



TAMALPAIS HIGH SCHOOL

SELF-STUDY REPORT

700 MILLER AVENUE
MILL VALLEY, CA 94941

TAMALPAIS HIGH SCHOOL UNION DISTRICT

2022

A photograph of a large, arched, light-colored stone or concrete sign. The words "TAMALPAIS HIGH SCHOOL" are carved into the stone in a dark, serif font, following the curve of the arch. The sign is set against a background of green trees and a clear sky.

TAMALPAIS HIGH SCHOOL

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit. Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (growth areas for continuous improvement) not in the current schoolwide action plan/SPSA.

Chapter One

Progress Report

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Since our last WASC visit, Tamalpais High School (THS) has experienced many changes. While our campus has grown to accommodate a growth in student numbers, our staff has worked to promote the success of each of these students. THS has committed over the past five years to its focus on ensuring equitable outcomes for all students and creating a school environment and culture that embraces the “Tam Unity vision. Tam Unity is a philosophy created by students, for students, and states that *Tam is a very special place because we are a group of diverse individuals united by our shared experience. Our actions and words create an inclusive environment in which all students are accepting of everyone.* The THS community has fully embraced this philosophy and uses it to guide decisions that impact the day to day experiences of our students.

Perhaps one of the most impactful shifts that has occurred at THS since the last full visit is the consistent and constant focus on equity, both in and out of the classroom. This shift has been fully supported and oftentimes led at the district level and has made a tremendous impact on our school, curriculum and greater community here at Tam. Teamed with the site work and goals of the current Tamalpais administration and staff, the following significant improvements have been made:

- Approximately 70% of certificated staff have voluntarily participated in Beyond Diversity: Courageous Conversations training
- SOAR (Students Organized Against Racism) is now in its 4th year and has already provided BreakThrough Day for our entire campus along with multiple PD training sessions for staff and students. Tam High’s SOAR won the national Ruby Bridges Award at the National Summit for Courageous Conversations.

- 3 years of offering Ethnic Studies course
- Growth in ELD population of students along with increased resources allocated to program support. The ELD program has grown to include 3 certificated teaching staff members and a full time EL Paraprofessional support provider. While our population of English language learners does not warrant an ELAC at the site level, the district has begun the process of DELAC at the district level.
- Creation of 2 year [Social and Environment Justice Academy](#) for junior and senior students
- Ongoing Site and District Equity Teams with monthly meetings
- Restorative practices PD for all staff- featuring Ashanti Branch and CircleUp
- District Equity Non-Negotiables were developed in 2017 and continue to guide decision making at the site and district level.

Vision:

Staff, students and families will report feeling a part of a trusting, inclusive community that values multiple perspectives. This learning community will eliminate the predictability of student access and outcomes based on race or socioeconomic status.

Equity Non-negotiables:

We believe that...

- ❖ The success of all students is our individual and collective responsibility
- ❖ Instructional practices can mitigate the impact of any external factors on achievement
- ❖ Equity is a personal and professional journey
- ❖ All people can grow and learn
- ❖ Racism is endemic in our society and our systems and it is our responsibility to be actively anti-racist

In light of our beliefs, we will...

- ❖ Hold high expectations for all staff, students and families
- ❖ Disrupt and eliminate racist policies and practices
- ❖ Build trusting relationships among all stakeholders through engagement, honesty and learning other perspectives
- ❖ Use data to measure our progress and inform our practices on eliminating our opportunity gaps
- ❖ Continuously develop our collective capacity around equity and anti-racist leadership
- ❖ Provide culturally-relevant curriculum and engage in culturally-responsive practices
- ❖ Develop the cultural proficiency of all stakeholders

- On September 8, 2020, the Tamalpais Union High School District adopted [Resolution No. 20-1](#) in support of Antiracist Education
- Creation of Tamalpais High School Success Network - The Success Network is an equity initiative driven by the collaboration of both school and community partners. The success network is dedicated to closing the achievement gap at Tam High by supporting historically underserved students, students of low socioeconomic status and students of color. The success network utilizes data, early intervention, communication, streamlined services, and team effort to overcome the many barriers faced by students.

The success network coordinates advocacy and closely monitors a (group of students who have been) historically underserved group of students in order to address needs as they arise. The success network pairs frequent data tracking with the leveraging of already existing services to make a collective impact that better serves the students and also allows each provider to reach their potential impact as well. The success network's focus is on working collaboratively with the community based organizations, in hopes of disrupting the systems of racism and poverty that have affected these students and give them the just opportunity to succeed.

There are currently over 125 students enrolled in the Success Network through their participation in the following school and community programs:

- [Bridge the Gap College Prep \(BTGCP\)](#) works closely with Tamalpais High School by providing students an opportunity to work with Class Deans, teachers and tutors and receive individualized support with school work, skills development and the many social and emotional issues that come with navigating the high school experience. They also help students create a path to college by helping with course selection, counseling, test prep and financial aid and scholarship assistance.
- [Compass](#) is now offered at all four grade levels to qualified students. COMPASS (College of Marin Providing Access and Supporting Success) is COM's primary tool in its efforts to end educational inequity in Marin County, and is the result of extensive planning with the Marin County Office of Education, high schools in the county, and several community-based partners. It is a partnership between students, families, high schools, and College of Marin, which begins in the 9th grade. Families should be active participants and will be supported and guided through the college selection and financial aid processes. COMPASS engages families by providing an in-depth understanding of college expectations and opportunities, and a strong connection to college.

- [10k degrees](#) helps students navigate through high school in order to successfully enroll and stay in college and the world beyond academics. 10,000 Degrees collaborates with the student, their family, their school, and other community partners to ensure that each student feels in control of their own path and has the information they need to make informed decisions about their future.

Another significant change that has occurred is the 17% growth in enrollment at THS over the past five years. During our 2015 visit, the student enrollment was 1420. At the beginning of the 2021/22 school year, the projected enrollment is over 1660 students. While the site has added two additional classrooms to its campus, this increased enrollment continues to strain facilities at Tam, causing students to lose valuable parking spaces, teachers to share classes while losing collaboration and work spaces and has overworked the amazing custodial and food service staffs.

The enrollment growth at THS has also had a positive impact on the course offerings and athletic teams presented to students. The most significant growth in course offerings and enrollment has been in the applied technology courses including computer programming, engineering, and auto shop. The Conservatory Theatre Ensemble (CTE) has also grown to incorporate additional stagecraft and theater production programs. Our female athletics program has also experienced a positive impact with more students and now fields additional levels on existing teams and a new field hockey team. While these programs have always been available, there had not been enough interest in the programs prior to the enrollment growth.

This enrollment growth has contributed to a budget crisis as TUHSD is a basic aid district. Severe budget constraints lead to the district decision to cancel the robust Teacher Leadership model. This is further discussed later in this chapter. However, it is important to note here the impacts of this decision has led to significant changes at the site level being void of a teacher leadership structure with no department heads or leadership team. THS administrators have developed a number of systems and committees within the last 3 years in an effort to provide alternative avenues for admin/teacher collaboration, stakeholder input and the development of teacher leaders on campus.

In 2020/21, Tam High partnered with Lead by Learning (formally Mills Teacher Scholars) to develop teaching staff members' capacity to be teacher leaders of adult learning, with a focus on design, facilitation, and adult coaching skills. Through teacher leadership, we work to develop staff capacity to use student learning data in order to evaluate their effectiveness and improve teaching. This work continues to expand and now includes 20 staff members, further expanding the influence on professional development and department work.

While many of our veteran teachers remain and continue to provide valuable leadership within our community, Tamalpais High School has hired a number of new classified and certificated

employees. Our site administration has also seen significant turn over. While the principal Mr. J.C. Farr has provided steady leadership over the past six years, there had been three interim principals within two years before Mr Farr. There have been nine individuals filling the three assistant principal positions since 2015. The current administration team of J.C. Farr, Connor Snow, Karin Hatton and Kaki McLachlan has been in place for the past three consecutive years, which in and of itself, has represented a major shift that has positively impacted our school community. The previous variability of administrative leaders at THS lead to an inconsistency and lack of ability to follow through on initiatives, policies and goals. The shift to more consistency in this team has allowed for initiatives to be put in place with consistent reinforcing and has created the opportunity of working toward achieving the school site goal of increasing the achievement of all students while accelerating the growth of students of color, students with low SES, English Language Learners, SPED students, and foster youth.

At the district level, Superintendent Dr. Tara Taupier is entering her fourth year. All members of our district leadership are new to their positions since our last visit and this past year has brought significant changes to titles and roles within the district office. Corbett Elsen has provided leadership through an extreme budget crisis over the past few years as Chief Business Officer and has been promoted to his role as Assistant Superintendent of Business and Operations this year. Wes Cedros has transitioned from his former role as Senior Director of Student Services into his new role of Assistant Superintendent of Human Resources. Dr. Amira Mostafa has been promoted from Director to Senior Director of Special Education. Dr. Liz Seabury has taken on the role of Senior Director of Intervention and has stepped away from her role as a site principal in the district. Paula Berry is the district's Senior Director of Curriculum and Instruction and Kelly Laura has joined the Tamalpais Union High School District as the Senior Director of Student Services. With this new district administrative team in place, TUHSD will continue to work to support all students by building out a more robust multi tier system of support for all students. This team will continue to focus on equity by developing an [anti-racist resolution](#) for the Tamalpais Union High School District (TUHSD) and will finalize a board adopted [TUHSD Graduate Profile](#) stating that "Upon graduation, all TUHSD students will have the opportunity, knowledge, and skills to successfully pursue a college and/or career of their choosing, live independently, and contribute positively to local and branch communities". This graduate profile will aid the district in decision making while focusing on the six identified learner needs: Collaboration, Critical Thinking, Cultural Competence, Communication, Creative and Independent Learning, and Character.

COVID-19 has impacted Tamalpais High School and the entire educational community in ways that are immeasurable. As with all schools across the country, our entire school community shifted overnight into a fully online learning environment. This greatly impacted teaching and learning and the emotional wellbeing of students and staff. After almost 12 months of full online instruction, TUHSD students returned to in person learning 1-2 times a week, while socially

distancing and remaining on zoom for the other $\frac{2}{3}$ of the week for a couple of months. TUHSD then shifted from a three cohort model to a two cohort model, having students attend somewhat more regularly. This model was in place for the latter half of the Spring semester of 2021. All TUHSD students returned full time to in person learning in the Fall of 2021. Many resources have been allocated to identifying and addressing learning loss that may have occurred as well as providing additional resources for the social emotional well being of all students. In addition the negative impacts on learning, the pandemic has also provided space to reflect and implement systematic shifts to have a positive impact on teaching and learning.

