referenced above, the variations in grading practices present a challenge for a shared understanding of how grades are determined and what they mean to all stakeholders. This was an area of growth determined from our 2006 WASC Action Plan. Most Drake teachers do not share common grading systems or practices and thus there are many different approaches to how grades are determined. There can be some commonalities in the Small Learning Communities and Academies. These teams of teachers have either developed agreements about course grades, or in some cases, project grades. The teachers who are working with the New Tech Network have agreements about how grades are determined and how they incorporate the learning outcome proficiencies into the grades. These teams of teachers are struggling to use a standards-based approach in a traditional reporting system used in ECHO.

2006 WASC Action Plan

The assessment work has been a focus in the past two years with the development of proficiency scales in each of the subject area for each course. Most of the PLC work cites using scales to evaluate students in both the pre-assessment and formative assessment work. The transfer of proficiency scales into grades has been more challenging. While some teachers are actively using standards based grading, other teachers use a 100-point scale to determine student achievement. The students note this confusing inconsistency in their feedback about the teachers' grading practices. They also feel that the variations in how teachers use standards-based grading leads to confusion.

PLC Learning Logs

During the fall semester of 2014, Drake High School developed an Intervention Team (InT). We have developed our outcomes: provide monitoring of students

in Tier 3 and 2 intervention (strategic and intensive), develop and assess a new approach to the Student Success Team system and monitor the tutorial program. Our work in developing an approach to monitor students on or exiting (due to failure) the SST process will rely heavily on student assessment data. In order to provide support and feedback to these students, the Intervention Team is developing a series of potential Tier 3 interventions that must flexible as the needs of these students can differ. Developing either common grading practices or common agreements on how we determine grades, or both, would be beneficial for our intervention work.

DHS InT Outcomes

DHS SST Process

D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, classroom activities and routines that provide us with the ongoing opportunity to evaluate and assess progress towards our goals.

Prompt: Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Findings

Supporting Evidence

Site Response:

As part of our PLC work, many teachers at Drake are experimenting and working with an assessment cycle (pre-assessment, formative and summative assessment) to measure student progress towards the acquisition of a specific program goal or learning outcome. This is readily apparent in the PLC work of the Math, Science,

PLC Learning Logs

English, Physical Education, Social Studies, and World Language Departments. Teachers reported using the pre-assessment data to determine students' knowledge/skill level prior to instruction. The pre-assessment work varied from using the post-assessment test as a pre-assessment, to using a skill-specific pre-assessment, as well as other more informal checks for understanding that provided an entry point to begin the instructional plan. Teachers design instruction based on the pre-assessment data, often in the form of targeted workshops differentiated according to identified student need. Some PLC work notes differentiation in the use of tutorial time to meet the needs of students who showed lower proficiency in the pre-assessments.

Some teachers reported using formative assessments as check-ins that inform them about the learning progress of the students. Formative assessments are often coupled with an opportunity for student reflection and feedback. This practice was apparent in several of the Small Learning Communities. For its part, the World Language Department used daily speaking activities as a form of frequent formative assessments of the program goals. The teachers determined and divided students into groups based on ability, to provide a differentiated instructive approach to both high and low level learners. For example, advanced learners asked each other more in-depth questions that were based on the curriculum, and the teacher had the opportunity to check-in and interact frequently with these groups. Often during this time, in-class workshops were held in order to provide opportunity for the teacher to work with low-level learners to provide intervention and ensure that all students were able make strides in their growth and knowledge. The use of a workshop model to enhance student learning is growing because the model allows for timely information about student learning and creates the ability to tailor intervention.

Summative assessments are often post-assessments after a unit of instruction. This assessment is often the final indicator of a student's acquisition of a program goal. These assessments vary in their form and function. The need for security and proctors depend on the form of the assessment. Because many of the assessments used to evaluate student learning are project-based, assessment security and integrity are not an issue due to the flexibility of student approach to the project/problem.

In math, teachers agree to keep and pass back assessments at the same time to ensure test security. They have also created multiple versions of the tests. For improved test security, there needs to be a secure testing retake area, especially for those students with extended time or alternative setting (IEP and 504 students). Currently the math department uses the Counseling Office for testing, but it feels that a more secure location should be found.

Types of Assessments: Blogs, essays, common math assessments in Algebra 1-2 and Adv. Algebra, projects, performance-based tasks, formal presentations (debates, speeches), collaborative discussions and traditional paper/pencil exams are all examples of commonly used assessments at Drake. These types of assessments were also used in our most recent PLC process.

PBL: Many of the Small Learning Communities and Academies use projects to engage students in their learning. As mentioned, the projects provide the students with authentic real-world outcomes and products that provide the students a flexible approach to demonstrate their knowledge. This form of assessment is common at Drake, and an illustrative example comes from our SEA-DISC academy. During project development, the teachers require students to produce elements of their projects for assessment multiple times.

Teachers check formatively to determine student learning and progress. The projects are also assessed for the different content covered in the projects, including science and social studies.

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>Teacher Leaders for each department at all schools have worked together to agree upon program goals for each level of instruction in each subject taught. In math, the teachers indicated they don't generally adopt these as guides. Each department's TL works with their department members to encourage the alignment of curriculum to the program goals and assessments in order to support student learning and consistency across classrooms.</p> <p><i>Proficiency Scales aligned with Program Goals:</i></p> <p>Many teachers at Drake are starting to use proficiency scales aligned with their particular subject-specific program goals to assess student learning. A student's level of proficiency is based on a 4.0 scale (emerging, approaching proficiency, proficient, advanced). While implemented in a variety of ways, the proficiency scale is intended to describe student performance or comprehension of a specific learning goal and is used in pre, formative, and summative assessments in order to show student growth throughout the learning process.</p> <p>The use of proficiency scales is still new and some teachers do not agree with the use of a scale or rubric to assess student learning. Math teachers indicated this is an area of growth for the math department.</p>	<p>Program Goals</p> <p>Proficiency Scales</p>

Assessments are designed to evaluate the student's performance as described in this scale, and these findings can then drive the intervention plans for each student. While all parts of this process are still in their infancy, the results in the PLC documentation for this WASC provides strong examples of how teachers are using the scales to determine proficiency and the PLC teams to help develop interventions for students who need support.

PBL (project and problem-based learning)

Many teachers use projects and project-based learning as a way to apply content and skills to real world settings and relevance. The use of PBL also provides avenues to infuse the Drake Learning Principles which outline the college/career skills necessary for college readiness. These principles are evident in all projects, but the degree to which teachers are assessing them using the proficiency scales still varies.

Standards-Based/Evidence-Based Grades

Some teachers at Drake base their grades on evidence shown/standards met. Each department's program goals are based on state and national standards. Students must show evidence that they have met the standard are graded accordingly. For example, in World Language, we use the ACTFL benchmarks for interpersonal and presentational speaking to measure student growth in formative and summative assessments throughout the year.

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?

Findings

Supporting Evidence

Site Response:

Application of knowledge and skills is most apparent in the project-based and problem-based learning implemented in Small Learning Communities. These curriculum-embedded assessments provide a rich opportunity for students to demonstrate their learning in a variety of subject areas. The assessment information provides the teachers with useful information for their instructional plans. The English department is actively using the student performance scale marks to assess their program goals and their instructional practice.

PLC Learning Logs

The use of more standard assessments in math and world languages also provides teachers and departments with useful information for their instructional and curricular decisions. The Math Department evaluates their student performance often in regards to the assessments used and the teacher's curriculum.

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Findings

Supporting Evidence

Student reflection is a significant part of the learning process in many classrooms at Drake. A majority of teachers use project-based learning and having students reflect, peer assess and provide feedback is an essential part of learning through collaborative projects. This feedback can be an informal reflection by each student at the end of a project, or a more formal reflection cycle of

PLC Learning Logs

improvement.

In SEA-DISC, the students provide more formalized feedback to the teachers who then revise projects for future use. These feedback sessions are built into the academy work time to better improve the practice of both the students and the teachers.

Math teachers indicated that using student feedback is an area of growth for them. Some math teachers feel that students are grade-driven, and that student feedback is largely concerned with grades and is of limited use.

SEA-DISC Learning Logs

Modification of the Learning/Teaching Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings

Supporting Evidence

Site Response:

With the development of the program goals and proficiency scales in each course, the use of assessment data will become important as a feedback tool for this work. Teachers are developing assessments that evaluate student learning in regards to the program goals. With this assessment data, the goals will be able to be validated and adjusted, if necessary. The proficiency scales are also new and the teachers' use, calibration and development of these tools to both evaluate and provide feedback for the students will improve with use. These scales will also need to be aligned with the assessments, and teacher collaboration will provide the opportunity to improve the scales as an assessment tool.

Program Goals
Proficiency Scales

The first documented round of PLC work using the

program goals and scales found some helpful feedback in regards to instructional practice. This was most notable in the English classes with the writing scales used to shed light on students writing. Mobius, TREK and Galileo all identified improvement in their instructional practice by receiving informed feedback from their assessments.

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p><i>Site Response:</i></p> <p>The system we use to monitor student progress includes using our grade data, GPAs and the “D-F-I” list. Both the counselors and the Assistant Principals review this important information to provide support for students who are struggling. The Small Learning Communities also use this data to develop intervention plans with in the SLCs.</p>	

Grade Data
GPAs

D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Findings

Supporting Evidence

District Response:

Student learning is assessed and monitored using multiple data points from national, state and local assessments. National and state data are made available to the various stakeholder groups each year through the Annual Student Achievement Report. This report is presented to the Board of Trustees at a public meeting.

Annual Student Achievement Report

National assessment data include Advanced Placement pass rates, SAT participation and achievement rates, SAT II tests participation and achievement rates. These data are shared publically, so that our community members have the opportunity to discuss student achievement rates and provide input.

SAT Data
SAT II Data
Advanced Placement Test Data

Local assessments are generated by our teachers who review the data in professional learning communities in order to plan how to respond to each student. As part of the “tight/loose” decision making model utilized by TUHSD, departments have the professional discretion to create and use common assessments, but all departments are required to use common criteria for measuring student progress towards proficiency on program goals (proficiency scales). Each PLC reviews assessment tools and student data to ensure that high quality assessments are being utilized. Furthermore, students are provided multiple opportunities to demonstrate proficiency using a variety of modalities. Progress grades are reported approximately every six weeks. During each progress reporting period teachers are required to inform parents and guardians if their student is in danger of failing a course.

Student grades
Proficiency scales
PLC processes

At each site, the administration team compiles a DFI list for each grading period, and counselors and/or administrators meet individually with each student who received at least one grade of D, F or I.

DFI lists and analysis

Assessment data are used determine how to best support students. Appropriate interventions are determined via the site Intervention Plan. Each site created the intervention plan with input from stakeholder groups. Parent input was solicited through parent advisory councils, parent/teacher/student associations, and site foundation groups.

Site Intervention Plans

Parent Advisory Groups

The site administrative teams also compile and review absence and tardy data as part of the site intervention plans. The data are used to determine behavioral interventions that are administered by administrative, classified and certificated staff. If a student is determined in need of a behavioral intervention a meeting is held with the parent / guardian to determine goals and next steps for individual student needs.