A quick glance of shifts made during 2019-2021 school years:

- Full distance- 1:1 Chromebook in a matter of days
- Teachers teaching remotely through zoom
- Adoption of common online teaching platforms (Google Classroom and Canvas)
- District implemented a universal A grading policy for all students Spring of 2020
- Hybrid / Concurrent learning environments- teaching both “roomers and zoomers” at the same time
- Push for in person instruction in Spring of 2021- hybrid- 3 cohort/2 cohort/ 1 cohort with optional zoom
- Equitable grading practices researched and utilized in many classrooms
- Teachers and students develop new relationship building avenues and opportunities
- Complete technology adoption by all staff, students and implementation of hardware in classrooms
- Teaching and learning while socially distanced from one another.
- Assessment of learning loss

Other areas of significance since last full WASC visit:

- Implementation of robust Wellness Program with Site Coordinator and Wellness Intake Specialist.
- AVID at all 4 levels
- 1:1 Chromebook
- Overall budget crisis- cut many classified positions (library, custodial, etc)
- New SIS system
- Parent Square as new communication platform
- NGSS transition
- Northern California Wildfires leading to power shut offs and unhealthy air conditions impacting school openings
- COVID- online teaching- adopting of zoom classes- shift from variety of teacher websites, to either Canvas or Classroom and now to Canvas

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

Implementation and monitoring of the schoolwide action plan addresses the goals, and incorporates all schoolwide critical areas from the last full self-study and all intervening visits. Since the last WASC committee visit, the WASC Leadership Team, the Tam High administrative team, the School Site Council, teacher leadership committees and the other stakeholder groups have contributed to the process of monitoring, implementing and revising the schools' action plan.

Within the past 6 years, the yearly [SPSA](#) became the guiding document for implementing action steps and goals. The SPSA has been a guiding document each year and updated to reflect the progress made on the identified goals and student learning outcomes. This document serves as an essential tool in the management of the entire school program as well as the design and implementation of assessment, professional development, community engagement, curriculum and student intervention. All yearly updated goals will be found in the site's SPSA.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all school wide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.

Goal 1: Ensuring effective core instruction and supports for all students by (1) providing effective core instruction that is culturally relevant, engaging and differentiated to meet student learning needs and (2) creating and maintaining a classroom culture and school environment where students and teachers feel valued, safe and connected.

Measurable Growth Targets:

- Increase the number of low SES students demonstrating proficiency in the identified learning outcomes as shown in an increase in grades in English Language Arts and Mathematics courses
- Increase the participation rates of students of low SES and English language learners in college prep courses
- Fewer “D’s and F’s” across all demographics and especially those enrolled in Academic Workshop classes, thus resulting in fewer AW sections
- 100% graduation rate
- Increase in ELPAC scores

Areas of success:

- AVID course at all 4 levels with over 65 students enrolled
- Compass program available at all 4 levels
- Significant increase in percentage (+32%) of low SES at or above [ELA Standard since 2016](#)
- Significant increase in percentage (+35%) of low SES at or above [Math Standard since 2016](#)
- 40% growth for African American students and 39% growth for Hispanic students achieving standard for ELA SBAC over last 5 years
- 22% growth for African American students and 15% growth for Hispanic students achieving standard for Math SBAC over last 5 years
- Increase in English Learner student achievement
- Development of math focused academic workshops to better target support.
- Professional development for teachers focused on Culturally Relevant Teaching strategies including but not limited to relationship building, restorative practices, AVID strategies, equitable grading practices and inherent racial biases.
- Creation of Interventional Specialist Counselor position
- Partnership with CircleUp Restorative program for all staff
- District Faculty of Color affinity group
- Creation of the [TUHSD graduate profile](#)
- Ongoing District Math Task Force to further meet student needs in math instruction and intervention
- Core Program for all 9th and 10th grade students focusing on making connections to each other and curriculum by cohorting Social Science and English with same teachers and students spanning 9th and 10th grade years
- Lead by Learning partnership increasing teacher capacity to use data in comprehensible ways to increase instructional growth

Goal 2: Ensuring supplemental instruction and supports for some students by providing supplemental core instruction for students needing additional time and/or support.

Measurable Growth Targets:

- Increase in participation rates for SBAC
- Student data in collaboration will demonstrate improvement on formative assessments and course grades for students identified as needing improvement

Areas of success:

- 120 weekly instructional minutes of Tutorial support periods to target intervention and specific student need
- High percentage of students A-G eligible (average 80% over 5 years)
- Increase in A-G eligibility for low SES students
- Academic Workshop classes available for both General Education students and Special Education Students
- Lead by Learning partnership increasing teacher capacity to use data in comprehensible ways to increase instructional growth
- Growth of Success Network program to 125 students
- Monthly staff collaboration meetings identifying problem of practice and use of cycle of inquiry to address specific student achievement needs
- Ongoing District Math Task Force to further meet student needs in math instruction and intervention
- Bridge the Gap College Prep providing daily on site after school tutoring to target population of underserved students
- District wide NGSS science task force to ensure instruction is aligned and accessible to all students
- Increases in participation of SBAC testing
- AVID course at all 4 levels
- Common prep periods for staff members teaching Core classes
- Data Deep Dives Conversations at staff meetings

Goal 3: Providing intensive instruction and supports for some students by providing intensive and targeted supports for students who are not successful academically.**Measurable Growth Targets:**

- Increase in school/community partnerships to support academic and behavioral interventions

Areas of success:

- Adoption of common online learning platforms (Google Classroom and Canvas)
- Creation of new Intervention specialist position
- Monthly Success Network meetings with Tam staff and community partners to review data of targeted student success
- Support of AB104 to lower state graduation requirements, access to online independent learning options and adoption of students ability to accept P/NP in lieu of letter grade during 2020/21 pandemic school year.

- Development of General education plans, annual review of 504 and IEP plans.
- Ongoing student study teams
- 120 weekly instructional minutes of Tutorial support periods to target intervention and specific student need
- Access to alternative courses through Acellus or Edgenuity, local community college
- Site specific math credit redemption program available during summer and through school year
- Geometry A offering to students needing course for graduation requirement that have historically struggled with mathematical skills and concepts
- Over 120 students enrolled over 5 years at 4 levels of new AVID program.
- Growth of Tamalpais High School Success Network to include over 150 students enrolled in Compass, Bridge the Gap, 10k degrees.

Goal 4: Provide all students the opportunity and access to grade level instruction, higher level course offerings (AP and Honors) and college and career options in the 21st Century.

Measurable Growth Targets:

- Increase the number of students demonstrating proficiency and showing progress towards identified outcomes in core classes to increase access to AP and honors level courses.
- Decrease barriers and increase access to higher level courses for all students.
- Increase school and local community partnerships to expose students to college and career options in the 21st century

Areas of success:

- Development of Master Schedule Committee of teachers and administrators with monthly meetings to audit course offerings, examine course requests by demographics, develop a master schedule to ensure equitable access to a variety of courses.
- Full time College and Career Specialist offering 1:1 support for all students, group workshops on the college application process, college essay writing workshops, annual job fairs, current job postings, financial aid family workshops, college representative visits, college information nights, and community service listings to help students participate in local volunteer and internship activities
- Access to live and online college courses
- Over 1900 seats available for students enrolled in AP / Honors courses
- Removal of prerequisites for many upper level courses
- Ongoing examination of application process for all courses requiring process to ensure equitable access for all students
- Audit of curriculum to ensure cultural inclusivity
- Professional development of cultural responsiveness practices

- Counselors developing 4 year plans with students
- Increase in participation in PSAT (free of cost for all students)
- Credit recovery online program Acellus and Edgenuity and through district support programs such as math redemption program and San Andreas continuation high school
- AP test parent education night
- Senior year presentations by counseling team
- Growth of CTE and Applied Technology programs -7 computer programming courses (5 being AP levels), 3 Engineering courses, 2 Architecture courses, 3 Automotive Tech courses and 3 Documentary/Media Studies courses
- Development on 1:1 Chromebook program for all students 9-12 grade
- Over 120 students enrolled over 5 years at 4 levels of new AVID program.
- Growth of Tamalpais High School Success Network to include over 150 students enrolled in Compass, Bridge the Gap, 10k degrees.

Comment on the original critical areas for follow-up (growth areas for continuous improvement) not in the current schoolwide action plan/SPSA.

The 2017 [Mid-Cycle report](#) recommended that THS continue to sustain leadership structures, efforts to improve technology use, and new communication systems.

Due to a severe budget crisis due in part to increased enrollment, TUHSD suspended the Teacher Leadership model, effectively removing teacher leaders and department chairs. The removal of this program has left a vacuum for teacher leadership and has impacted the collaborative abilities between and within departments, and has impacted input and communication between the teaching staff and administration at THS. In response, THS has worked hard to develop alternative means of teacher leadership and participation through development of collaborative committees such as the Master Scheduling committee, the Professional Development committee and the Lead By Learning Teacher Cohort. These committees have been funded through the Tam High Foundation.

Significant progress has been made regarding the improvement of technology use since the mid-cycle visit. Before the pandemic, Tam High was able to provide (through the Tam Foundation) each classroom on campus with a cart of Chromebook computers. When students were forced to access school from their homes during distance learning, our IT department successfully redistributed these Chromebooks to individual students. Upon the return to in person instruction, the district has made the decision to continue the 1:1 Chromebook model. Our classrooms were also equipped with state of the art projections, speaker and camera equipment in

order to provide hybrid instruction to both live and online students concurrently during the Spring of 2021. This equipment remains in all classrooms on the THS campus. THS has also worked to develop additional courses allowing for the use of 21st century learning and technology use including Music Tech, Digital Art, Photography, Yearbook, Computer Science, Engineering, Architecture, Journalism, and AIM (*Academy of Integrated Humanities and New Media*).

A number of new communication systems have been put into place at THS that have provided significant impacts over the past several years. Teachers had traditionally provided information to students and families through a variety of methods and online platforms. In 2020, all teachers began using one of two online learning platforms to better support their students and families. Teachers currently choose between Google Classroom and/or Canvas. THS will continue to streamline this and move to a one system model in the following school year to better support students and families in accessing information in a more streamlined and organized fashion. The TUHSD district has also implemented the use of ParentSquare to allow for easier communication between school sites and families. The administration continues to provide weekly newsletters and updates to both parents (Red Tail Review) and staff (the Farr-Cyde). To increase the communication from teachers to administrators, administrative liaisons have been assigned to each department as well as participation in weekly staff meetings.

Chapter Two

School Profile

General Background and History

A. Community

Tamalpais High School was founded in 1908 and is the oldest of the 3 comprehensive high schools in the district. Tamalpais High School is a 26.8 acre campus which has 60 classrooms, a student center (multipurpose room), a library, an administration building, swimming pool, and athletics fields. The school serves students in grades nine through twelve. Tamalpais High is fortunate to be steeped in a rich tradition of academic success, historical significance, and tremendous pride. Members of the Tam Family boast of the numerous and varied opportunities students experience as a result of the supportive and caring communities that surround the site. Students who attend Tamalpais High School reside in one of three unique communities in southern Marin: Mill Valley, Sausalito/Marin City, and Bolinas/Stinson Beach. Tam's current enrollment is 1,596 students, of whom 69% are White not Hispanic, 11% are Hispanic, 4% are African-American, 9% are Asian, and 7% other. Currently 8% of the students are eligible for free or reduced lunch (i.e. low socioeconomic status), 10% receive Special Education services, and 2% are English Learners. Tam has experienced significant enrollment growth over the last 4 years, and has reached 1,604 students in 2021-22 school year.