Absence and Tardy reports

The school counselors meet with all incoming students and parents to discuss academic programs, students goals and course options. Parents and students play a vital role in establishing education goals for the student. Each year the counseling department holds small group conferences to inform students of college and career readiness requirements and to ensure that the student has all the information necessary to succeed. At this time, transcript grades are reviewed with students for the purpose of assessing student progress towards the academic goals.

TUHSD currently has multiple opportunities for students to engage in internships community service. The District requires ten hours of community service as part of the graduation requirement. Internships and community service provide the students with real world experience and exposure to the knowledge and skills necessary to succeed in a profession of interest. While we have these opportunities, we feel this is an area of growth for us.

Site Response:

The district report reflects the process used for

stakeholder involvement at Drake. Much of this work takes place in our Drake Leadership Council (SLC- Site Council) and with our Teacher Leaders. The feedback from stakeholder input is taken seriously and provides rich insights into our instruction.

Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, college/career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
The District's Governing Board established a mission that states that all students can learn at high levels and that it is the collective responsibility of our district staff to ensure this goal through progress monitoring. To that end the District established a set of strategic priorities that provide specific, actionable goals. One of those strategic priorities was to establish clear learning goals and common means of measuring student progress towards those goals (GVC-please see chapters 1-3). Through the use of our GVC, teachers are able to monitor student progress towards proficiency on the program goals.	Mission Strategic Priorities eSchoolPLUS student information system Home Access Center parent portal in eSchoolPLUS
Teachers report student progress every six weeks using the district's student information system, eSchoolPLUS. This is a web-based platform which allows access from any computer with Internet access. Within eSchoolPLUS there are student and parent portals that provide access to grades the conclusion of fall and spring semesters.	Home Access Center student portal f in eSchoolPLUS Progress grades Semester grades
Each year the Department of Education Services, in collaboration with site administration composes a Student Achievement Report. This report provides in-depth information regarding student progress and proficiency levels. The Annual Student Achievement report is shared	Annual Student Achievement Report SAT participation data

with the Board of Trustees at a public meeting of the organization. By sharing this information at a public meeting, the District provides the public an opportunity to view and comment on the report. The report is used to set new strategic priorities and establish professional development plans for the coming year.

Advanced Placement participation rates

Advance Placement passing rates

The Annual Student Achievement Report includes data from the California Standards Tests in English Language Arts, mathematics, social studies, and science as well as the student physical fitness test, Advanced Placement participation and passing rates, and SAT participation and achievement levels. Other relevant data that are shared include: graduation rates, college matriculation rates, dropout rates and UC/CSU eligibility rates for our graduates. Grade point average five year trends are also included for analysis. These are made available on the district website.

CST data

California Fitness Test

The information on student achievement includes local achievement data such as how our students are progressing towards proficiency on program goals. Teachers work in professional learning communities to analyze student data and respond appropriately when students do and do not reach proficiency.

The District maintains partnerships with outside organizations to ensure students are career and college ready. Specifically, our theatre programs regularly partner with professionals in the theatre industry to teach students industry standards for production. The District also partners with local carpenters through our CTE construction programs to ensure students are gaining the appropriate industry standard skills.

PLC process

Theatre Guest Artist Program

CTE construction partnerships with local carpenters

D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Modifications Based on Assessment Results

Indicator: The district and the school use assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the district and the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
TUHSD mission calls for a culture of continuous improvement. As a district that has been successful on traditional measure of student achievement, it was vitally important to analyze the data, disaggregated to determine specific areas for improvement.	Mission and strategic priorities Program goals and proficiency scales
For data to be meaningful and useful, there must be common learning goals and means of measuring student progress towards proficiency on those goals. TUHSD's GVC allows the district staff to collect and analyze data by student and by standard. This local data will be the driving force behind programming, resource allocation and professional development needs. TUHSD is in its first year of implementation of our GVC and the use of student level data to drive decision making. The district has allocated much of its professional development resources on building teacher capacity to design standards based curriculum and assessments that align with the program goals and proficiency scales of the GVC. Specifically, the district has partnered with Marzano Research Laboratories, Solution Tree, Mike Mattos, and Tom Schimmer for professional development in standards based curriculum, assessment, intervention and standards based grading. TUHSD also invested resources in building teacher and administrator capacity to implement professional learning community processes to analyze and respond to student data.	Professional learning community process Professional development resource allocation Algebra course offerings

Programmatically, TUHSD used data to make changes to the algebra course offerings. Through the use of data, it was determined that students who entered our system and placed into the lowest level of algebra offered had less than a 20% chance of being college ready in four years. Data also indicate that students who entered our system enrolled in the next sequence of algebra, had close to an 80% chance of being college ready upon graduation. This year, each site within the district reduced the number of students who participate in the lowest level algebra course, or completely eliminated the course and replaced it with grade level instruction with appropriate support.

Solution Tree mathematics
professional development

In order to support our mathematics teachers in providing grade level instruction with appropriate support for those who may have skill deficiencies, the district partnered with Solution Tree and Tim Kanold to provide onsite mathematics instruction professional development aligned to common core state standards.

Student access to Advanced Placement classes has also increased through the District's use of data. Most Advanced Placement courses in the district had admittance requirements that served as barriers to access. Data indicated that the students in our district passed AP tests at higher rates than the national average with more than 80% of all AP tests taken within the district scoring at or above a three. It was determined that the practice of using admittance requirements was blocking access to high level courses; therefore, the district eliminated most Advanced Placement course entrance requirements three years ago. The advanced placement participation rate has increased while the high pass rate for district students has remained steady at or above 80%.

Advanced placement
participation and pass rates

Three years ago, TUHSD explored a new model for professional development. The Instructional Technology Teacher Collaborative (ITTC) was created in order to

provide meaningful, sustained professional development that was researched based with the potential to have a high impact on classroom instruction and hence learning. ITTC

ITTC was designed to provide thirty-two hours of professional development per year for two years for participating teachers. The focus of the professional development is problem and project-based learning with technology integration. The idea germinated from an informal survey that showed a majority of teachers in the district had limited expertise in effective implementation of instructional technology and that many relied heavily on direct instruction for delivery of content. ITTC provides one year of sustained professional development with three days of intensive workshops, over the summer, on problem and project-based learning methodology. The group then meets for two hours each month of the school year. Each meeting provides support in both problem and project-based learning and technology integration. The year two participants have the option of attending workshops or collaborating on projects with other year two participants. All participants post their work to a commonly shared site such as Edmodo for critical friends review.

ITTC is in its third year. Each year we survey participants for effectiveness of the program and to determine the impact it may be having on teaching and learning. Approximately seventy-eight teachers have participated in ITTC thus far. We do not have any quantitative data on impact on learning at this point. We will mine for this data as the program grows.

Site Response:

The site concurs with the district response and agrees that the decisions made based on assessments are reflected in this response.

At Drake, we have taken a close look at the CAHSEE exam and how our students perform. This has provided us some insights into our English and math instruction that have been useful in determining what type of student is struggling with proficiency and how we can work to

CAHSEE Results

provide them support. While we are not “teaching to the test” we are studying the students who cannot reach proficiency to better understand those students who we have historically not reached in our instructional practice.

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Assessment and Accountability: Areas of Strength

District Response:

The aggregate student population within the TUHSD boundaries is performing well beyond the external expectations of the state and federal government. The general population consistently performs above county and state averages on standardized tests and TUHSD graduates attend a wide range of colleges across the country. The District’s guaranteed and viable curriculum (GVC) provides a solid framework within which standards based learning and assessment exist. With clear learning goals (program goals) in place and consistent means of measuring student progress towards proficiency on said goals (proficiency scales), research indicates a higher potential for student learning to occur. Having a GVC is the greatest strength for the district in the area of standards-based learning and assessment. The GVC allows for equitable access to high levels of learning for all students. All students within the district learn the same outcomes, although it might be through different means. The District’s “tight/loose” decision making model provides clear expectations for all stakeholders while maintaining teacher autonomy over instructional practices.

Site Response:

The assessment and accountability practices at Drake are strong in a number of areas including:

- **Project-Based Learning:** using PBL is a cornerstone of the Drake instructional model. This approach to learning provides students voice and choice in their learning, authentic audiences and real-world problems to solve in a collaborative setting. This relevance is engaging and encourages students to demonstrate their learning to the best of their ability. The projects tend to include multiple

subjects and college and career outcomes (Learning Principles) so the assessments are broad in their evaluation of both content and skills.

- Varied forms of assessment: All subject areas work on having students demonstrate their learning through a number of varied assessments. These can include more traditional approaches like multiple choice and short answer tests to oral exams, performance based assessments, lab reports and projects.
- Use of proficiency scales: Using a common set of scales to evaluate student learning strengthens our ability to use assessments to inform our instructional practice. These scales help teachers to design and redesign their assessments to align to the program goals. The scales also provide consistent feedback to the students from classroom to classroom.
- Growth mindset approaches to assessment: Many of our teachers are working with students to develop a more flexible approach to how to assess students. The ability to retake an exam, having more time to take an assessment, and a variety of study tools are providing our students with the opportunity to view assessments as a tool to demonstrate learning rather than a one-time test.
- Use of formative assessments: Using assessments helps students to understand their level of learning. Providing useful feedback and reflection for students is an important part of developing strong formative assessment practices in the classroom. Many of our teachers are making this a priority in their work.

Assessment and Accountability: Areas of Growth

District Response:

The area of growth for TUHSD is removing barriers for students to access high level courses such as honors and Advanced Placement. While there have been great strides made in this area, we still have disproportionate representation of high socioeconomic and White students in Advanced Placement and honors course. Furthermore, there remains an opportunity gap within TUHSD. There are predictable patterns of achievement and underachievement that suggest inequitable access to high levels of learning for specific populations. Aggregate student performance data (API, AP, SAT) indicate that the general population has not exhibited growth over time and are plateauing. Finally, grading practices and philosophies differ from classroom to classroom and school to school, making GPA data difficult to use to draw valid conclusions regarding student learning and effective intervention practices.

Site Response:

The assessment and accountability practices at Drake are strong in a number of areas including:

- Grading practices: This is noted in the district feedback and we concur. This was noted in our 2007 WASC Action Plan and we need to continue to address this concern. This is especially true in the following areas:
 - Use of scales and consistent/calibrated use of each segment of the scale for student understanding of proficiency.
 - What evidence teachers use to determine grades.
 - How grades are used to determine intervention and how the InT (Intervention Team) uses grades to determine levels of support.
- Use of student assessment data to inform practices: Our use of PLCs is fairly new and we need to continue to develop our skills in using student assessment data to inform and improve our instructional practices and intervention strategies in the classroom.

Category E: School Culture and Support for Student Personal and Academic Growth

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school and the district.

E1. School Culture and Student Support Criterion

The district and the school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The district and the school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<i>District Response:</i> The Tamalpais Union High School District has utilized community forums, committees, annual update presentations and revision processes to ensure community involvement in strategic planning and action. For example, TUHSD annually reviews and revises strategic priorities to ensure community input, accountability of results and involvement in the academic planning process. This past spring (2014), the community engaged in the development of the Local Control Accountability Plan (LCAP). TUHSD began communicating with the community about the LCAP and Local Control Funding Formula in January with an explanation of district status under the new funding law.	LCAP Parent Survey - Students with Special Needs eSchool Plus Superintendent and Principal Advisory Councils Parent Meetings

The initial communication included parents, staff and the “key communicator network” of approximately 1500 community leaders. In total, the survey was sent to approximately 9,000 people.