The site experiences significant support and participation from the parents and the community. The community is extremely generous in terms of both financial support and time, in order to ensure the students at Tam are experiencing the most innovative and rigorous academic experience possible. The site is fortunate to partner with very active school connected organizations including: the Tam High Foundation (THF) with three subsidiary parent-student-teacher organizations (CTE (drama), PATH (art) and THUMB (music)), the Parent Teacher Student Association (PTSA), and a Tam Athletic Boosters organization to support athletics. The Tam High PTSA provides a parent education series that features a variety of topics that supports students both academically and socio-emotionally. The Tam High Foundation (THF) provides monetary support in bolstering Tam's academic and extracurricular programs through a grants based application process. Parents also serve on the Site Council, a Parent Advisory Committee, and WASC focus groups. Parent feedback is routinely sought out regarding the progress and direction of the school, on a variety of school committees, and in the hiring interview process for Administrative positions. These organizations help to build a culture that rewards strong teaching practices and creative ways to help bolster student learning in addition to providing multiple opportunities for our student athletes, visual and performing artists, and musicians.

Tamalpais High School enjoys a strong relationship with a variety of local merchants and businesses, which include the following:

- CA Teamwear
- Antone's East Coast Sub Shop
- Boo Koo
- Red Whale Coffee
- Abel's Taco Truck
- Bananas at Large

Staff Description

	Certificated	Classified	Counsel
Total	89	37	23
Male	42	18	5
Female	47	19	17
Non-Binary			1
Amer. Indian (M)	0	0	0
Amer. Indian (F)	0	0	0
Total	0	0	0
Asian (M)	2	3	0
Asian (F)	3	3	1
Total	5	6	1
Black/African American (M)	0	5	3
Black/African American (F)	1	1	0
Total	1	6	3
Hispanic/Latino (M)	1	2	0

Hispanic/Latino (F)	1	3	0
Total	2	5	0
Native Hawaiin/Pac. Is.(M)	0	0	0
Native Hawaiin/Pac. Is.(F)	1	1	1
Total	1	1	1
White (M)	38	8	1
White (F)	42	11	16
White (NB)	0	1	1
Total	80	19	18

School Purpose

The ultimate purpose of Tamalpais High School is to prepare the young people of this community to become better citizens in whatever walk of life they may engage in. We do this by maintaining a learning community that celebrates diversity, honors excellence, and provides students the opportunity to question, create, think, and dream. We cultivate community by promoting the Spirit of Tam Unity by living our core values of empathy, respect, community and integrity.

In September of 2020, the Tam High Union District Board of Trustees passed a resolution in support of Anti-racist Education. The resolution states that the Tamalpais High School District will commit itself not only to address the symbols of institutional racism and white supremacy, but also to proactively identify and disrupt biases, practices, policies, and remove institutional barriers that perpetuate injustice and inequality in our schools and our community, and to provide confidential and accessible means for reporting acts of racism and bias by students and staff. This resolution underlines Tamalpais High School's mission statement of celebrating diversity and promoting empathy, respect, community and integrity.

Tamalpais High School last completed WASC in 2015 with the following critical learning needs:

- *Provide all students the opportunity and access to grade level instruction, higher-level course offerings (AP and honors) and college and career options in the 21st Century.*

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

These critical learning needs can also be seen in the site's four LCAP identified needs and goals. See the goals listed below along with the metrics that will measure progress.

THS School-wide Goal 1: Ensuring Effective Core Instruction and Supports for all Students

- By June 2022, there will be an increase in the number of low SES students demonstrating proficiency in the identified learning outcomes as shown in an increase in grades in English Language Arts and Mathematics courses.
- By June 2022, an increased participation rate of students of low SES and English language learners in college prep courses.
- By June 2022, fewer "D"s and "F"s across all demographics and especially those enrolled in Academic Workshop classes, thus resulting in fewer AW sections
- By June 2022, there will be a 100 percent graduation rate
- By June 2022, student ELPAC scores will increase

THS School-wide Goal 2: Ensuring Supplemental Instruction and Supports for Some Students

- By June 2022, 95% or above on all participation measurements for SBAC.
- Student data in collaboration will demonstrate improvement on formative assessments and course grades for students identified as needing improvement

THS School-wide Goal 3: Providing Intensive Instruction and Supports for All Students

- By June 2022, an increase in school/community partnerships to support academic and behavioral interventions.

THS School-wide Goal 4: Provide all students the opportunity and access to grade level instruction, higher level course offerings (AP and Honors) and college and career options in the 21st Century.

- By June 2022, there will be an increase in the number of students demonstrating proficiency and showing progress towards identified learning outcomes in core classes to increase access to AP and honors level courses.
- By June 2022, decreased barriers and increased access to higher level courses for all students.
- By June 2022, increased school and local community partnerships to expose students to college and career options in the 21st century.

The evidence of success for all four goals will be a measured increase in the % of students who demonstrate proficiency and show progress towards identified learning outcomes. And the

metrics used to monitor the success of each goal will be to gather and analyze data and discuss effective teaching practices in professional learning communities. Discuss progress in site and teacher leader meetings

B. School Program Data- Description of Programs

As a member of the Tamalpais Union High School District, the school is dedicated to the development of creative, passionate, and self-motivated learners. Upon graduation, students will be prepared for engaged citizenship and able to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.

Tamalpais High School offers a number of specialized academic programs to develop and foster student engagement. In the ninth and tenth grades students are paired in a **CORE program** that places students with the same English and Social Studies teachers in order to develop strong academic relationships among the students and teachers. The teachers work collaboratively to offer interdisciplinary lessons and share resources. The intended outcomes for the CORE program is to establish a cohort of learners supported by teachers who have had the opportunity to work with the students for a two-year duration to ensure they are well prepared to communicate effectively in both a written and oral format, think critically, analyze complex information and work collaboratively.

AIM (Academy of Integrated Humanities and New Media) is a highly competitive 2-year program of Social Studies and English using a multimedia approach. The program emphasizes academic, professional, technological and documentary film skills.

AVID (Advancement Via Individual Determination) is an elective at Tam which emphasizes college readiness. AVID targets students in the academic middle (2.0-3.5 GPA) that benefit from skill development in support of college readiness. AVID will have 4 sections in 2021-22 with 9th, 10th, 11th and 12th grade students being enrolled in the AVID elective.

CTE: (Conservatory Theatre Ensemble) is an award-winning 4-year comprehensive drama program using actors, directors, designers, technicians, backstage crew, playwrights, guest artists and teachers. The program has multiple plays in production throughout the entire school year.

Applied Technology: (ROP Courses) These specialized courses expose students to technical environments and their applications in the modern world. These courses offer opportunities to explore a wide spectrum of career paths in the fields of Computer Science, Automotive Technology, Architectural Design, Woodworking, Construction, Engineering, and Film Production. All courses offer hands-on, project based learning that promotes both creative and

analytical thinking.

Social and Environmental Justice: Building off the success of the English/Social Studies CORE program, both current sophomores and juniors have enrolled in Social Activism Pilot, an English-Social Studies program in 2021-2022. Students will have the option to be in the program for one or two years. Rising Juniors have selected US History (SEJA) and AP Composition (SEJA). Rising Seniors have selected Government Econ (SEJA) and Essay Exposition/Oral Rhetoric (SEJA).

Academic Workshop: These classes are designed to provide supplemental instruction in knowledge, skills, habits and attitudes necessary for academic success. The courses are intended to focus highly on individualized students' academic needs. Counselors assign students to Academic Workshop according to their academic needs.

During the 2019-2020 school year the district adopted **Acellus online A-G courses** which provides students opportunities to both remediate and take online classes for original credit in a smaller classroom setting and in a manner they can access from home.

In addition to Acellus, Tamalpais High also utilizes **Edgenuity**, which is an online learning platform that provides students with flexibility in making up missed content, accelerating or accessing courses that they may not have been able to otherwise. Edgenuity provides UC a-g, NCAA, California state standards aligned courses and content that is offered in 60 languages.

Tamalpais High School is fortunate to have a host of specialized support programs for students as they enter their high school careers. It is essential to educate the whole child and to this end, programs that focus upon transition, academic support, changing behavior, wellness, and both mental and physical health are abundant. Tam High makes it a priority to welcome students as they transition from 8th to 9th grade beginning with a significant emphasis on freshmen orientation and the introduction of the academic and social life at the site. For several years a one to three week summer school program called "The Transition Program" has helped students from our smaller feeder schools experience a sampling of the curricular expectations and social adjustments necessary to assimilate to high school life. In 2018, Tam re-branded the transition program, naming it "Tam Ascent".

The **Tam Ascent program** offers support for students from smaller feeder schools in the areas of English Language Arts, STEM, and organizational skills. Students also participate in a variety of team building activities to build connections among each other and with Tam staff. This program helps students coming from a much smaller learning environment to build a connection with Tam before the start of the school year. In addition to this program, all 9th grade students are partnered with an upperclassman and supported through the **Link Crew Program**. The Link Crew student leaders monitor their 9th grade students and help them acclimate to the rigor and

time demands throughout the year. The Link Crew Leaders provide academic and social guidance for their students, and help the 9th graders navigate high school life.

In the 2014-2015 school year, the Leadership, Peer Resource, and Strategic Peer Mentoring teachers created a new vision for how to develop student leaders and increase opportunities for students to feel connected to Tam High. The **Strategic Peer Mentoring Program** was created with the mission to support 9th and 10th grade students who were exhibiting either academic or social challenges early in the school year. Upperclassmen spend the first month of school receiving training on how to mentor and tutor students. The three teachers are working collaboratively to support all students at Tam High and increase student engagement. These programs continue into the 2021 school year, offering continued support to our at-risk students.

In addition to the Success Network, which was outlined in Chapter 1, Tamalpais High School is proud to support the **Success Network Mentoring Program**. Teachers and staff at Tam volunteered to mentor students, providing weekly support and intervention. Success mentors received weekly data reports, outlining students' attendance, grades/missed assignments, as well as other important information that can help focus conversations with students.

COMPASS (*College of Marin Providing Access and Supporting Success*) is the College of Marin's primary tool in its efforts to end educational inequity in Marin County. It is a comprehensive dual-enrollment partnership between students, parents, high schools, and College of Marin. COMPASS students concurrently enroll in College of Marin courses all four years of high school. Students will graduate from high school college-ready, with a deep understanding of the expectations of a successful college student, more than 20 units of transferable college credit, and free attendance for the first year if they attend COM. They will also have formed connections with other college-motivated peers, an important driver of student success. Currently the COMPASS courses at Tam take place during tutorial. This is on Wednesdays for sophomores and Fridays for freshmen. The COMPASS program serves as a confidence building program with hopes that as students experience success, they will then move more towards college readiness.

Tamalpais has historically served the majority of **English Language Learners** in the district with a dedicated EL Coordinator and sheltered courses. These courses supported academic language acquisition and English fluency development while delivering academic content at a pace believed to optimize learning for English language learners. In the 2014-2015 school year, the ELL program was adjusted, based on district data that highlighted students not in sheltered courses had a higher passing rate than those in sheltered courses, on the ELA portion of the CAHSEE and were re-designated at a much higher level on their annual CELDT scores. All sheltered courses were disbanded to address this disparity and allow our EL students increased exposure to academic instruction in English.

There are currently two **EL focused Academic Workshop** classes and a Mathematics focused Academic Workshop class to support our EL students as we transition EL students into mainstream courses. The EL students have been placed in mainstream classrooms and supported with an English Language Development course, a dedicated paraeducator, an EL coordinator and dedicated counselor monitoring students' academic progress while serving as their advocates with general education teachers. The ELD site team and teachers are primarily composed of second language acquisition specialists and almost all will be AVID trained by Fall 2021. In the Spring of 2021, Tamalpais initiated a functional English Learner Advisory Committee (ELAC), a committee for families, teachers, students and other community members who want to advocate for English Learners. Tam continues to evaluate the effectiveness of the English Language Learner program and strategizes to ensure that all students' needs are met.

In the 2019-2020 Tamalpais Union High School District began supporting EL students in original credit and remediation via Acellus, an online learning platform.

C. Schoolwide Learner Outcomes/Graduate Profile

Upon graduation, all TUHSD students will have the opportunity, knowledge, and skills to successfully pursue a college and/or career of their choosing, live independently, and contribute positively to local and broader communities. To achieve this goal, a Tamalpais High School graduate will fulfill the following criteria:

1. Collaboration
 - a. Work creatively and effectively towards common goals.
 - b. Use interpersonal skills to build positive relationships and promote collaborative learning.
 - c. Exercise flexibility, open-mindedness, and compromise during collaborative work.
 - d. Incorporate group input and feedback into shared work.
 - e. Assume shared responsibility for collective work and value individual contributions.
2. Critical Thinking
 - a. Pose substantive questions.
 - b. Explore, develop, implement, and communicate new concepts and ideas.
 - c. Identify, define, and solve authentic problems.
 - d. Collect, assess, and analyze relevant information.
 - e. Reason effectively and argue from evidence.
 - f. Make sound judgements and decisions.
 - g. Reflect critically on learning experiences, processes and solutions.
3. Cultural Competence
 - a. Build relationships with people from other cultures and backgrounds.

- b. Understand and value multiple perspectives.
 - c. Exhibit cultural competence and global awareness.
 - d. Understand the difference between equity and equality.
 - e. Develop racial consciousness.
 - f. Engage civically.
 - g. Challenge the status quo, and advocate for social change.
4. Communication
- a. Communicate effectively in multiple modalities to support individual and collaborative learning.
 - b. Communicate ideas through the creation of authentic products.
 - c. Listen intently to decipher meaning, including knowledge, values, attitudes and intentions.
 - d. Deliver effective oral presentations to communicate the results of inquiry.
 - e. Engage in discussion and dialogue, field questions to demonstrate understanding.
5. Creative and Independent Learning
- a. Successfully navigate the learning process, both accomplishments and challenges.
 - b. Demonstrate creativity, curiosity, imagination, tenacity, and a sense of humor.
 - c. Take risks, tolerate ambiguity, learn from mistakes, and display a desire to grow and improve.
 - d. Explore and evaluate the world through technology and digital media.
 - e. Develop and sustain mental and physical health and wellness.
6. Character
- a. Demonstrate responsibility and respect.
 - b. Exhibit integrity and trustworthiness
 - c. Possess emotional intelligence and self awareness.
 - d. Demonstrate confidence and resilience.
 - e. Exhibit empathy and compassion for others.
 - f. Foster a growth mindset.
 - g. Practice perseverance and exercise agency.
 - h. Have and communicate a positive attitude.

D. Tamalpais High School Data

1. Socioeconomic status of Tamalpais High School according to the district data collections.
 - a. Parent education level
 - b. Percentage of Free and Reduced Lunch students

		# Low SES
Total enrollment	1164	116
		% Low SES
		7%

2. Student Enrollment
 - a. Grade level:

Total Enrollment	9th	10th	11th	12th
1644	439	398	387	420
	% 9th	% 10th	% 11th	% 12th
	27%	24%	24%	26%

- b. Gender:

Total Enrollment	# Male	# Female	NonBinary
1644	883	754	7
	% Male	% Female	% NonBinary
	54%	46%	0%

c. Ethnicity:

# African American	# Asian	# Hispanic	# White	# American Indian	# Filipino	# PI	# Multiple	# Other
59	80	188	1113	3	6	4	131	60
% African American	% Asian	% Hispanic	% White	% American Indian	% Filipino	% PI	% Multiple	% Other
4%	5%	11%	68%	0%	0%	0%	8%	4%

d. Predominant primary languages other than English

Language Name:	Total:	Percent of Total:
Spanish	15	57.69%
Other non-English Languages	3	11.54%
French	2	7.69%
Hindi	1	3.85%
Punjabi	1	3.85%
Russian	1	3.85%
Vietnamese	1	3.85%
Filipino	1	3.85%
Portuguese	1	3.85%

3. Language Proficiency Numbers:

a. English Learners

Total Enrollment	# EL
1644	33
	% EL
	2%

b. Fluent- English Proficient (FEP)

FEP	#
	168

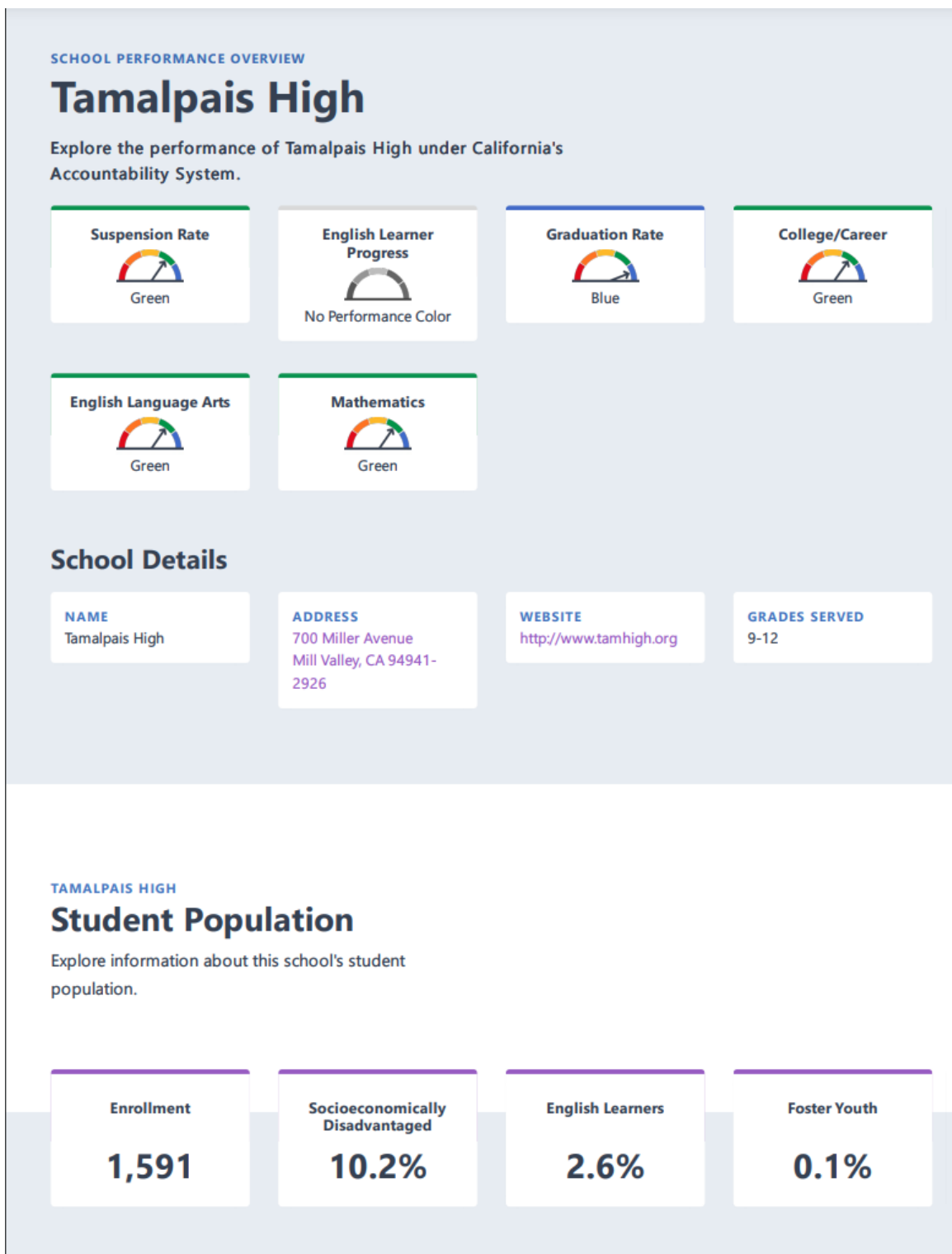
c. Redesignated FEP (R-FEP)

4.

R-FEP	#
	3

E. Data on Addressing the Eight State Priorities

1. LCFF Priority 1 -Basics (Teachers, Instructional Materials, Facilities)



a. Teacher Credentials:

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	94	100	91	0
Without Full Credential	2	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

b. Professional Development:

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

Tamalpais High is committed to the continuous improvement of its staff and leadership body. In 2020-21, Tam High partnered with Mills Teacher Scholars to develop 9 department focused teaching staff members' capacity to be teacher leaders of adult learning, with a focus on design, facilitation, and adult coaching skills. Through teacher leadership, we work to develop staff capacity to use student learning data in order to evaluate their own effectiveness and improve teaching. The work with Mills Teachers Scholars will continue into 2021, expanding work to

further influence professional development and department work.

Additional professional development has been targeted to provide the staff with training in the areas of school culture and climate, restorative justice, facilitation, guiding critical conversations, leadership of professional learning communities, development of continuous cycles of inquiry, and the implementation of intervention plans.

c. Standards-aligned instructional materials:

The district uses a curriculum review and development process that ensures all district curriculum is compared to state content standards at least every five years. The selection and evaluation of the instructional materials is coordinated with the process for curriculum development. This curriculum cycle also provides opportunities to update supplementary and electronic instructional materials. All students in the district are provided copies of and access to standards-aligned textbooks and other instructional resources, which have been adopted by the governing board of the Tamalpais Union High School District and curriculum frameworks are consistent with those adopted by the California State Board of Education in the core areas of English Language Arts, Mathematics, Science, Social Science, World Language and Health. TUHSD is currently investigating materials in Mathematics and English aligned to the new Common Core state standards.

The district's textbook and instructional materials purchase process assures that student enrollments, by course, are used to determine the numbers of copies of books to order so that each student has his/her own materials to use at school and at home. Instructional materials are selected after courses of study are reviewed and updated, to ensure that they are aligned with the state content and performance standards for that course. The district also has established a standard equipment list for all science classes to ensure that each science lab is equitably equipped with the necessary laboratory equipment. In addition, Tam has secured the use of chromebooks that are utilized in each classroom. Students have access to these technological devices throughout the school day.

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

has been upgraded and is accessible in all instructional spaces. The Tam High Foundation has finished renovation on the Student Center.