Parents and community members may access the TUHSD District website for information about our schools, board meetings and upcoming events. Each school website contains a portal to eSchool, which is used by parents to stay informed of student achievement/grades, as well as attendance information.

TUHSD strives to create many opportunities for parental involvement in various facets of TUHSD life. There are several organizations that involve parents and the community on an ongoing basis such as school site councils, Superintendent’s Advisory Council, Principals’ Advisory Councils, sports booster organizations, school foundations and a wide variety of parent education offerings throughout the year.

The Superintendent’s Advisory Council has been in existence for two years and meets four times per year. This forum allows the superintendent to meet with parents and community members to hear their voices and discuss current District issues.

Annually, parents of all students with special needs have the opportunity to complete a perception survey on how well they feel their students are being served by TUHSD. For the 2013-2014 school year, 25% of all parents of special ed students completed this survey. Results indicated 85% feel their child is receiving services in accordance with their IEP; 80% feel the District facilitates parent involvement as a means of improving services and results for their child; 95% of parents indicated any concerns parents had were considered when planning and writing the IEP for their child.

Site Response:

We concur with the district response and it represents Drake well. Drake has been working to involve our parents in a more active manner for both teaching/learning issues and school culture. Parents and community stakeholders have traditionally been involved in our Drake Leadership Council (Site Council) to be connected to our school community. We have developed an open Parent Advisory Meeting that meets monthly and allows for any parent to come and participate in conversations about both learning and culture. Over the past year and a half, several hundred parents have come and worked with the school administration to learn about the teaching and learning work on campus.

DLC Agendas and minutes

Our SLCs also all offer several parent meetings to provide opportunities to learn more about student learning and how the parent can support their students in their classes. These meetings take place multiple times a year and we receive feedback that these are helpful for our parent community.

Finally, we have moved our Open House to January to allow our incoming ninth grade parents the opportunity to meet our teachers and better understand the programs our school offers. The move from March to January received very positive feedback from our parents and staff.

Open House Program

Drake High School can always continue to provide opportunities for our parents to become involved in our teaching and learning. Our parents of students with special needs have a very high participation rate in our events.

Use of Community Resources

Indicator: The district and the school use business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: How effective is the district and the school use of community resources to support students?

Findings

Supporting Evidence

District Response:

TUHSD is entering into a partnership with the Marin County Office of Education (i.e. Northern California Career Pathways Alliance) to receive funding in order to promote career tech pathways that will provide students college and career readiness in high wage industries within our region, particularly in the computer programming and engineering fields. Each school site uses a range of community resources to support students, as described below.

Site Response:

Drake uses community resources to support our school and students in a number of ways. For example, Drake

- Partners with local businesses to provide our students with meaningful internships. (Drake has the largest number of students participating in this program in the district.) Internships
- Partners with local non-profit 10,000 Degrees to support students, who will be the first members in their family to attend college, stay college eligible and work through the application process. Partnerships with local businesses and nonprofits
- Provides special education students tours of local businesses, which may provide possible entry-level employment opportunities.
- Accesses speakers from local colleges, such as Sonoma State and College of Marin to give talks on admission to two and four year colleges, college life and financial aid. Guest Speaker
- Is supported by community sponsors from local businesses in fundraising efforts. For example, many athletic teams sell coupons books for local restaurants.
- Accesses local college and admission counselors to give college essay writing workshops
- Presents various gap year programs every year at a

Gap Year Fair to discuss post high school options outside of college. Gap year Faire

- Has a DISC secretary whose primary role is to support ninth and tenth grade programs and work to connect students with community service opportunities. Community service
- Invites local police and probation officers to participate in SARB meetings. In addition, local police often speak to students in the classroom on different topics and can be seen at many school activities such as dances and athletic events.
- Has two therapists on campus from Bay Area Community Resource four days a week and one intern two days a week to support students with social/emotional issues. Onsite Therapist
- Has community members volunteer their time in our math classrooms to tutor students.
- Students help keep the shorelines healthy by volunteering their time doing clean-up duties.
- ComAcad Academy volunteers their services to some community groups by making films for them in the video productions class.
- Several Small Learning Communities have local community business members in to help evaluate their projects.
- A parent group, the Drake Fund, raises funds to support the school in a number of areas, such as supplying electronic devices and athletic equipment.

Parent/Community and Student Achievement

Indicator: The district and the school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co- curricular program.

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Findings

Supporting Evidence

District Response:

TUHSD engaged the community in a process for developing the TUHSD Mission Statement in 2009. From that Mission Statement, and using further input from key stakeholders, a map of strategic priorities was drafted and key elements are being implemented across the system. The mission and strategic priorities guide the work of TUHSD and are communicated to staff, students, parents and the community via newsletters, blogs, emails and school and district websites. In addition, TUHSD uses key strategic priorities to focus staff development and as conversation topics at parent meetings and events at the district and sites. TUHSD administrators and teachers frequently take opportunities to dialogue with parents, the school board and the community around the use of program goals, proficiency scales, 21st century learning and interventions in TUHSD classrooms, and subsequent indicators of student learning. The guaranteed and viable curriculum created by district teachers is made available to students, parents and feeder school districts and updated courses of study are posted on the district website. TUHSD engages in professional development with teachers around sound grading practices and encourages teachers to report grades as representative of what a student knows related to identified learning outcomes and skills. Student achievement for individual students is reported to parents and guardians every six weeks in the form of progress reports and semester grades. In addition, trends in student achievement data are reported to the community and school board in annual Student Achievement Reports.

TUHSD Mission and Strategic Priorities

Newsletters, Blogs, Websites, Email

TUHSD Board Meetings, Agendas, Presentations

Superintendent Advisory Council Meetings

Community Forums at Sites

Grade Reports

Achievement Reports

Guaranteed and Viable Curriculum (GVC)

Site Response:

We concur with the district response and believe that much of this reflects the work at Drake as well. eSchool is the primary tool used by the faculty for parents to be informed of student achievement/grades. Individual

student progress in a particular course is communicated to both parents and students through the electronic grade book on eSchool. The frequency with which these grades are updated varies from teacher to teacher anywhere from daily updates to bimonthly updates, and for some just reporting period/semester grades. However, printed progress reports are sent out at the end of weeks six and report cards are sent out at the end of each semester.

Parents receive both individual CST and CAHSEE reports as well as information regarding school-wide and API results are available to the community in the local newspapers, district mailings, the Drake website, and the district website. Our administration also presents relevant school and student data at School Site Council and various parent forums, like the Drake Talks.

Parent feedback forums indicate that an area of improvement for the school is more consistent means of communication out to parents about grading practices. Teachers use different means to communicate course material to parents/students including eSchool, teacher websites, emails, Edmodo, Echo, etc. Parents/Students are forced to navigate the system based on who the teacher is and how they communicate. Parents indicate this is often confusing and difficult to follow. In addition, parent and student feedback indicate a need for more consistent grading practices used by all teachers in order to better understand what is expected of them.

Curricular Direct Communication: The school and the teachers inform parents on the standards being taught through several avenues. First, most teachers outline their curriculum through the use of a syllabus that is given to the parents/students at the beginning of the semester. In addition, teachers update their material through several formats, including: eSchool, online platforms such as Echo and Edmodo and teacher

websites. Information can also be seen on both the district and the Drake websites.

Parent feedback indicates that they could be better informed on the learning outcomes and also instructional methodologies in terms of project-based learning and other strategies used for instruction. Parents would like to be better informed on what PBL is and how it is being used consistently or not in each classroom.

Co-Curricular Communication/Student Participation:
THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is dedicated to the development of creative, passionate, and self-motivated learners, to that end, we encourage participation in co-curricular activities that are an extension of our academic standards. Drake has several avenues in which students can get involved in academic/activity based opportunities, including, but not limited to:

- Math Contests through the California Math League
- Robotics Club
- ASB/Leadership
- Peer Resource
- Mock Trial
- Music Program
- Drama Program
- Engineering Program
- Peer Tutoring
- Link Crew
- Global Studies Program
- Multiple club opportunities
- Jolly Roger- School Newspaper

Parent/Student feedback indicates that Drake is a welcoming place and students are connected to the campus. In addition, they state that Drake provides multiple pathways and encourages self agency to find the direction for a student to pursue.

Conclusion: Drake involves parents in a variety of ways including; parent nights, SLC community nights, Drake Talks, Drake Leadership Council, Ross Valley Healthy Community Collaborative, etc.

To support community involvement we partner with companies and organizations for internships and community service opportunities.

Parent feedback indicates that an area of growth is in developing a more consistent means of communication from class-to-class in terms of the learning objectives in each class and the updated assignments. In addition, parent/student feedback indicate a need for the school to address more consistent grading practices among the teachers.

E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The district and the school have existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

Findings	Supporting Evidence
<i>District Response:</i>	
Tam District has clear policies that maintain the safety and cleanliness of the district and school facilities. Specifically, any visitor to any site must register with the Main Office and obtain a visitor's pass. This practice allows our sites to control who has access to our facilities and students. Each school site also has security cameras	Campus Access Policy
	Student/Parent Handbook
	Safety Procedures

that monitor and record all activities in the public spaces of the schools. Only administrators have access to review camera footage. Furthermore, the Tam District has an extensive custodial staff who maintain a high level of cleanliness and maintenance for all facilities and buildings and a clear process in place for requesting repairs. At the District level, the Office of Business Services (Finance and Facilities) oversees this arena.	Security Cameras Custodial Staff Finance and Facilities Department Internet Filtering System
--	---

Each school site updates and publishes a Student Parent Handbook annually which outlines rules, regulations and procedures for student and adult conduct in an effort to maintain safe learning environments for staff and students. School sites have clear emergency procedures in place and practice drills on an annual basis (i.e. campus lockdown, fire, earthquake etc). All school sites work closely with local law enforcement and campus supervisors to make sure all students and staff are safe while on campus.	Network Protections
---	---------------------

The District's Internet policies fully comply with the Children's Internet Protection Act. The District's Internet access is filtered for all students limiting access to content that is not categorized into unfit categories or may be a risk to the network. The District maintains a "content filter committee" that is comprised of administrators, teachers and classified staff. This committee meets occasionally to review the filtering practices of the district and provides input on any adjustments that may need to be made.

Each student in the District is required to sign a Computer Acceptable Use policy that outlines the proper usage of technology including the network.

Site Response:

Drake has a dedicated custodial staff who keep the campus clean and conducive to learning. Three full-time campus supervisors monitor the entire school to ensure safety for students and staff. For incoming ninth graders,

Drake has student mentors (Link Crew) who help welcome them to the school community. Peer Resource is a select group of students trained to present on teen related issues, as well as provide peer counseling. Students have access to school-based counseling (BACR) to support emotional and social challenges. Behavior intervention support (Restorative Justice) is for students who demonstrate challenging behaviors. Drake has an acceptable use contract required to be signed by all ninth graders, in addition to policies that include cyber-bullying. We have a content filter and the use of software that tracks appropriate use of student issued devices.

Drake continues to find additional ways to educate students on proper use of the Internet. Administration addresses cyber-bullying with all students at the beginning of each school year. In addition, several of the Small Learning Communities have activities that promote students making appropriate decisions about the use of the Internet. Appropriate use of technology has been a topic several parents in focus groups have indicated as an area to investigate. Drake will continue to look into additional ways to support students in making appropriate choices with technology.

Parent feedback indicates a need for the school to continue to look into how to best use technology in the classroom, including the use of iPads and online platforms. Parents do not believe we should eliminate the use of technology, but rather continue to refine its use in the classroom environment. In addition, parent feedback states that many students can often be distracted and off track by cell phones in the classroom.

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Site Response:

Drake staff believes that all students can learn at high levels. Teachers work together to foster a culture that values student achievement and improvement by encouraging opportunities to give and receive feedback, revise work, and re-assess skill development. Teachers provide multiple opportunities and tasks for students to demonstrate their learning. Teachers are willing to provide accommodations for all struggling students. Students in special education receive services through their IEP to support their learning. Currently, the Drake Intervention Team is revamping the Student Success Team (SST) process to support struggling students.

Intervention Team outcomes
SST Process

Drake currently has four unique Small Learning Communities designed to provide an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. Parent and staff feedback indicate a need for the school to create a system of evaluation of all the Small Learning Communities, Academies and other programs at Drake. The staff feels this tool should be used to provide feedback for the teachers in the programs to better their instructional practices.

SLCs
Academies
Link Crew
ASB
Peer Resource

Drake also provides our students with a strong counseling staff committed to meeting the needs of our students both academically and in their social-emotional needs. The counselors have a set of program goals that outline their expectations for meeting student needs. While Drake offers at-risk counselors for students in need, all of our students have access to their counselors to help them as they move through their high school careers.

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect, and professionalism.

Prompt: To what degree is there evidence of an atmosphere of trust, respect, and professionalism?

Findings

Supporting Evidence

Site Response:

Administrators collaborate with Teacher Leaders to work on culture, check in on PLC work, and plan professional development. Teachers in Small Learning Communities collaborate to enhance student learning. Administrators, teachers, and classified staff work together to foster positive school culture.

Staff meeting agendas
Teacher Leader Agendas

While the leadership team has developed and worked to meet a goal in regards to developing improved trust and respect on campus, this will continue to be an area of growth for Drake High School. Although the staff genuinely enjoys working together and has long-standing friendships and relationships with each other, there is also a sense of competitiveness and distrust that stems from years of working in Small Learning Community teams and academies with differing educational philosophies. The day-to-day culture at Drake is that of a strong community; however, many in the staff call it an “artificial harmony.” Once an issue arises, tensions can be quite high and the staff has difficulties following norms. Fortunately most of this occurs out in the open so much of it can be addressed.

The Drake administration and teacher leaders have been working to provide the time and space to develop trust and cultivate professional working relationships. This has been met with varying levels of success. All staff would agree that an important task is to continue to work on developing trust and respect in the staff.

The Drake administration has made it a top priority to provide transparent communication with the staff on all issues on campus. The principal writes a weekly update

to the staff with the sole purpose of informing what is happening on campus. Often, the principal asks the staff to send feedback on many of the items in the update. In addition, teacher leaders will often bring issues to their department meetings for feedback. In turn, teacher leaders also bring suggestions from their department members to the leadership team to discuss.

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The district and the school have available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Findings

Supporting Evidence

District Response:

Students who need additional academic assistance are supported through tiered intervention plans at each school site. Services can include peer tutoring, general education academic workshop classes, intervention during tutorial or “SMART” periods, after school tutoring etc.

Intervention Plan

All students are supported on individualized learning plans by being assigned to a counselor who meets regularly with students and parents to advise on course choices, college and career options, jobs and internships. Academic counselors follow students during

all four years in order to build effective relationships and partnerships with families. Students also have access to College and Career Centers on each campus.

Students needing specialized social, emotional or behavioral support receive it through school counselors, administrators, psychologists, therapists (i.e. Bay Area Community Resources), Case Review/Student Intervention Team, school health specialists and the new district Wellness Program.

Students suspected of a needing additional support through an IEP or 504 plan are referred for testing in the area of the suspected disability. If a team assesses the student and determines eligibility for services, either through special education or a 504 determination, then an individualized plan is developed and appropriate services are provided and reviewed annually.

Site Response:

Sir Francis Drake High School has a number of services available for students in the area of health, career planning, personal counseling, academic assistance with individualized learning plans.

Health:

- Drake has a school nurse on duty once a week, with a secretary trained to perform nurse duties when needed.
- Administration, para-educators and others on staff have been trained to give insulin and administer an Epi-pen

Career Planning:

- Drake has an Internship Coordinator on campus at least once a week to help students gain access to internship opportunities, create résumés and practice interviews
- Drake has access to Naviance. The counseling department assigns assessments within the

program to help students learn more about who they are and what possible career may fit their individual strengths and interests. Counseling also assigns resume creation within Naviance.

- The Drake College and Career Specialists holds “Career Conversations” with local professionals to engage students in various career paths.
- Both junior/senior Academies offer career information for students to explore while they are enrolled in these courses. SEA-DISC has a mandatory internship and career skills course as a part of their requirements.

Personal Counseling:

- Drake has two therapists on campus from Bay Area Community Resource (BACR) four days a week and one intern two days a week to support students with social/emotional issues.
- Drake has a School Psychologist four days a week and an intern to support our students with special needs and in crisis.
- The Drake counseling team has an open door policy to work with students suffering from social/emotional challenges and will refer out to BACR, the School Psychologist or outside agencies when needed.
- Drake’s Peer Resource class trains students to counsel their classmates on various teen issues.

Academic Assistance:

- Drake has two fifty-minute tutorials a week scheduled for teachers to work with students individually or in smaller groups to give additional support in content areas, re-teach lessons and offer support for students lacking in specific skills.
- Drake has started a peer tutoring program. Drake has many opportunities for students who are struggling to meet with peer tutors for extra academic support in a variety of ways. Peer tutors

are available every tutorial period. Students are paired with peer tutors, or can come to the sessions to be matched with a tutor. Our nine/ten small learning communities have eleven/twelve peer tutors who are scheduled in the specific classes to offer extra support. Along with this, we have peer tutors scheduled into other various classes (such as Pre Calculus and Chemistry) to assist students who need the support.

- Drake has after school homework support every Monday and Thursday for an hour and a half.
- Drake has three math aides from Marin Volunteers who push into classrooms for extra support.

Special Education: Drake has three Resource Teachers and two Special Day class teachers. Special Education teachers support students in Academic Workshop. During this time, students work on IEP goals, as well as get support in mainstream academic courses. Students in Special Day Classes receive content in the Special Ed classroom. Para-educators support IEP students in both the general and special education setting. Transition Plans are cultivated by IEP teams to meet the needs of diverse learners and provide a plan for post-high school life.

Direct Connections

Indicator: The district and the school demonstrate direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes, and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health and referral services.

Findings

Supporting Evidence

District Response:

The District's graduation outcomes closely align with 73% of graduates each

career and college readiness. Approximately 73% of the District's students graduate UC/CSU eligible. Furthermore, the District's ROP courses are based on industry standards. In an effort to ensure all students have access to the proper information necessary to make informed decisions regarding career and college, the district employs College and Career counselors at each comprehensive site. This position is dedicated to providing services to students and parents around decision making throughout the four years of high school in order to have as many choices available upon graduation. The District has maintained its dedication to upholding high quality career and college counseling and in doing so has recently reclassified the position of College and Career Counselor to a higher salary. Each site also has a designated College and Career Center with resources available to students and parents. One major resource available through the College and Career Centers is the software, Naviance. This software helps students and parents explore postsecondary options based on student interest, achievement level and resources. Scholarship and student loan information is also made available.

year are UC/CSU eligible.
College and Career
Counselors
College and Career
Centers
Naviance
School Psychologists
BACR

The District employs school psychologists at each school site. The psychologists work closely with the counseling and administrative team to identify and support students in need of services. The District also contracts with Bay Area Community Resources (BACR) for social/emotional support of our students. Each site has multiple BACR counselors available for students throughout the school year on an as needed basis.

Site Response:

We believe all students can learn at high levels and should be college ready upon graduation. When we determine that students are not progressing toward academic success because of social and emotional challenges or behavioral issues, we intervene. The SST process is being redesigned as of fall 2014. This process starts with a referral from a teacher, counselor or

School Psychologist
Intervention Team
Assessment Planning
Team

administrator. Teacher feedback will be obtained with a SST request for Tier 1 interventions tried and the results of those efforts. A sample of student work will be required as well as evidence of student progress. A meeting will be held with the student to share teacher feedback and to use that feedback to set attainable goals. The goal setting will be student driven with guidance from the counselor. The next step will be to set up a meeting with all of the students' teachers to review the goals the student has set and to establish a support plan to help the student achieve their goals. Counselors will lead SST meetings for students with social and emotional challenges, and assistant principals will lead the meetings for students with behavioral issues.

Within the intervention plan, we will develop goals with and for that student that focus on his or academic success and preparedness for college. We will assign the student to specific tutorials to give them targeted intervention with subjects they are having the most difficulty with and invite them to get a peer tutor or attend the homework club for added support. We will also assign tasks within Naviance, our online college and career exploration tool or ask that they meet with our College and Career Specialist. For many students their struggles have an emotional component; therefore, we will make referrals to BACR for therapy or Peer Resource. The school counselor will also see the students for ongoing progress check-ins. A variety of resources support our belief that all students should be UC and CSU eligible and are used daily to support our students.

Peer Resource
Tutorial
Peer Tutoring
Homework Club
Advisory
SLC Peer Tutors
Math Peer Tutors
Naviance

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings	Supporting Evidence
----------	---------------------

District Response:

The leadership teams have processes for identifying students in need of support. Most sites have student study teams (SSTs) that include an administrator, counselor, the school psychologist and teachers. These teams meet regularly to discuss how to support students who have been identified through low or falling grades, attendance patterns, and/or behavioral referrals. Students may also be referred to an SST by a professional learning community (PLC) who has, through the close review of data, identified a student who may be in need of support. The SST can connect students and parents with inside and outside resources, should it be deemed necessary and can also craft a learning plan with the student that identifies ways in which the student can feel successful. The student plays a major role in establishing the individualized learning plan which may include a combination of traditional and independent study courses. The combination may allow a student more flexibility in meeting proficiency on the content standards. Inside resources include before of after school tutoring, Peer Resource, counseling run groups, or other site based resources.

- Student Study Teams
- PLCs
- Independent Study
- Peer Resource
- Tutoring
- Counseling Groups
- Tamiscal
- San Andreas

The District is fortunate to have two alternative high schools that also provide greater flexibility. Depending on the needs of the student and family, a student may opt to attend San Andreas or Tamiscal High School. A student is also able to co-enroll at a comprehensive and alternative school.

Site Response:

Small Learning Communities collaborate through PLCs to support personalized learning opportunities.

Special education supports students in the general education setting and in Academic Workshop. Special Day students mainstream as much as deemed appropriate by the IEP team, with support from para-educators. The intervention team monitors struggling students in need of intervention. Tutorial is held twice a week and is a time for intervention support for students.