The Director of Maintenance established a regular standard for cleaning all district facilities. A custodial staff with assigned routes cleans and maintains all campus areas on a regular basis. Classrooms, offices and restrooms are cleaned every day. An on-line Maintenance Work Order system has been implemented to report and monitor status of maintenance requests.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Roofing, plumbing, paving, heating, painting are typical projects funded in this manner. The district's five-year deferred maintenance plan is available from the Director of Maintenance and Operations.

The three campus supervisors and four administrators are on duty supervising the campus before, during, and after school. They routinely monitor the entire campus, including surrounding streets. The school has a system for visitor check-in with signs posted to direct the public to the office. Procedures are in place to handle unauthorized access during the school day.

2. LCFF Priority 2 -Implementation of Academic Standards

To qualify for graduation in the Tamalpais Union High School District, a student must successfully complete the requirements listed below. Classes must be passed with a C- or better to be eligible for US/CSU. Alternatives for meeting graduation requirements may include: workplace learning, school-to-career internships, correspondence courses, distance learning, and concurrent enrollment in college level classes and vocational classes at College of Marin.

Our master schedule is built on student choices. Students should work with parents/guardians to make careful course selections. Teachers are hired based on those choices; hence schedules cannot be changed even if the student decides later that they do not like their initial choices.

Students are graded on the following basis: A, B, C, D, or F. Students receive credit towards their diploma for the letter grades A, B, C, and D only. No credit is given for the marks F, NM, and W.

The Tam District uses a six week grading system, with every student receiving a grade in each class at six week intervals during each of the two semesters. The first two grade reports during a semester serve as progress reports and do not become part of a student's

transcript. The two semester grades, assigned in January and June, reflect the credits earned and the grade which will appear on the student's permanent record and transcript. Athletic academic eligibility is determined by grades earned during each six week grading period.

3. LCFF Priority 3- Parent Engagement

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

4. LCFF Priority 4- Performance on Standardized Tests

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	71	N/A	72	N/A	50	N/A

Mathematics (grades 3-8 and 11)	54	N/A	58	N/A	39	N/A
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Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	48	N/A	47	N/A	30	N/A

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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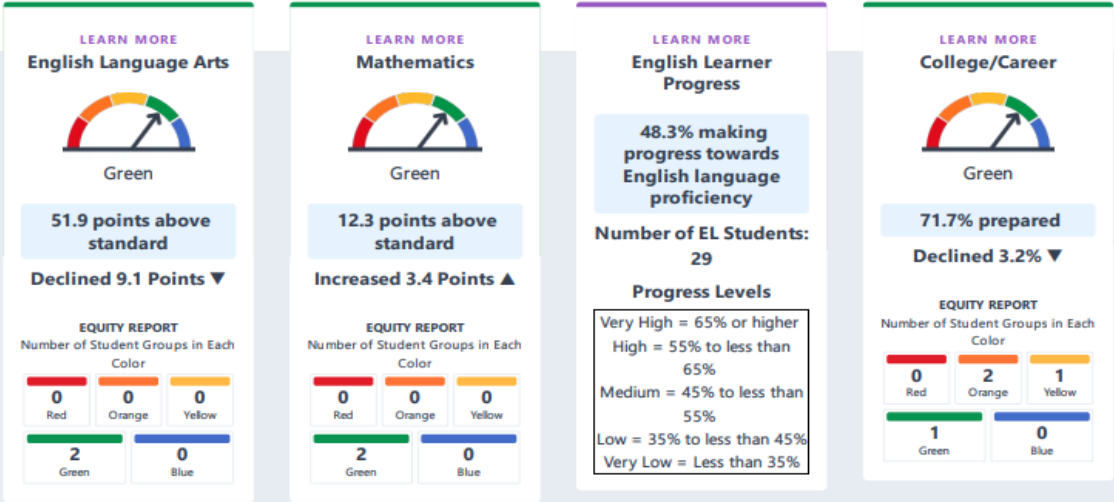
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Academic Performance

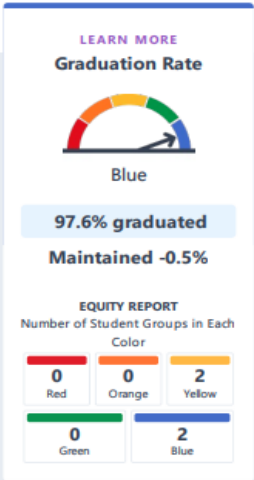
View Student Assessment Results and other aspects of school performance.



TAMALPAIS HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.



5. LCFF Priority 5- Pupil Engagement

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	3	1.7	1.6	2.3	2.5	1.8	9.1	9.6	9
Graduation Rate	96.3	98.1	97.6	95.2	94.3	94.8	82.7	83	84.5

6. LCFF Priority 6- School Climate

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.1	3.8	2.5	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

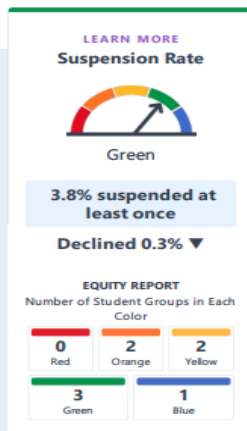
Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.0		
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

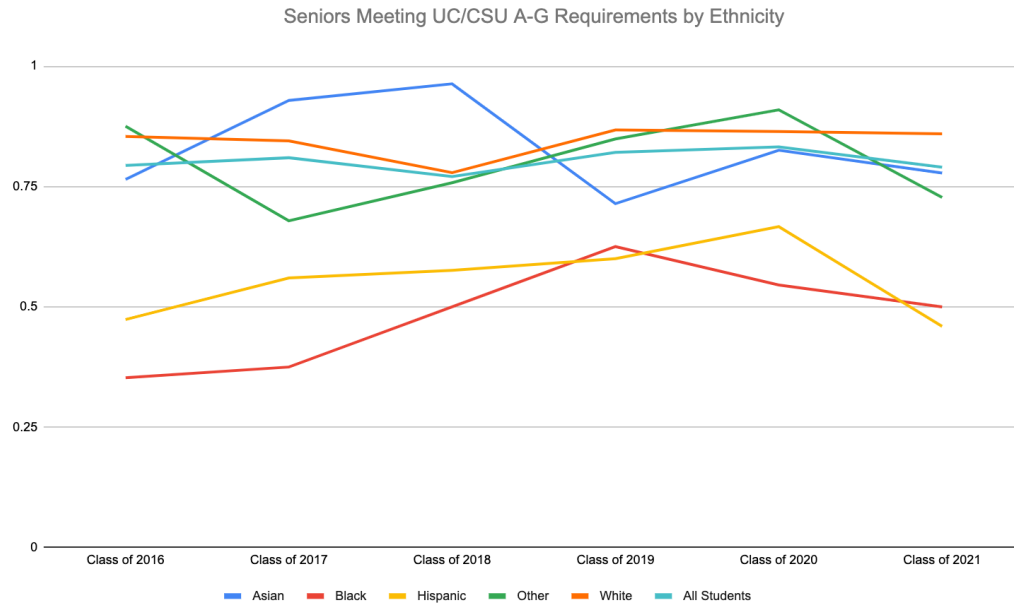
TAMALPAIS HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



7. LCFF Priority 7- Access to Broad Course of Study



Seniors Completing UC/CSU "A-G" Entrance Requirements Class of 2016-21 by ethnicity

	Class of 2016		Class of 2017		Class of 2018		Class of 2019		Class of 2020		Class of 2021	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Asian	26	76%	26	93%	26	96%	20	71%	33	83%	21	78%
Black	6	35%	6	38%	5	50%	10	63%	6	55%	9	50%
Hispanic	9	47%	14	56%	19	58%	21	60%	26	67%	17	46%
Other	7	88%	19	68%	25	76%	28	85%	20	91%	16	73%
White	175	85%	190	84%	197	78%	222	87%	222	86%	232	86%
All Students	223	79%	255	81%	272	77%	302	82%	307	83%	295	79%

8. LCFF Priority 8- Other Pupil Outcomes

Instructional Coaching

Instructional Coaches lead professional development in effective instructional strategies for all staff, provide support to teachers who are new to the district, and support site administrators in identifying effective professional learning opportunities for staff. The TUHS District employs 5 site based instructional coaches who are master teachers in the district and are paid a stipend. The District also employs a 1.0 FTE instructional coach who is a teacher on special assignment.

Professional Learning

Professional learning is offered via instructional coaches, peer workshops, local workshops and conferences. The District will provide professional development in:

- Differentiated instruction with a focus on supporting English Language Learners and non standard English language learners
- Culturally and linguistically responsive pedagogical practices
- Trauma informed practices
- Restorative practices
- Advanced Placement Training
- High impact instructional strategies
- Effective implementation of common core state standards
- Effective implementation in next generation science and next generation history social science standards
- Effective assessment strategies
- Using assessment data to inform instruction

The TUHS District has 2 full days of professional learning and 2 half days of professional learning built into the work year calendar.

F. Perception Data

Staff Perceptions: Staff perceptions will be broken into two categories: 1. The trends they assumed they would see before looking at A-G data and, 2. Their reflections upon looking over said data.

1. Assumptions: Teachers presented a clear focus on racial equity. Many teachers assumed that BIPOC students would be overrepresented in Special Ed courses and underrepresented in AP and honors courses.

Teachers also assumed that there would be a clear correlation between students with low socioeconomic status (low SES) and low grades. Teachers felt the impact of COVID and a potential lack of access to the internet would be to blame for this correlation of low SES and low scores, stating “...since low SES typically corresponds with less access to the internet, class performance by low SES students may be lower than previous years.”

Teachers assumed that English Learners, like low SES students, would have lower grades and would complete UC/CSU A-G requirements at lower numbers.

2. Reflection: After looking over the data teachers felt their assumptions regarding BIPOC over and underrepresentation were accurate. Teachers also pointed out that BIPOC students are underrepresented in art courses at Tam. Staff wondered what could be done to increase the numbers of BIPOC students in AP, honors, and art courses.

Teachers were excited and happy to see that their assumptions regarding low SES students and grades were not supported by the data overall. Teachers noted that since 2019 the percentage of low SES students who complete UC/CSU A-G entrance requirements has increased. Starting in 2019 with 54%, increasing to 58% in 2020 and reaching 66% in 2021. Staff wondered what was responsible for this upward trend, keeping in mind that the increase from 2020 to 2021 was particularly significant (8%). Staff thought that this increase was “...perhaps because of distance learning (COVID) and because [low SES students] were not in high pressure classrooms where they felt potentially alienated or intimidated by students who receive private tutoring.” Teachers were curious to look further into the strategies employed during distance learning to see if there were some that could be incorporated more fully into in-person instruction.

Teachers reflected that they would like to see more data about English Learners in general. It was noted, however, that the D, F, I data on English Learners from the R1 grading period was incredibly positive and indicative of the success of the EL program.

G. Summary of Profile

Tamalpais High School staff are committed to creating more equitable outcomes for our students as they prepare for college and career opportunities. Our staff are committed to helping our students become more literate, critical thinkers and problem solvers. In addition, it is agreed that it is our responsibility to increase the racial consciousness of both students and staff in service of student success in a safe and supportive school environment. These commitments can be broken down into three initial goals; *literacy*, *numeracy*, and *racial consciousness*.

To address literacy and numeracy, students need academic achievement growth opportunities. As a school community, Tamalpais High School is committed to helping our students become more literate, critical thinkers and problem solvers. To further support literacy and numeracy for

all students, the staff at Tamalpais High needs to further develop an environment of meaningful collaboration that will help implement target interventions for students.

Tam High's unity vision states: *Tam is a very special place because we are a group of diverse individuals united by our shared experience. Our actions and words create an inclusive environment in which all students are accepting of everyone. We have a lack of judgement of our peers. We are supportive and respectful of others despite and because of differences. We help one another when someone is in need, regardless of our social group or status. We work together in different situations to ultimately better the school climate. We demonstrate in all of our actions integrity, empathy, respect and community.* In order to more fully implement this vision, it is necessary to cultivate racial consciousness. It is our goal to promote an environment that supports students academically, socially, and increases their racial consciousness.

Chapter Three Evaluation of School Program

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

A1. Vision and Purpose Criterion

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

Vision -- Mission -- Schoolwide Learner Outcomes -- Profile

A1.1. Indicator: The school has 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, and aligned with district goals for students.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Tam High's official vision is posted on the website and within the School's Single Plan for Student Achievement, however it is the recent Tam Unity Vision that is shared and referred to regularly with students, parents and staff. This Tam Unity Social Vision Statement co created by stakeholders in 2017 and states:</p> <p><i>Tam is a very special place because we are a group of diverse individuals united by our shared experience. Our actions and words create an inclusive environment in which all students are accepting of</i></p>	<ul style="list-style-type: none">• Spirit of Tam High Unity Awards• Site goals posted on top of all staff agendas• SPSA• Dept Agendas• Tam Unity notes posted in Staff Handbook

everyone. We demonstrate in all of our actions integrity, empathy, respect and community.

- Students and Staff have access to Tam Unity Vision
- Students, families and staff have access to vision and mission statements and goals
- School site goals posted in New Teacher Handbook
- We form strong support systems internally and with community partners to support student success
- Work to support academic achievement at all levels for all students with access to Honors/AP courses as well as a developing framework for MTSS with academic support classes and culturally relevant teaching strategies to support Tier 1 interventions in the classroom.
- Work to build a strong Tam culture and support all students in a feeling of belonging with over 50 ASB clubs, Tam Unity Days, rallies, a robust and vibrant student athlete program.
- THS provides wide range of rigorous course selection and supports wide variety of college and career readiness programs
- Strong electives programming including largest high school drama program, auto shop, music, art and applied tech courses including computer programming, engineering and architecture.
- All students have access to 21st century learning environments and are given a Chromebook to take home.
- Teachers are appropriately credentialed to teach the classes they are assigned.
- 100% of students have access to standards-aligned instructional materials.
- THS community is involved in the education of Tam students and in the decision making processes at THS

- Success Network
- EL Program
- Full Time College/ Career Center Coordinator who works to provide additional support to students including college exploration, financial aid/scholarship help, application workshops, essay writing workshops, college representative summits, and more.
- [COMPASS program](#) supports student access to community college
- Link Crew
- Peer Mentor Program
- Participation in [Marin County School to Career](#) program with internship support
- Site Council
- Tam High Foundation
- LCAP
- Mission/Vision statement
- Counseling dept push ins to 9th grade class
- 9th grade “resource hunt” conducted by counseling dept
- Multiple resources and school participants in

<ul style="list-style-type: none"> ● High school graduation rates is “very high” at 97.6% ● 5 District LCAP goals: <ol style="list-style-type: none"> 1. Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities. 2. Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups 3. Improve communication and relationship with the community and stakeholder groups 4. Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of international focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known. 5. Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system. 	<p>IEP meetings, attendance meetings, discipline meetings, parent conferences in order to identify and address barriers to student success.</p> <ul style="list-style-type: none"> ● Bi-monthly Success Network meetings ● Success Network coordinator position ● BACR counselors and interns as well as PPS counselors available to students every day ● Wellness Center provides support 5 days/week ● Modified courses available through SPED department in all core subjects as needed ● Counseling Enriched Curriculum (CEC) program available to students with IEPs ● 10,000 Degrees is a college access program that works with a small group of students- usually first generation and low income 11th and 12th grade students to assist in transition to college ● Taking A-G course load throughout high school is encouraged to help with college readiness.
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	<ul style="list-style-type: none"> ● Strong CTE program to assist in career readiness ● 100% of students have access to standards-aligned instructional materials as certified by Board approval of Williams Compliance ● Bridge the Gap College Prep (BTGCP) provides daily tutoring and support services on campus, focusing on low income and first generation college bound students. ● All classrooms outfitted with ceiling mounted projector, document cameras, sound systems and high speed internet capabilities ● LCAP ● Monthly parent club meetings with school principal ● Tam Ascent program works with students from small feeder schools to help transition to high school ● Parent Socials with staff and visits on site
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none">● Monthly Full Staff Meetings● Monthly Site Council Meetings● Student representative on District Board● In lieu of the district sponsored teacher leadership model, Tam High leadership has worked to develop alternative ways to gather staff input in decision making. Beginning in November of 2021, the Tam High Foundation will approve a grant to sponsor a site based Instructional Leadership Team that will include representatives from all departments, will meet monthly and work towards creating equitable master schedules, identify meaningful professional development for our staff and will be a conduit of communication between teaching staff and administrators.	<ul style="list-style-type: none">● Monthly / Bi-monthly Board Meetings● PD Committee providing input on direction of staff training opportunities to focus on and further SLOs● Staff Handbook has vision posted● Master Schedule Committee● Tam Instructional Leadership Team (forming Winter 2021)● Monthly School Site Council meetings

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>All Tamalpais High staff members are committed to sharing the focus of, vision and goals for the school community with the school community. This is done through parent meetings, school assemblies, workshops, back to school presentations, orientations for teachers, parents and students, Tam Unity Award presentations, and the online and multiple information presentations given by administration and the counseling department.</p> <p>Outreach is conducted to incoming students through small informative 8th grade preview night presentations and Open House presentations are open to all members of the community.</p> <p>Tam's PTSA, Tam High Foundation and Tam Boosters meet regularly and consistently share the message of equity and student success through their mission statements, financial decisions and educational components.</p>	<ul style="list-style-type: none"> ● Internships in community ● Link Crew 9th Grade Orientation ● Tam Ascent program works with students from small feeder schools to help transition to high school ● SPSA ● Back to School Night ● Open House ● Counseling department Information nights by grade level ● Coffee with principal ● Parent tours of campus ● Weekly principal emails and newsletters ● Freshman orientation ● Tam Ascent (Summer Bridge Program)

A2. Governance Criterion

The governing board

- Has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school;
- 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 Control and Accountability Plan.

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none">● Tamalpais Union High School District Website has information regarding role and responsibility of School Board● School Board Meeting website includes information on how to make and record public comment, board policies and regulations and the governance handbook● The school board includes student representatives on the board to ensure student input in decision making process● Board Agendas are emailed out to entire staff before meetings to ensure staff is aware of process and conversation.● Parental Notices with all protocols, expectations and guidelines are sent to families at the beginning of each school year.	<ul style="list-style-type: none">● TUHSD Board website● Site Council meeting● Site Council Elections● Back-to-School-Night● Orientation for parents● Orientation for 9th grade students● Orientation for all new 10-12 students● Weekly Principal email to families sharing news from Tam Foundation and PTSA with ways to get involved● PTSA meetings● Tam Boosters meetings● Tam High Foundation Meetings● GAMUT

	<ul style="list-style-type: none"> • ParentVue online platform for parents/guardians • ParentSquare communication platform • Tam High Website with Daily Bulletin
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Relationship between Governing Board and School

A2.2. Indicator: The schools' stakeholders understand the relationship between the governing board's decision, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Classified and certificated bargaining units meet regularly with the governing board to review the responsibilities of professional staff through the collective bargaining process. Meetings between site principals and district cabinet members happen on a regular basis and expanded leadership meetings occur quarterly to provide collective professional development and to ensure understanding of decisions and initiatives and to participate in collective decision making.</p> <p>School board meetings are held monthly (at minimum) and are an integral part of communication between stakeholders, allowing the school board to disseminate information to the community and to allow the community to share comments and concerns with the governing officials. There are student representatives on the board as well in order to ensure the student voice is presented.</p>	<ul style="list-style-type: none"> • LCAP • Site Plan • School Board Elections • ParentVue • Weekly Principal Newsletter to Families • Weekly Principal Newsletter to Staff • Administrator Meetings • Cabinet Meetings • Extended Leadership Meetings • Staff Meeting Agendas

Monthly Site Council meetings are held at Tam High and consist of student, staff, admin and parent representatives. This is a vital avenue for sharing of information to inform decision making at the site level.	
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Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> The Tamalpais Union High School District annually notifies students, employees, parents or guardians of our students, the district and school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process. 	<ul style="list-style-type: none"> Uniform Complaint Procedure Information and Form posted on school website

A3 Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. Then school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively

determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>In lieu of district sponsored teacher leader model / department heads, Tam High has just begun a new version of an Instructional Leadership Team with member representation from each department. This team is a combination of two previous committees that worked the previous year to review data and make decisions regarding course offerings, master scheduling, professional development for staff and staff meeting schedules. The two previous committee were known as the PD committee and the Master Schedule Committee.</p> <p>Success Network community and school members meet monthly to review data and make determinations of next steps supports advocacy for our Success Network students.</p> <p>Attendance and grade data are reviewed at full staff and department level meetings to discuss what is working and what needs to be shifted.</p> <p>Tam is collaborating with Mills Scholars in the Lead by Learning Initiative. This collaboration is on its second year. Teachers are being trained in a train the trainer model to help guide colleagues in a cycle of inquiry through practices of public learning, using data to make learners' experience visible, and a platform for teachers' voices, to aid in making learning continuous and to drive improvement around <i>how students learn</i>. These meetings are held monthly are focus strictly around cycles of improvement and inquiry.</p>	<ul style="list-style-type: none">● General staff meetings to review grading period data, CAASPP results and course enrollment● PSAT fees are covered by Tam High Foundation for all students● Monthly Lead by Learning (formally Mills Scholars) monthly meetings● Master Schedule Committee● Counselor presentations around college/career and grade level expectations● 4 year plan creation through College/Career center● Success Network● A-G rates remain somewhat stagnant● High Graduation rate

School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's action plan is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Stakeholder input is collected for both the LCAP and the school's action plan. Stakeholder input is collected for LCAP through:</p> <ul style="list-style-type: none">Existing LCAP committee: 5 parents, 1 site administrator, 2 District Office administrators, 1 teachers at large, 1 classified union representative, 1 teacher union representative<ul style="list-style-type: none">Met 9 times during the 2020-21 yearRacial Justice Task Force Subcommittee on LCAP<ul style="list-style-type: none">Met 2 times with cabinet members, attending 2-3 LCAP committee meetingsSchool based site council review and inputDraft of goals and action steps shared with all families, students and staff members with input form3 Listening sessions on racial equity informed LCAP development as wellSurvey of SOAR/SLAM/STARR students and AVID students. <p>The LCAP goals in 2021 are:</p> <ol style="list-style-type: none">Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groupsImprove communication and relationship with the community and stakeholder groupsCultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on	<ul style="list-style-type: none">Site Council Meeting AgendasTUHSD LCAP presentations at Board MeetingsDistrict Equity Team MeetingsRacial Bias Incident Report Form - https://docs.google.com/forms/d/e/1FAIpQLScD_D0nSjMQnegCApp3H3Xw1qrU4zjKJ_RZyA3TBtA_3qO4Qug/ <p>This form is to report incidents of racial abuse against students and staff, particularly BIPOC students and staff, share information, submit complaints and provide confidential or anonymous feedback to the District regarding experiences on our campuses or within our District.</p>

building a community where trauma is met with compassion and each individual feels safe, valued and known.