Support Services and Learning

Indicator: The district and the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: Evaluate the extent to which the district and the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>As previously mentioned, each school site is implementing a tiered intervention plan that supports the “whole child” both within and outside the classroom. All students have access to standards aligned to state and national benchmarks. Students receiving Special Education services are typically placed in a specialized academic workshop section for one of their seven class periods, and are mainstreamed in the least restrictive environment for most of the school day, depending on level of care, receiving individualized support through the implementation of their IEP.</p> <p>Students wanting more advanced content can access a range of honors and Advanced Placement course options, some in pull out classes and others in embedded courses. TUHSD also offers a range of upper division electives that students can choose based on their interests.</p>	<p>Site Intervention Plan</p> <p>Academic Workshop</p> <p>AP and Honors Course Offerings</p> <p>Support for English Language Learners/ELD</p>

English Language Learners receive direct instruction in English via ELD courses, specialized instruction from SDAIE trained teachers and support in mainstreamed classes for most of their school day.

Underperforming students are identified via transition meetings with counselors and administrators from feeder middle schools, placement tests in mathematics and review of GPA and testing data. In addition, administrators and counselors review DFI lists at each grading period in order to further identify and refer students for support as needed.

Site Response:

In fall 2014, Drake developed the Intervention Team. This team is comprised of the administration, a special education teacher, a counselor, the school psychologist, the attendance clerk, a campus supervisor, and the admin secretary. The purpose of this team is to create individual plans for students who are in need of Tier 2 and Tier 3 intervention and closely monitor them their progress. Drake places an emphasis on identifying students early which is why Drake has aligned counselors with their SLCs. The goal is to identify students early and collaborate on Tier 1 interventions, prior to the need for an SST and the possible monitoring of the student through the Intervention Team. This is an area of growth for us as we are in the process of firmly establishing the Intervention Team and creating a clear SST process.

Intervention Team
Outcomes

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: What have you learned about the accessibility of a challenging, relevant, and coherent curriculum? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.

Findings	Supporting Evidence
<p><i>District Response:</i></p> <p>As previously stated, TUHSD has developed and is implementing a guaranteed and viable curriculum (GVC) across the system in an effort to provide all students access to the same rigorous learning outcomes regardless of teacher or school, while providing freedom for teachers on the instructional methods they use. In addition, all TUHSD teachers are expected to routinely actively participate in professional learning communities, and time is provided for them to do so. During these meetings, teachers share curriculum, discuss data and share best practices aligned to common learning outcomes in an effort to improve and enhance learning for all students. Furthermore, each site has developed and is implementing site specific, tiered intervention plans so schools can intervene when students are not learning identified standards and skills. That said, all courses and programs are not open to all students and barriers exist in the form of teacher recommendations, grades, examinations and applications, sometimes without clear criteria for what is expected. TUHSD still offers some tracked courses that are below grade level and a disproportionate number of special needs students, low SES and students of color are enrolled in them.</p>	<p>Guaranteed and Viable Curriculum</p> <p>Courses of Study</p> <p>Master Schedules</p>
<p><i>Site Response:</i></p> <p>In addition to the district's response, Drake administration attempts to create a master schedule that allows access to all students in all classes. Unfortunately, given the size of the school, not all classes can be offered each period of the day. Sometimes students are forced to make choices between classes based on when they are offered.</p>	

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?

Findings	Supporting Evidence
<i>Site Response:</i> TUHSD had recently adopted new schoolwide learner outcomes (Program Goals). In addition, Drake has developed new college- and career-readiness standards (Learning Principles). The program goals are being implemented through each individual department and the PLC process. Learning Principles are being used in PLC teams as well and also in the school's Small Learning Communities. These efforts are in the beginning stages and are too much in their infancy to evaluate their effectiveness.	GVC Learning Principles PLC

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings	Supporting Evidence
<i>Site Response:</i> Drake has many resources available for students to encourage involvement in school activities and support services. California Healthy Kids Survey results indicate	

that students at Drake feel more connected to their school than others in the area. While always needing areas of improvement, Drake prioritizes getting students involved in as many activities as possible. Some of the services / programs at Drake are as follows:

BACR School-Based Therapy- Our site-based therapists keep confidential lists of students using their services and typically are at capacity in late fall. Many students utilize these services to help process their lives of a teen-ager.

Peer Resource- In this class, students support students to make appropriate choices and decision regarding many of the challenges they face as a teen.

School Counselors- Counselors use Naviance to survey students' use and satisfaction with the services they received from counseling and the College and Career Center. For example, all seniors complete a survey asking how they used their counselor and the College and Career Specialist, and asking for feedback about how we can better serve students. Based on those results, counselors adjust their services to fit student needs. In addition to counseling support, students who use academic support services, like tutoring are asked to sign-in so we know how many students are using the support. Naviance

*Tutoring and After School Homework Club-*This provides extra services for students who need more time/support. The advisors for these programs maintain records of students who use these support services. Sign-in Sheets and Requests for Services

*Tutorial-*This is an opportunity for students to take advantage of two hours per week to get the support they need in certain subjects. If a student misses class or falls behind, they can attend a tutorial period to get caught up. This is also an opportunity for students to obtain enrichment on campus. For students who are caught up, it can be a situation where students can expand their learning and experiences. All in all, tutorial is designed to support all students. Tutorial signups

Library - The Drake Library is open before and after school and during all school hours. A full-time credentialed/certificated Teacher-Librarian selects and purchases appropriate print and online materials for the library, coordinates library instruction with class assignments, and provides one-on-one help to students. The library is used by staff and students throughout the day for curriculum support and personal enrichment. The Teacher Librarian promotes literacy and the enjoyment of reading, teaches students how to access, evaluate, and use information from a variety of sources, and works with classroom teachers to determine library resource needs for current and future assignments. A diverse print collection of curriculum support and recreational reading materials is available to students, as well as audiobooks to support core reading in English and social studies classes. In addition to these print resources a variety of online subscription resources are available on the library computers and remotely through the Drake Library website.

Library Resources

Field Trips - Drake students participate in more field trips than any school in the district. Teachers recognize the importance of providing these co-curricular activities for as many students as possible.

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.

Findings

Supporting Evidence

Site Response:

In speaking with students regarding services in counseling, positive feedback is often given. All counselors ask students at the end of a meeting if they have any further questions or need additional help. Almost all students give positive feedback about the assistance they received. Many report being appreciative of the assistance and are

TUHSD Counselor Self Study

glad about having a resource that can easily be accessed.

Most students indicate that, when used, the services of the College & Career Center are useful. In addition, many students take advantage of the Naviance program.

Drake students speak well of the different services we offer and when they comment on the school they recognize that the school community is positive and the students enjoy attending Drake. They did share that information from the counselors can be inconsistent. They also expressed that they did not feel they were always encouraged to try to take harder classes, but told not to overload themselves. They expressed that they appreciated the concern the counselors had for their stress levels, but felt that they also really want to push themselves academically.

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

School Culture: Areas of Strength

District Response:

TUHSD strives to create many opportunities for parental involvement in various facets of TUHSD life. There are several organizations that involve parents and the community on an ongoing basis such as school site councils, Superintendent's Advisory Council, Principals' Advisory Councils, sports booster organizations, school foundations, perception surveys, blogs, key communicator email groups and a wide variety of parent education offerings throughout the year. Community resources are aligned to student and classroom needs in order to enhance instruction and learning environments. Student achievement for individual students is reported to parents and guardians every six weeks in the form of progress reports and semester grades. In addition, trends in student achievement data are reported to the community and school board in annual Student Achievement Reports. The District has clear policies that maintain the safety and cleanliness of the district and school facilities (i.e. security cameras, monitoring access, student parent handbook). All students are supported via

individualized learning plans monitored by school counselors and students who need additional academic, emotional or behavioral assistance are supported through tiered intervention plans at each school site. Students in the ninth and eleventh grade complete the California Healthy Kids Survey biennially.

Site Response:

The Self-Study brought to light the following areas of strength in our school culture:

- Development of Program Goals in each department/course
- Small Learning Communities (SLC) and Academies to personalize our educational experience for students
- Student support (counseling, administration, college and career, BACR)
- RtI plan / Intervention Team / SST process to provide supports for our students in need of interventions
- Outside of classroom learning (field trips)
- PLCs as an approach to collaboration

School Culture: Areas of Growth

District Response:

Despite concerted efforts on the behalf of the district, several staff members and parents have expressed a desire for more open communication and better relationships between the district, school sites and the community at large. In addition, there has been a lack of civility in the approaches some people use to express their opinions regarding school and district operations. Improving dialogue and productive discourse at all levels of the organization is a growth area for TUHSD, along with more clearly defining roles around where decision making lies within the hierarchy of the system. Furthermore, student input from the Healthy Kids Surveys indicate a significant percentage of students have expressed chronic sad or hopeless feelings (30%), not all students feel they have been provided opportunity for meaningful participation at school (21%) and some district students report they do not feel adults hold high expectations for them (20%).

Site Response:

The Self-Study brought to light the following areas of growth in our school culture:

- Consistent means of communication to all parents in terms of teacher websites, online platforms, eSchool, etc.
- Continue to focus on implementing learning outcomes (Program Goals) in each curricular focus and collaborate on their assessment data in PLC teams.
- Continue to work on and develop a staff culture of trust and respect at all levels.

- Evaluate the level of consistency in grading practices in order for students to have a better understanding of what they need to do in each class.
- Investigate a means of assessment of all programs at Drake intended to provide feedback solely for the teachers in the program to continue to better their practices and align them to the school-wide learning outcomes.
- Investigate appropriate use of technology in the classroom and how it is used to better student learning.

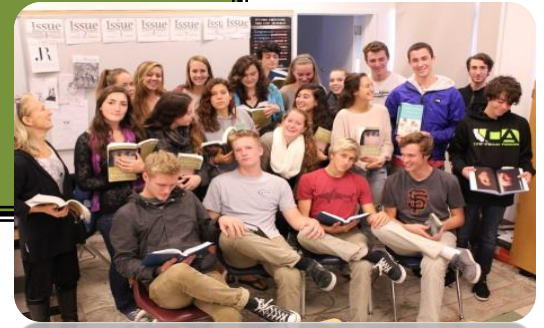
Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories from a district and school perspective:

Site Response:

- Provide all students opportunity and access to grade level instruction and core competencies, higher level course offerings and college and career options for the 21st century.
- Deeper implementation of the Learning Principles into daily instructional practice.
- Consistency around determination of grades, grading practices and use of scales.
- Improved communication:
 - For students:
 - Schoolwide information: announcements and school bulletins need to be communicated more often and universally.
 - Academic information between classes: teachers need to communicate with each other more and discuss/align student work
 - For Parents:
 - Grading and student performance information
 - Consistency of platforms communication
- Improvement of staff culture around trust and respect an avenue to resolve internal differences.
- Consistent implementation of the program goals and success criteria (proficiency scales) across disciplines, classes and teachers.
- Use of the PLCs to inform student growth and instructional practice.
- Use of assessments to inform student growth and instructional practices.
- Appropriate use of technology in the classroom to better enhance student learning.
- Continued professional development in differentiation practices.
- A means of assessment of all programs at Drake to provide feedback solely for the teachers in the program to continue to better their practices and align them to the school-wide learning outcomes.

Chapter Five: Single Plan for Student Achievement



The Drake High School Single Plan for Student Achievement is organized into the following sections:

I. School-wide Goal One:

Improve academic achievement for all students through engaging and effective instructional practices and targeted intervention.

- a. Action Step 1: Use program goals and success criteria to articulate learning.
- b. Action Step 2: Enhance instructional practices
- c. Action Step 3: Implement learning principles (4C's) into practices and feedback
- d. Action Step 4: Implement Intervention Plan
 - i. Intervention Plan: (*Academic, Behavior and Attendance*)
 1. Tier I: Decrease number of students in Tier One Intervention.
 2. Tier II: Increase students reaching proficiency.
 3. Tier III: Students who need this, will have access to tier III interventions.