5. Eliminate the predictability of current outcomes of our students of color, ELL and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

The School Site Council analyzes the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state Standards.

- THS School-wide Goal 1: Ensuring Effective Core Instruction and Supports for all Students (SLO- Access / Equity / Math)
 - there will be an increase in the number of low SES students demonstrating proficiency in the identified learning outcomes as shown in an increase in grades in English Language Arts and Mathematics courses.
 - an increased participation rate of students of low SES and English language learners in college prep courses.
 - fewer “D”s and “F”s across all demographics and especially those enrolled in Academic Workshop classes, thus resulting in fewer AW sections
 - there will be a 100 percent graduation rate
 - student ELPAC scores will increase
- THS School-wide Goal 2: Ensuring Supplemental Instruction and Supports for Some Students: (SLO- Equity / Math)
 - 95% or above on all participation measurements for SBAC.
 - Student data in collaboration will demonstrate improvement on formative assessments and course grades for students identified as needing improvement
- THS School-wide Goal 3: Providing Intensive

- [SPSA 2021](#)
- District Racial Justice Task Force
- [CA Dashboard](#) 2019 Results:

Suspension Rate by Year has declined 0.3% (0% change for EL students, 4.4% decline for African American Students, 0.3% increase for White students, 1.8% decline for socioeconomically disadvantaged students and a 3.6% decline for students with disabilities.

97.6% graduation rate overall
94.6% Hispanic student (decline of 2.5%)
92.6% for Socioeconomically disadvantaged students (decline 2.1%)
Increase 4% students with disabilities (97.7%) and maintained 98.1% for white students

ELA SBAC scores declined 9.1 points overall with 51.9 points above standard.
Huge growth with increase of 51.6 points for Hispanic students at 24.7 points above standard
A decline of 19.9 points for White students at

<p>Instruction and Supports for All Students (SLO- Equity / Math)</p> <ul style="list-style-type: none">○ an increase in school/community partnerships to support academic and behavioral interventions.● THS School-wide Goal 4: Provide all students the opportunity and access to grade level instruction, higher level course offerings (AP and Honors) and college and career options in the 21st Century. (SLO- Access).<ul style="list-style-type: none">● there will be an increase in the number of students demonstrating proficiency and showing progress towards identified learning outcomes in core classes to increase access to AP and honors level courses.● decreased barriers and increased access to higher level courses for all students.● increased school and local community partnerships to expose students to college and career options in the 21st century.	<p>55.1 points above standard</p> <p>Math SBAC Scores increased overall 3.4 points and are 12.3 points above standard Increase of 36.8 points for Hispanic students at 25.7 below standard Decline of 4.8 points for white students at 15.1 above standard</p> <p>48.3% of English Learners making progress towards English language proficiency. 24.1% ELs who progressed at least on ELPI level 51.6% ELs who maintained levels 24.1% ELs who decreased at least 1 ELPI level</p> <p>Students who were prepared for college at 71.7%, and declined 3.2%. Within this decline, Socioeconomically disadvantaged students declined 5% at 38.9% and Students with disabilities declined 2.3% for a total of 22.7%. Hispanic students maintained 51.4% prepared and white students declined 2.2% at 75.6% prepared.</p>
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	<p>Overall the percentage of students that were deemed prepared for college dropped from 74.9% in 2017 to 71.7% in 2019.</p> <p>AP Art Studio 2D, 3D AP Art History AP Biology AP Calculus A/B, B/C AP Chemistry AP Computer Science AP English Composition AP English Literature AP Environmental Science AP European History AP French Language AP Photography AP Spanish Language AP Statistics AP US History</p> <p>Honors Advanced Algebra Honors Ceramics Honors Chemistry Honors Drawing and Painting Honors Geometry Honors Photography Honors Physics Honors Physiology Honors Pre-Calculus Honors Spanish Honors Theatre Directing</p> <p>AP Exams Enrolled 517 Tests Given 1021 Scored 3 or Higher 66%</p> <p>SAT Mean Score 1319 SAT ERW 648</p>
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	<p>SAT Math 670 ACT COMPOSITE 32</p> <p>POST HIGH SCHOOL PLANS (CLASS OF 2021): Data is as reported from 364 /376 graduating seniors. Overall, the Class of 2021 has 88% of the student body matriculating to a 2 or 4 year college, with about the same numbers matriculating to each (74% to a 4 year, 14% to a 2 year).</p> <p>4 Year - 74% 2 Year - 14% HBCU - 1% UC/CSU 19% Other - 13%</p>
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Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • Creation of bell schedule to support student learning • Cycles of Inquiry monthly collaboration time to reflect on curriculum and student growth in all programs and departments • Examination of Master schedule to ensure students have access to all classes- prioritizing 	<ul style="list-style-type: none"> • Two tutorials periods each week (120 minutes) • Bell schedule voted on by school's certificated staff • Monthly Colab meetings with cycles of inquiry as guide

<p>A-G requirements</p> <ul style="list-style-type: none"> • School counselors meeting with all students 1:1 by sophomore year to ensure A-G eligibility track • In lieu of district sponsored teacher leader model / department heads, Tam High has just begun a new version of an Instructional Leadership Team with member representation from each department. This team is a combination of two previous committees that worked the previous year to review data and make decisions regarding course offerings, master scheduling, professional development for staff and staff meeting schedules. The two previous committee were known as the PD committee and the Master Schedule Committee. 	<ul style="list-style-type: none"> • Master Schedule • Master Schedule committee • Ap/Honors info night • Examination of barriers to AP/Honors courses
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Tam High provides ongoing, and sometimes an overload, of electronic communication to staff and stakeholders. All staff members are assigned a gmail account and communication largely comes via email internally. There are weekly newsletters from the principal and daily bulletins from the principal's assistant.</p> <p>Staff also uses the Remind App for emergency purposes in and out of school hours (emergencies on campus or school closure information due to storms, electricity and/or smoke).</p>	<ul style="list-style-type: none"> • Consistent formatted email for all staff • Faculty meetings • Department meetings • CircleUp conflict resolution form • Farr-Side principal letter • Daily bulletin emailed daily

<p>The use of Parentsquare is mostly used for school to communicate to parents.</p> <p>The new Instructional Leadership Team (newly formed late Fall 2021) consists of all four administrators and a teacher representative from each department. This team will meet monthly to disseminate information and to collaborate (shared decision making) on school wide issues proper to administrative team decision making.</p> <p>Staff are required to attend full staff meetings held once a month on Monday afternoons. The Administrative team of Tam meets weekly on Monday mornings. Department meetings have historically been held once a month on Mondays, however due to competing priorities and professional development, few department meetings have been allotted in this school year.</p> <p>Each department is assigned an additional admin/dept liaison to assist in direct communication needs.</p> <p>Addressing conflict is an identified area of growth for Tam High. There have been times where harm has been caused and follow up has not occurred in a timely manner. There have also been times where open lines of communication and understanding have weakened, leaving resolution lacking and misunderstanding thriving. Tam is collaborating with CircleUp this school year to help address these concerns by identifying the harm, working on ways of restoring relationships and identifying new lines of communication and collaboration at the staff level. CircleUp full staff meetings occur approximately once a month.</p>	<p>and posted on website</p>
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

A4.1 Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district and school procedures to ensure all staff members in all programs are qualified for the responsibilities. Evaluate the effectiveness of the process to assign staff members and provide an appropriate orientation process maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none">● District wide new teacher mentor program supports all teachers new to the district for the first 2 years they are in the district with academic coaches and mentors provided and collaboration with other new teachers and participation in instructional rounds and specific and personalized PD.● Correctly assigned teachers based on credential● Qualified employees are hired to work in specific positions● Ongoing additional PD opportunities online throughout the year● TOSA support for teacher coaching● All staff members have access to Beyond Diversity training and over 70% of our teaching staff has voluntarily participated in Courageous Conversation equity trainings	<ul style="list-style-type: none">● Teachers are required to have appropriate credentials● New teacher mentor program● BTSA program support providers● AVID strategies frequently highlighted in staff meetings● Edcamp style PD

Professional Development and Learning

A4.2 Indicator: The school effectively supports 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.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of process in place to assess the measurable effects of professional development on teachers practice and the impact it has on student performance.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> ● District sponsored Professional Development Days ● District provide PD opportunities found on TeachPoint that teachers may self select from ● New Teacher Mentor Program ● Instructional coaches on site ● NCSOE (previously BTSA) ● Onsite coach for Synergy online platform ● Tech coaches provided during Covid School ● All staff have access to racial equity training through Beyond Diversity / Courageous conversations ● CircleUp restorative work monthly at staff meetings ● Lead Learners Cycles of Inquiry work ● Collaboration Mondays- once a month meet with department members or colleagues of choice to collaborate with ● Access to teacher grants through Tam High Foundation 	<ul style="list-style-type: none"> ● TeachPoint ● NCSOE ● New Teacher Mentor Program ● Task Force meetings ● Departmental release days ● EdTech Camp PD

Measurable Effect of Professional Development on Student Learning

A4.3 Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>The staff evaluates data from multiple sources including formative, summative and statewide assessment test scores.</p> <p>Departments meet to collaborate around student data and base pacing and assessment decisions based upon this data and conversations.</p> <p>District wide professional development opportunities are followed up with additional meetings and trainings at the site level to align and progress on site and district goals.</p> <p>The instructional coaches and mentors work closely with new staff to assess student data and shift pedagogically if needed.</p> <p>Lead Learning Program has all teachers participate in an ongoing cycle of inquiry after examining student learning.</p> <ul style="list-style-type: none"> • Equity focused initiatives • NGSS • Teacher Coaching • Personalized PD hours 	<ul style="list-style-type: none"> • Teaching Mentor Coaching Program • Equity • Personalized PD hours • Ngss aligned district wide • EdCamp for tech • AP trainings • Student test data- formative and summative • CAASPP score data • CircleUp • Mills • AVID • Beyond Diversity: Courageous Conversations • Teacher Resources Website • Upcoming YouthTruth Survey Data (released late Nov/early Dec?)