II. School-wide Goal Two:

Provide all students opportunity and access to grade-level instruction/core competencies, college preparatory courses (UC/CSU a-g), higher level course offerings (AP and Honors) and college/career options.

- a. Action Step 1: Review policies and clarify pre-requisites and provide open access
- b. Action Step 2: Integrate more college and career planning opportunities
- c. Action Step 3: Increase access to college classes

III. School-wide Goal Three:

To prepare students for post-high school success, Drake High School needs to develop practices that promote student development of agency.

- a. Action Step 1: Develop and implement a definition and agreements of agency.
- b. Action Step 2: Implement practices that create and enhance feedback
- c. Action Step 3: Identify attributes and school practices
- d. Action Step 4: Develop and use grading practices that promote growth
- e. Action Step 5: Develop agency activities into school culture
- f. Action Step 6: Develop and implement a feedback process to provide continuous improvement input

Sir Francis Drake High School Single Plan for Student Achievement

School-Wide Goal: Improve academic achievement for all students through engaging and effective instructional practices and targeted intervention.

Rationale:

- All students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively. (TUHSD Mission statement)
- We are a community of learners dedicated to academic growth. (DHS Purpose)
- We challenge learners to be hard working, daring and committed. (DHS Purpose)
- Students will demonstrate understanding of subject area program goals and critical thinking. (DHS Learning Principle)
- Students will articulate information thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of contexts. (DHS Learning Principle)

Evidence:

- Over time, 15-20% of Drake students are not proficient on CAHSEE or other college readiness assessments.
- The CAHSEE pass rate for ELA and math for Drake's white students is 95%. The low SES population pass rate is 81% for ELA and 74% math.
- 71.5% of students are UC/CSU eligible. Drake's white population is 73.9% UC/CSU eligible and Hispanics are 46.7% and African Americans are 25%.
- 92% of Drake students attend college and 59% earn a degree after six years.
- ELA CST 5 year average for proficiency is 77%, Drake Hispanic students are 59% proficient in ELA and the African American population is 29% proficient.
- Math Algebra 1 5 year average proficiency is 38% and 37% of Drake students are proficient on the Algebra II CST exams over 5 years. The average proficiency rate for Hispanics is 27% in Algebra I and Algebra II. For the African American population, students are 14% proficient in Algebra I and 11% in Algebra II. The average proficiency rate for low SES students is 20%.

Measurements: <ul style="list-style-type: none"> • Student proficiency on CAHSEE will increase annually for both math and English by 1-2%. • Using 2015 as a base year, increase proficiency on the state testing (SBAC)for the low SES, Hispanic and African American students. • Increase the number of students who are UC/CSU eligible. 				
Means to Monitor: <ul style="list-style-type: none"> • Annual CAHSEE Test • Annual SBAC State test • UC/CSU eligibility • Site grade data and PLC Learning Logs 				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2017-2020	Resources
Use Program Goals and Learning Principles to clearly articulate student learning outcomes. <ul style="list-style-type: none"> • Use PLCs to reflect on program goal proficiency for students and determine success of instructional practice. -Determine consistent PLC meeting time. • Determine student success on criteria for both enrichment and intervention as needed. • Further develop staff and student understanding around the Learning Principles with student feedback. • Use Learning Principles in classes to develop college/career readiness. • Use accompanying scales with students • Provide additional training/workshops on the learning principles • Provide opportunity for learning rounds 	Teachers Counselors Admin Staff	Assessments used to determine student learning based on Program Goals and the Learning Principles. Any student not showing proficiency receives tier one intervention and monitored. Prof. development on use of scales and assessments. Collaboration time increased to meet goals Use Learning Principles in PLC rounds to pilot proficiency scales. Provide opportunity for	Continue from year one. Student data gathered to determine school-wide proficiency towards program goals. Ongoing PD as needed. Daily use of Learning Principles in all classes Use of Learning Principles with counselors when discussing college/career readiness Use of learning principles with students in disciplinary settings.	PLC Meeting Time Learning Principles proficiency scales On-going development of Program Goals and Scales Collaboration time Ed Leader 21 4 C's

		<p>staff to make adjustments to Principles and accompanying scales.</p> <p>Provide opportunities for learning rounds to observe and learn from others.</p>	(See Tier 2 behavior goal)	
<p>Enhance <u>engaging curriculum and instructional practices</u></p> <ul style="list-style-type: none"> Integrate Common Core Literacy in all classes. Integrate Common Core Math Practices into instruction Provide differentiation strategies for both enrichment and for students needing intervention. Provide student voice and choice in how they demonstrate their learning Provide reading and writing strategies for all students Investigate practices that are working at other high schools. Instructional technology Explore AVID strategies to implement in all classes (See Tier 2 goal) 	<p>Teachers</p> <p>Teacher Leaders</p> <p>Admin</p>	<p>Professional Development plan to develop opportunities for all teachers to develop strategies.</p>	<p>Ongoing PD and PLC work to develop and improve strategies and skills on instructional strategies.</p>	<p>Teachers (PD)</p> <p>New Tech Network</p> <p>AVID</p> <p>Reading programs (Read 180, Language!)</p>
<p>Fully implement <u>Tier 1,2 and 3 goals to provide academic achievement success for all students, including behavior and attendance.</u></p> <ul style="list-style-type: none"> See Tier 1,2 3 goals below. 	<p>Teachers</p> <p>Counselors</p> <p>Admin</p> <p>Classified</p>	<p>See targets in the Intervention Goals</p>		<p>See resources in the Intervention Goals</p>

INTERVENTION: Tier One Goal: Decrease number of students who need more time and access to improve their learning during the class time.

Academic Interventions:

Alignment to DHS Purpose and Learning Principles:

- We are a community of learners dedicated to academic growth. (Purpose)
- Students will show proficiency in program goals and critical thinking. (Learning Principle)
- Students develop agency and cultivate a growth mind-set as they encounter challenges and understand multiple perspectives in learning and life. (Learning Principle)

Action Tasks	Persons	Target 1 2015-2017	Target 2 2017-2020	Resources
<p><u>Identifying students</u> who require interventions:</p> <p>Monitor learning with frequent formative assessments measured by common proficiency scales.</p> <ul style="list-style-type: none"> • Use of pre/post assessments OR use of scales over time to determine students who need tier 1 support. • Provide interventions for students who are not proficient and/or who show little growth. (Skill and content learning) <p>Reading diagnostic assessment to determine level of intervention required for reading support.</p> <ul style="list-style-type: none"> • All grade 9 students complete in English classes. • Feedback given to English teachers and interventions developed to provide support, if needed. 	<p>Teachers</p> <p>Admin</p> <p>English Teachers</p> <p>SLC Teams</p> <p>InT</p>	<p>Assessments used to determine student learning based on Program Goals.</p> <p>Use of common proficiency scales to identify students who are not proficient.</p> <p>Identify appropriate assessments provide for students in need.</p> <p>Support students in reading. (AW?)</p>	<p>Continue from year one.</p> <p>Student data gathered to determine school-wide proficiency towards program goals.</p> <p>Continue to identify students and improve support plans.</p>	<p>Program goals</p> <p>Proficiency scales</p> <p>PD on Reading Strategies</p> <p>Use of English support classes for intervention students in reading.</p>

<p>Algebra diagnostic assessment to determine level of intervention required for algebra support.</p> <ul style="list-style-type: none"> All grade 9 students complete in partner middle schools or in first two weeks as needed. Feedback given to Algebra teachers and intervention plan developed to provide support, if needed. Algebra AW program developed, if numbers require intensive support. (See Tier 3) 	<p>Admin</p> <p>Math Teachers</p> <p>SLC Teams</p> <p>Intervention Team (InT)</p>	<p>Identify appropriate assessments and provide for students in need.</p> <p>Create plans to support students in Algebra.</p> <p>Plan/implement Algebra AW program</p>	<p>Continue to identify students and improve support plans.</p>	<p>Use of para-educators and tutors to provide additional support</p> <p>Use of math support classes for intervention student in math (P1-2)</p>
<p>Use of student work in teacher teams to <u>identify instructional intervention strategies</u> to provide additional support for students.</p> <p>Meet in PLC teams to:</p> <ul style="list-style-type: none"> Share student work to clearly identify needs and develop instructional plan to meet these needs. Use targeted intervention strategies during classroom instruction for students who need tier one support. 	<p>Teachers</p> <p>PLC Teams</p>	<p>Student data shared in PLC for feedback and use of interventions</p> <p>Use of protocols to discuss student work. Instructional strategies to help support student learning.</p>	<p>Continue from year one.</p> <p>PLC data and strategies are shared among staff members</p>	<p>PLC Teams</p>
<p>Use of the Small Learning Community structure to <u>identify common/unifying interventions</u> for students in need.</p> <p>Small Learning Community Teacher teams will:</p> <ul style="list-style-type: none"> Implement intervention plans for students in SLC Communicate to non-SLC teachers 	<p>Teachers</p> <p>Counselors</p> <p>Assistant Principals</p>	<p>Develop protocols for reviewing student data to determine students in need in the SLCs.</p> <p>Develop intervention plans for SLCs.</p>	<p>Monitor student success.</p>	<p>SLC structure</p> <p>SST Process</p> <p>InT</p>

<p>Development of <u>student growth in agency</u> through teacher and student support structures.</p> <p>Provide the learning reflection for all students including:</p> <ul style="list-style-type: none"> • Use of agency learning principle to have students develop growth mindset and other attributes of learning to create the whole student. • Provide opportunities for teacher to mentor students in agency and use of advisory to plan tutorial help for students in need of Tier 2 interventions. • Provide peer tutors in advisory and tutorial to provide student mentors in learning. • Use of Link Leaders to provide mentorship in agency reflection and self-advocacy for intervention when needed. 	<p>Teachers</p> <p>Peer Tutors</p> <p>Link Leaders</p> <p>Admin</p> <p>InT</p>	<p>Revisit purpose of advisory in a design team.</p> <p>Develop advisory to address agency needs: Use agency learning principle and scale to guide work.</p> <p>Train Link Leaders in agency and have them use scale to have students self-assess their growth.</p> <p>Identify Peer Tutors for advisory.</p>	<p>Implement full advisory model with development of agency learning principles. Include other learning principles when applicable.</p> <p>Link Leaders and peer tutors in each advisory to provide student mentorship.</p>	<p>Advisory</p>
--	--	---	---	-----------------

<p>Tier One Behavior Interventions Goal: Decrease number of students who need more time and access to improve learning during the class time.</p> <p><u>Alignment to DHS Purpose and Learning Principles</u></p> <ul style="list-style-type: none"> • We create a respectful, responsible and reflective community. (Purpose) • Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives/behaviors. (Learning Principle) • Students will be respectful, responsible and reflective as they become productive members of a community. (Learning Principle) 				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2018-2020	Resources
<p><u>Identifying students</u> who require interventions:</p>	<p>Teachers</p>	<p>Development of a plan</p>	<p>Monitor student</p>	

DHS- Action Plan 2015-2020

<p>Use of Small Learning Communities/ Academies or the formal SST process to identify students who struggle with behavior issues and share common strategies.</p> <ul style="list-style-type: none"> Develop behavior agreements that work across classes to provide consistency. Share plan with teachers outside of SLC. (If developed in SLC) Provide alternative learning spaces for students when needed. 	<p>Counselors</p> <p>Assist. Principals</p> <p>Int. Team (InT)</p>	<p>shared across teachers in and out of SLC/Academies.</p> <p>Identify issues early on and provide support and plans within first few weeks of behavior issue.</p>	<p>success.</p> <p>Share plan to 11th grade if necessary.</p>	
<p>Develop <u>behavior interventions</u> that are student centered and aligned to DHS learning principles.</p> <p>SLC/Academies/Int. Team will develop behavior interventions that:</p> <ul style="list-style-type: none"> Aligned with learning principles that promote student awareness and ownership of behaviors interfering with learning Use agency learning principles and scales with students in discipline. Communicate to all teachers about plan and student work in agency. <p>Align administrative support to SLC structure for grades 9/10.</p> <ul style="list-style-type: none"> APs align interventions with counselors and teacher teams. APs attend SLC collaborations as needed to work with teachers on behavior interventions. 	<p>Teachers</p> <p>Student</p> <p>Parents</p> <p>Counselors</p> <p>Assist. Principals</p> <p>Int. Team</p> <p>Assistant Principals</p>	<p>Development of a plan shared across teachers in and out of SLC/Academies.</p> <p>Use of Agency scale for students to reflect on their use of agency and growth over time</p> <p>Use of learning tracker of agency for APs with notation in eschool.</p> <p>Align AP student assignment to SLCs.</p> <p>Attend SLC collaborations and work with InT as needed.</p>	<p>Continued use and monitoring of students in agency and their growth.</p> <p>Assess use and note inconsistencies.</p> <p>.</p> <p>Monitor student growth and assess.</p>	<p>Use Eschool to note interventions</p> <p>Use Eschool to note interventions</p>

Tier One Attendance Intervention Goal: To improve attendance for students to provide better academic success. Alignment to DHS Purpose and Learning Principles: <ul style="list-style-type: none"> • We challenge all learners to be hard working, daring and committed. (Purpose) • Students develop agency and cultivate a growth mind-set as they encounter challenges. (Learning Principle) 				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2018-2020	Resources
<u>Identifying students</u> who require interventions: Weekly monitoring and communication with family and students regarding attendance. <ul style="list-style-type: none"> • Collection of data and analysis of students in needed completed by campus supervisors. • Weekly review of attendance data at admin meetings. • Include tardies in attendance data. • Email and phone communication regarding attendance • Use of agency scale to review student's growth in attendance 	Attendance Secretary Assistant Principals Campus Assistants	Redesign attendance interventions communicated to all parents. Track student attendance in admin meetings. Refer to InT as needed.	Monitor student success.	Use Eschool to note interventions

INTERVENTION: Tier Two Goal: Increase students reaching proficiency with additional time and support.				
Academic Interventions: <u>Alignment to DHS Purpose and Learning Principles:</u> <ul style="list-style-type: none"> • We are a community of learners dedicated to academic growth. (Purpose) • Students will show proficiency in program goals and critical thinking. (Learning Principle) • Students develop agency and cultivate a growth mind-set as they encounter challenges and understand multiple perspectives in learning and life. (Learning Principle) 				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2018-2020	Resources
Development and use of an <u>Intervention Team</u> (InT) to monitor students who need tier 2 and 3 interventions: Design and implement an intervention team who will: <ul style="list-style-type: none"> • Design a student referral process to identify students in need of more intensive interventions. • Design a monitoring process for students. • Implement needed tier 2 and 3 academic, behavior and attendance interventions • Monitor students through interventions and those who are not participating in recommended intervention. • Implement SST process for all students in need. (See action step 2 below) • Monitor tutorial calendar or workshops and events. 	Principal Assistant Principal Counselor Psych. SAI teacher AP Secretary Campus Assistant	Identify students who need tier 2-3 interventions Provide interventions to students. Monitor student interventions. Adapt team needs as needed over the year.	Design and implement new interventions as needed. Adapt team needs as needed.	Student Success Team Process

<p>Use <u>Student Success Teams</u> to monitor students who need more support.</p> <p>Redesign SST process to provide additional support for students.</p> <ul style="list-style-type: none"> Assess SST process and redesign as needed. Use SST with follow-up monitoring at least twice each semester. Continue to revise SST if needed. Provide exit strategies for students leaving an SST. 	<p>Int. Team</p> <p>Assistant Principals</p> <p>Counselors</p> <p>Teachers</p>	<p>Assess and redesign SST process</p> <p>Use and evaluate new process</p> <p>Monitor students on an SST</p>	<p>Monitor students on SST</p> <p>Continue to build capacity of Intervention Team to monitor</p>	<p>Intervention Team</p>
<p>Provide <u>additional time to support students</u> in meeting proficiency or extend learning opportunities.</p> <p>Use of tutorial to provide tier 2 interventions.</p> <ul style="list-style-type: none"> Weekly matrix of tutorial “workshops” is provided to students for tier 2 interventions based on current class work. Students identified for tier two will be assigned (by teachers and/or InT) to tutorials for the week. Other students will choose from matrix. Teachers and Intervention Team will monitor student growth of those identified students. InT will closely monitor a tutorial calendar of workshops and events. 	<p>Assistant Principal</p> <p>Teachers</p> <p>Intervention Team</p> <p>AP Secretary</p>	<p>Design, implement and monitor weekly tutorial matrix</p> <p>Teachers identify workshops based on curricular and student needs.</p> <p>Implement student placement system.</p> <p>Track student growth of students in need of tier 2 support.</p>	<p>Continue to assess student-tracking system.</p> <p>Continue to revisit purpose and success of tutorial.</p>	<p>Tutorial</p>

<p>Explore, develop and begin implementation of an <u>AVID class for students</u> identified from the AVID profile.</p> <ul style="list-style-type: none"> • Implement an “Agency AW” for spring to introduce ideas • Write and receive board approval for AVID Course of Study • Identify teachers and train • Identify a coordinator and train • Design student identification process. • Work with middle schools to recruit students.. • AVID Course of Study developed for four years of AVID program • Attend AVID trainings for AVID strategies, content strategies and EL strategies. • Develop AVID strategies into courses across disciplines in curriculum guides. 	<p>Assistant Principal</p> <p>Int. Team</p> <p>AVID Teachers</p> <p>Principal</p> <p>Teachers</p>	<p>Research, develop and design processes for AVID 4-year plan and student identification process.</p> <p>Develop AVID Program goals and proficiency scales for course of study</p> <p>Identify and train AVID teachers</p> <p>Identify coordinator</p> <p>Develop protocol for identifying incoming 9th grade students.</p>	<p>Continue from year one.</p> <p>Implement AVID classes for identified students.</p> <p>Provide ongoing AVID trainings for staff members.</p> <p>Implement AVID strategies in SLC classrooms.</p> <p>AVID strategies in more classrooms outside of AVID</p>	<p>Agency AW</p>
--	---	---	--	------------------

Tier 2 Behavior Interventions Goal: Provide students with behavioral support to ensure their academic success. Alignment to DHS Purpose and Learning Principles: <ul style="list-style-type: none"> Students will be respectful, responsible and reflective as they become productive members of a community. (Purpose) Students will develop agency and cultivate a growth mindset as they encounter challenges and understand multiple perspectives/behaviors. (Learning Principle) Students will feel connected to a community of peers and adults, creating trusting relationships and therefore being able to problem solve. (Learning Principle) 				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2018-2020	Resources
<u>Provide behavior support student success teams</u> Develop a behavior support program which involves students helping each other learn and grow from each other and themselves in a supportive environment. <ul style="list-style-type: none"> Use of peer resource for students to work on improving agency. Use of Peer Court or similar restorative justice intervention Develop a support group for students with alcohol and substance abuse issues. Implement an on-campus monitoring (OCM) program in which students do not lose access to their education when on suspension. 	Assistant Principals InT Counselors BACR Peer Resource	Train staff / students. Develop goals and structure of OCM. Provide OCM for students who need behavior support	Continue to refine the plan. Monitor students in OCM through teacher and student input	Restorative Justice

Tier 2 Attendance Interventions Goal: To improve attendance for students to provide better academic success. <u>Alignment to DHS Purpose and Learning Principles:</u> <ul style="list-style-type: none"> • We challenge all learners to be hard working, daring and committed. (Purpose) • Students develop agency and cultivate a growth mind-set as they encounter challenges. (Learning Principle) 				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2018-2020	Resources
<p>Provide <u>attendance support student success teams</u></p> <p>Create a system of pre-SARB SST meetings with a contract when attendance becomes an issue with students.</p> <ul style="list-style-type: none"> • Students with 5 or more unexcused period absences or two full day unexcused will need SST for attendance. • Students with excessive tardies will also be referred. • Developing intervention system with combination of incentives and consequences (activities) 	<p>Assistant Principals</p> <p>Teachers</p> <p>Counselors</p> <p>InT</p>	<p>Establish and monitor students with attendance plans.</p> <p>Determine successful students and try to replicate</p>	<p>Continue monitoring student success.</p>	<p>Campus Assistants</p>

INTERVENTION Tier Three Goal: Students who demonstrated below proficient in program goals across the curriculum and have not demonstrated growth through both tier one and two interventions will have access to tier three intervention to improve their academic learning through access to the material and time needed to learn the program goals.

Academic Intervention Goal: Increase students reaching proficiency with additional time and support.

Alignment to DHS Purpose and Learning Principles:

- We are a community of learners dedicated to academic growth. (Purpose)
- Students will show proficiency in program goals and critical thinking. (Learning Principle)
- Students develop agency and cultivate a growth mind-set as they encounter challenges and understand multiple perspectives in learning and life. (Learning Principle)

Action Tasks	Persons	Target 1 2015-2017	Target 2 2018-202	Resources
<p>Provide <u>time and intensive support</u> for students in need.</p> <p>Redefine Academic Workshops (AW) to better meet student needs.</p> <ul style="list-style-type: none"> • Develop an Agency AW to promote student agency (Pre-AVID) Identify how to use before and after school for short-term Tier 3 support. • Reading Intervention or AW for students who need on-going or occasional instructional support. • Algebra AW for students who need on-going or occasional instructional support. <ul style="list-style-type: none"> • Use of diagnostic assessment and teacher instruction to determine. 	<p>Admin</p> <p>Teachers</p> <p>InT</p> <p>Math Department</p> <p>English Department</p>	<p>Identify students for Agency AW and enroll in semester 2.</p> <p>Design and implement a diagnostic English and math plan.</p> <p>Identify students for AW classes based on need after 2-3 weeks in coursework.</p>	<p>Move from Agency AW to AVID</p> <p>Identify students who need long-term and short-term support in English and math.</p> <p>Place students in AW or “remix” support as needed and monitor</p>	<p>Intervention Team</p>

<p>Provide special education support for students beyond Academic Workshop model.</p> <ul style="list-style-type: none"> • Develop team teaching opportunities to provide SAI support in the mainstream classroom. • Align resource teachers to SLCs and provide them common planning time. • Align academic workshops to course work that provides opportunities for pre and re teaching to help Sped students manage their coursework. 	<p>Teachers</p> <p>Special Education Teachers</p>	<p>Explore a team teaching approach and how IEPs will need to reflect this support.</p> <p>Provide common planning periods for Sped teachers to plan projects with SLC teams.</p> <p>Align AWs to course works for pre and re teaching.</p>	<p>Implement a team teaching model in English or math.</p> <p>Continue.</p>	<p>Decrease the umber of students who receive special education service in an AW when not needed.</p>
---	---	---	---	---

Tier 3 Behavior Intervention Goal: Provide students with behavioral support to ensure their academic success. <u>Alignment to DHS Purpose and Learning Principles:</u> <ul style="list-style-type: none"> Students will be respectful, responsible and reflective as they become productive members of a community. (Purpose) Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives/behaviors. (Learning Principle) Students will feel connected to a community of peers and adults, creating trusting relationships and therefore being able to problem solve as a community when negative behaviors surface. (Learning Principle) 				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2017-202	Resources
Provide <u>behavior support student success teams</u> SST to determine school-wide behavior plan <ul style="list-style-type: none"> Weekly/Daily monitoring during tutorial with AP. Use of a Focused lunch if necessary 1. Group Counseling <ul style="list-style-type: none"> Use of BACR or counselors Focus in issues (Drug/alcohol) 	Assistant Principal Counselor Teachers Psychologist	Develop the SST format Use, monitor and assess effectiveness Develop the parent consent form. Develop a group and pilot. Assess effectiveness	Continue	.
Tier 3 Attendance Intervention Goal: To improve attendance for students to provide better academic success. <u>Alignment to DHS Purpose and Learning Principles:</u> <ul style="list-style-type: none"> We challenge all learners to be hard working, daring and committed. (Purpose) Students develop agency and cultivate a growth mind-set as they encounter challenges. (Learning Principle)				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2018-2020	Resources
SARB- as currently used.	Assistant Principals			SARB

School-Wide Goal: Provide all students opportunity and access to grade level instruction/core competencies, college preparatory courses (UC/CSU “a-g”), higher level course offerings (AP and Honors) and college and career options.

Rationale:

- All students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively. (Mission statement)
- We are a community of learners dedicated to academic growth. (DHS Purpose)
- We challenge learners to be hard working, daring and committed. (DHS Purpose)
- Students will demonstrate understanding of subject area program goals and critical thinking. (DHS Learning Principle)
- Students will articulate information, thoughts and ideas effectively using oral, written and non-verbal communication skills in a variety of contexts. (DHS Learning Principle)

Evidence:

- District SAT participation rate for white students is 77%, Hispanic students, 10% of African American students.
- AP Passing rates differ based on ethnicity. White students have an 85% pass rate on AP tests. Hispanic students have a 77% pass rate and African American students have a 63% pass rate.
- Number of students not in grade level classes.
- Drop out rates and referrals to continuation school.

Measurement:

- Enrollment of Hispanic, African American and low SES students in AP classes and participation
- in ACT/SAT testing.
- Increase in passing rate on the AP Exams for Hispanic and African American students to be comparable to white students by 2020.
- Grade data for all students in AP classes
- Number of students not in grade level classes.
- Drop out rates and referrals to continuation school.

Means to Monitor:

- AP Class enrollment by ethnicity and low SES students
- SAT/ACT test participation by ethnicity and low SES
- Number of students not in grade level classes.
- Drop out rates and referrals to continuation school.

Action Tasks	Persons	Target 1 2015-2017	Target 2 2017-2020	Resources
<p>Review policies and clarify <u>course pre-requisites</u> and provide <u>open access</u> to courses.</p> <ul style="list-style-type: none"> Explore alternative pathways to meet UC/CSU Math requirements Investigate current AP pre-requisites and processes Encourage sub-groups for AP Spanish. Investigate course loads for students and use of free-periods and TA periods. Investigate avenues to increase grade level instruction for all students. Instigate early intervention and Tier III programs for students in danger of failing. Investigate systems for addressing knowledge and skill gaps. Articulate with partner schools to identify skills necessary to feed into high school program. 	<p>Teachers</p> <p>Leadership Team</p>	<p>Review all course descriptions and determine current pre-requisites and determine next steps.</p> <p>Develop and implement math UC/CSU course offerings for all students</p> <p>Tier III interventions</p>	<p>Course pre-requisites are open to all students.</p> <p>.</p>	<p>UC/CSU Doorways</p> <p>Intervention Plan</p>
<p>Integrate more <u>college and career planning opportunities</u> into a student's learning.</p> <ul style="list-style-type: none"> Use Naviance more effectively Target at-risk students and provide intensive training and follow-up support over freshmen year. (AVID) Educate students on AP options and how to prepare for them Internship opportunities for all students. Provide vocational opportunities for students 	<p>Teachers</p> <p>Counselors</p> <p>College & Career Counselor</p> <p>School-to-career liaison</p>	<p>All students trained on Naviance during advisory and tutorial</p> <p>All teachers trained on Naviance and use with students during advisory.</p> <p>Freshmen advisory teachers work with students who need more focus on college and career.</p>	<p>All students using Naviance to plan high school courses and career exploration.</p> <p>Entire school have a fully functioning system to focus on the school-wide learning principles, including sharing data and best practices</p>	<p>Advisory/Tutorial</p> <p>Learning Principles</p> <p>Naviance</p> <p>AVID</p>

<ul style="list-style-type: none"> • Career Education Events (Career Day or workshops) • College Essay writing workshops • School sponsored SAT/ACT Prep classes • Alumni panels on college advice 		<p>More and improved support for students in college essay writing, SAT and ACT.</p> <p>SLCs have a fully functioning system to focus on the school-wide learning principles, including sharing data and best practices</p>	Implement career event for entire school	
<p><u>Increase access to college classes</u> for Drake students.</p> <ul style="list-style-type: none"> • Investigate pathways program with possibility of considering this at the site. • Design student schedules to take advantage of educational opportunities. • Investigate dual-enrollment opportunities with COM. • Investigate dual-enrollments opportunities on and off campus. • Investigate the possibility of having teachers with a master's degree teaching dual credit courses on campus. 	Teachers Counselors Leadership Team	Students can enroll in COM for free period.	<p>Provide students opportunity to complete their AA degree and HS diploma simultaneously.</p> <p>Develop plans and begin to implement based on what was learned through investigating programs.</p>	<p>COM</p> <p>District Office</p>

School-Wide Goal: To prepare students for post-high school success, Drake High School needs to develop practices that promote student development of agency.

Rationale:

- All students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively. (TUHSD Mission statement)
- We are a community of learners dedicated to academic growth. (DHS Purpose)
- We challenge learners to be hard working, daring and committed. (DHS Purpose)
- Students will explore, discover, and express unique approaches to problem solving. (Learning Principle)
- Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives in learning and life. (Learning Principle)
- Students will become productive members of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative. (Learning Principle)

Evidence:

- Drake's white student enrollment is 84% and 69% of our suspensions are for white students. African American students are 2% of the school's population and 11% of the suspensions are for African American students. Hispanic students are 8% of the school's student population and receive 13% of the suspensions.
- DFI Data
- Attendance Data
- UC/CSU Eligibility Data
- Extended Learning Data/Internships

Measurement:

- Agency scale grades in PLC work.
- Discipline data and discipline feedback from students on use of agency in discipline issues.
- Use of Agency in SLCs who monitor Agency in ECHO
- DFI, Attendance, UC/CSU/ Extended Learning

Means to Monitor: <ul style="list-style-type: none"> • Annual grade data • Annual discipline data • Student feedback 				
Action Tasks	Persons	Target 1 2015-2017	Target 2 2017-2020	Resources
Develop and implement a school-wide <u>definition and agreements of agency</u> <ul style="list-style-type: none"> • Use Agency proficiency scale (re-visit from Design Team work) • Develop student and staff understanding on Agency and use to discuss behavior. • All classes use proficiency scale to determine students agency for each class. 	Teachers	School-wide definition developed and aligned to the scale used by teachers to provide feedback. Examples from classrooms using agency shared with staff. Development of learning rounds (see Goal on Instruction)	School policies and practices reviewed along definition and rewritten if necessary Continue from target one and develop agency further into practices (classroom and school-wide)	Staff meetings, PD time Advisory PLC Meeting Time
Develop and implement practices that <u>create and enhance feedback</u> to and from all stakeholders. <ul style="list-style-type: none"> • Student/Peer feedback • Staff to staff feedback on instructional practices and school prtices. • Student to Teacher feedback to improve learning for all • Share best practices • Student/Teacher 	Teachers Counselors	Provide opportunities to try feedback protocols and improve Use in classes and best practices shared in PLC and with whole staff.	Use feedback protocols and fine tune. Continue to share and use best practices (Can use learning rounds- from learning principles action step)	Classroom use Advisory PD Training on giving and receiving feedback

<p>Identify attributes and school practices that Drake develops well and areas we need further development.</p> <p>Attributes:</p> <ul style="list-style-type: none"> Gather information on agency. Collect information from graduates Collect information from current students <p>School Practices:</p> <ul style="list-style-type: none"> Student recognition around agency School communication for students. Student Handbook alignment to agency Restorative practices Wellness practices. 	<p>Admin</p> <p>Teachers</p> <p>Counselors</p> <p>Parents</p> <p>Students</p>	<p>Gather current research on the value of “agency” as a means to academic and personal success</p> <p>Review Clearinghouse Data</p> <p>Continue to train and develop AVID</p> <p>Parent Education on Agency</p>	<p>Host Parent Education evenings about the value of Agency in terms of student success (Grit, Growth Mindset, Tracking learning)</p>	<p>Advisory</p> <p>Student/Parent Handbook</p> <p>Wellness plan</p> <p>Growth Mindset work (Dweck)</p>
<p>Develop, implement and communicate grading practices that promote growth and development of learning.</p> <ul style="list-style-type: none"> Explore and improve and provide more consistent current grading practices Self- assessments using scale 	<p>Teachers</p>	<p>Research and develop practices to give students regular feedback on Agency and their learning process</p> <p>Develop self-assessment tools to assess Agency</p>		<p>Gather tools/systems to assess and/or self-assess Agency</p>
<p>Develop agency activities into Day One and into the school goals for ASB/Link</p> <ul style="list-style-type: none"> Develop Link goals for all freshmen Develop weekly agency themes for advisory by ASB/PTV/Link Train Link Leaders to be “SuperAgents” 	<p>Assistant Principal</p> <p>Teachers</p> <p>Students</p>	<p>Align Day One with Agency skills</p> <p>Train Link Leaders and ASB on Agency</p> <p>Collect feedback from students on Agency First Day and link activities.</p>	<p>Bring in Super Agents as Guest Speakers</p> <p>Continue to expand Day One to develop agency deeper each year.</p>	<p>Day One Agendas</p>

<p>Develop and implement a <u>feedback process to provide continuous improvement input</u> for teachers about student learning.</p> <ul style="list-style-type: none"> • Gather input on what type of feedback will improve instructional strategies. • Develop process to gather input. • Develop process for sharing input with teachers. • Teachers develop a plan for improvement • Develop other communication processes. 	<p>Admin Teachers Leadership Team Students DLC</p>	<p>Develop a feedback tool. Try and assess tool Provide feedback to teachers Plan for improvement</p>	<p>Continue to refine tool Continue to provide feedback Develop other uses for feedback.</p>	<p>SLC tools from Design Team work. West Ed Assessments from SLC work in early 2000s.</p>
--	--	--	--	--