Supervision and Evaluation

A4.4 Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings: What we are doing	Supporting Evidence: How we are doing it
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<p>Tam High staff are highly qualified and caring individuals that are dedicated to the health and success of all of our students. Several members of our teaching and support staff have entered the teaching profession after careers in the private sector while others have honed their expertise here at Tam for over 25 years. Through systems of preparation, induction, mentorships and ongoing professional development, the staff is more keenly aware of the present needs of our students and continue to prepare themselves to meet these needs.</p> <p>Over 70% of staff at Tamalpais High staff has voluntarily participated in Beyond Diversity: Courageous Conversation equity trainings. Staff have also participated in a number of additional equity based trainings and workshops. They have also participated on task forces and release days to become further aware of standards and framework shifts in curricula (NGSS, Common Core, etc).</p> <p>THS staff have also agreed to additional 7 hours of self-selected Professional Development opportunities. Many of these opportunities can be found on the new PD tracking software, Team Point. All PD hours are tracked on this site to help teachers.</p> <p>All staff members are participating in Lead by Learning inquiry focused PD on a monthly basis in order to learn how to “make learning visible” and to participate in cycles of inquiry around student success. All staff members at Tam are also participating this year in restorative practices training focusing on conflict resolution and relationship building.</p> <p>All staff members are provided with a copy of the Collective Bargaining Agreement which details all aspects of employment policies and practices and gives details and timelines of the evaluation cycle and process.</p> <p>Tamalpais Union High School District has established a rigorous hiring process including paper screenings, interviews with representatives on the panel and administrators. Students and community members may also participate as panel members depending on the posted opening position. Teachers new to the profession are supported through North Coast School of Education</p>	<p>Teach Point PD opportunities and tracking 7+ hours on your own of PD</p> <p>Courageous Conversations Trainings BD1, BD2</p> <p>District Task Forces</p> <p>Collective Bargaining Agreement</p> <p>CircleUp</p> <p>Lead by Learning : Mills</p> <p>Focused staff development and training ILT team / PD committee</p> <p>School year PD meeting calendar</p> <p>Annual notifications</p> <p>SARC</p> <p>Highly trained and correctly credentialed teachers</p> <p>What is good teaching?</p> <p>Evaluation Process / Alternative evaluation process</p> <p>North Coast School of Education</p> <p>Onsite instructional coaches and tech coaches</p> <p>AP instructor training</p> <p>AVID summer institute</p> <p>2021/22 TOSA positions for MTSS</p>
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Induction program (formally BTSA) and all teachers new to the district (regardless of experience elsewhere) participate in a 2 year mentorship/coaching program with their new hire cohort. This robust and successful program includes onsite coaching and district support for professional development aligned with district and site goals.	
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Communication and Understanding of School Policies and Procedures

A4.5 Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships or leadership and staff.

A4.5. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making process, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Tam High provides all staff members with a Staff Handbook that provides all necessary information including policies, procedures, responsibilities and operational practices. There is also a Tam at a Glance document available - one staff facing and one family facing- that provides a quick hyperlinked document with much of this information.</p> <p>Staff are also provided with a copy of their unit's Collective Bargaining agreement.</p> <p>Decisions and reminders are shared via email and often times in the end of week principal's newsletter, The Farr-Cyde.</p> <p>The district provided "Portal" also contains all the information and programs teachers need access to.</p>	<ul style="list-style-type: none"> ● Teacher Resources Website ● TUHSD Staff Portal ● District Website ● Site Website ● Teacher Handbook ● Collective Bargaining Agreement ● PD Staff Meeting Calendar ● Teacher websites/ canvas / google classroom ● LCAP access ● Staff meeting agendas

<p>Students and families receive annual notices with policies and procedural information. Daily announcements are emailed to staff and are also posted on the school's website.</p> <p>The newly formed Instructional Leadership Team meets montl</p>	<ul style="list-style-type: none"> ● PD committee ● Master schedule committee ● Parent Annual Notices ● Tam at a Glance (staff facing / family facing) ● ParentSquare communication tool
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A5 Resources Criterion

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

Resource Allocation Decision

A5.1 Indicator: The school leadership and staff are involved in the resources allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: *Determine the extent to which leadership and staff are involved in the resources allocation decisions. Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the school plan, the academics standards, and the college- and career- readiness standards.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Tamalpais High has a system for approval and distribution of funds for materials, departments and extracurricular activities. Budgets are set by district officials and provided to school administration.</p> <p>Departments with large budgets have a point person</p>	<ul style="list-style-type: none"> ● Tam High Foundation Grants ● THF classroom materials budget ● PD reimbursements

<p>who works with site administrators and the full time Budget secretary to track and approve expenditures. Smaller budgets per department are communicated via email and tracked by budget secretary before admin approval.</p> <p>All ASB accounts are overseen by Budget Secretary and district CBO ultimately in accordance with CASBO regulations.</p> <p>Budgets are allocated based upon student learning needs and are allocated to programs in support of students after consultation with staff members and site council. The effectiveness of the overall process is evaluated annually by Tam's Site Council who also work each year to develop and approve the budget each year based on enrollment, local taxes and state/district allocations.</p> <p>Tam High Foundation provides amazing financial support of our school through classroom materials budget to Fall and Spring grants available to all staff members to apply for. The grants committee consists of THF members and site administration. All grant requests must explain how the asked needs align with site, district and TFT visions, missions and goals. These funds are also run through the school's Budget office.</p>	<ul style="list-style-type: none"> ● LCAP budget ● Site Council Budget review ● ASB account audits ● Full time budget secretary ● Allocation of funds for Lead Learner: Mills work ● Allocation of site funds for CircleUp restorative practices PD ● Funding and allocation of time to Success Network ● Young Scholars program ● EL programmatic growth ● Addition of math specific academic workshop FTE ● AP training ● AVID training
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Practices

A5.2 Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and 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).*

Findings: What we are doing	Supporting Evidence: How we are doing it
Full time budget secretary tracks spending in all categories of the budget excluding payroll.	<ul style="list-style-type: none"> ● LCAP budget

<p>All staff Request requisitions or expense claims start at school's budget secretary before district oversight. District budget office will send back any questionable purchases for further explanation before final approval.</p> <p>All expenditures must be approved by administration at Site level.</p> <p>In addition to full time Budget Secretary, the District office has three full time budget accountants providing support and oversight: accounts receivable/ accounts payable / account coordinator for purchase orders</p> <p>All cash boxes at events must have staff present and staff must double count and seal all cash. For all ASB activities or athletics, the Budget Secretary receives all money for those accounts, recounts it, and seals and deposits.</p> <p>In terms of Categorical spending, all procedures above apply.</p>	<ul style="list-style-type: none"> • Annual budget Reports • Site Council Budget review • 2 signatures on checks • Admin approval signature for all purchases • Full time budget secretary • All ASB funds through budget secretary
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Facilities Conducive to Learning

A5.3 Indicator: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e. accomplish the vision, mission and the schoolwide learner outcomes.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Tamalpais High School was founded in 1908. While many upgrades and new buildings have been built on campus in the past 113 years, the campus continues to hold on to many of its historical features. The last modernization of campus occurred in 2002. Since last visit, many of the boilers on campus have been replaced and there have been upgrades on our athletics facilities. During Covid, all classrooms were equipped with HEPA filters.</p> <p>The district is beginning a Facilities Master Planning in the Fall of 2021 to determine next</p>	<ul style="list-style-type: none"> • Improved technology infrastructure • Facilities MasterPlan committees • Athletic Facilities upgrades- baseball and football turfs, batting cages, weight room addition. • HEPA filters for wildfire smoke and covid

phases for Tam's campus.	
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • All teachers have access to a classroom expenditures grant from the Tam High Foundation (THF) of \$250 for each teacher to use at their own discretion. In addition to these funds, and additional needs can be requested through administration through Purchase orders through the budget office. Site based technology needs are identified and assessed by the site IT employee and the district technology department. • All students have access to instructional materials that meet curricular standards. • All teachers have access to two THF grant cycles to request additional materials, resources, technology or other experiential learning opportunities. 	<ul style="list-style-type: none"> • Board approved Williams Act • THF grants • Site Council meeting and agendas • Annual budget reports. • District IT team

Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Hiring a diverse and qualified professional staff is a priority in the Tamalpais Union High School District. Based upon enrollment and current budgets, Tamalpais High School is allocated a specific number of Full Time Equivalents (FTE's). From this, any open or available positions are first posted internally to other district employees to allow for internal transfers. These positions are then posted online through edjoin and qualified candidates are first paper screened by a committee of teachers and administrators. Vetted candidates then participate in a rigorous interview process.</p> <p>All newly hired teachers are required to participate in a 2 year mentorship program regardless of teaching experience. The Instructional Coaching Program partners coaches with educators to reflect upon, deepen and broaden instructional practices through one on one coaching support (both short and long term), participation in Instructional Rounds, Teacher Learning Cohorts and Collaboration. Tamalpais High School has 2 stipended coaching positions to provide this support on campus. Tamalpais Union also supports teachers new to the profession through BTSA mentorship program.</p> <p>Tamalpais High teachers also participate in a minimum of 7 hours of personalized professional development opportunities provided both on site and off site in addition to the ongoing trainings and support provided on professional development days and full staff meetings.</p>	<ul style="list-style-type: none"> ● New Teacher Resource page on district website. ● TUHSD coaching/mentor program for new teaching staff ● District sponsored PD opportunities through TeachPoint ● BTSA ● Professional Development Planning committee ● PD schedule ● AP trainings

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>At the site level, departments engage in a cycle of inquiry around addressing student learner needs, schoolwide learner outcomes, academic standards, A-G eligibility. However, this does not happen on a regular enough basis to allow for effective course alike alignment in order to cause significant shifts in student learner outcomes.</p> <p>Site level conversations and data dives occur at the site level to draw attention to differences in demographics. The district administrative team works with site administrative teams to evaluate the above data and also looks at CAASPP, CAST, graduation rates, EL growth, etc to determine specific site budgetary and resource needs.</p> <p>This data is also shared at the Site Council meetings.</p>	<ul style="list-style-type: none">● Lead Learner Mills Scholar PD work● Department meetings● Weekly leadership meetings● Site Council● A-G courses● Master schedule committee● PD committee

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff and Resources

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the critical learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs):

Despite increased enrollment and budgetary limitations, our site has managed to maintain and promote academic achievement for all students while accelerating the growth of targeted student populations, including students of color, low socio-economic status, special education status and English Language Learners. A highly qualified and motivated staff offer diverse and meaningful programs in the Visual and Performing Arts, Career and Technical Education (CTE), AVID, EL classes, academic workshop, a large variety of Honors and AP courses.

Much of what makes our programs so rich is the generous support of our community and the robust Tam High Foundation grants program along with the support of a strong PTSA. The Master Scheduling Committee continues to audit and examine course offerings and placements to ensure equitable access to A-G requirements and engaging enrichment courses for all students.

The Success Network is funded through district, THF and Marin Promise partnerships grants and works specifically in collaboration to support the academic and social emotional success of historically marginalized students, ensuring equitable systems of support, and aligning on and off campus services.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources: Areas of Strength

- Many opportunities for community and stakeholder engagement
- Strong equity focus on building racial consciousness for staff and students with many district and site resources allocated to racial equity PD
- Implemented Common Core and NGSS alignment
- All teachers are highly qualified and CLAD certified
- Resources provided for growth of EL program
- Programs dedicated to serving the individual needs of students with respect to academic achievement (Alg Foundations, Geometry A, Academic Workshop, AVID, Honors and AP courses)
- Strong revitalized administrative team
- Many teachers use Google Classroom and Canvas to support classroom instruction and help students organize their homework and assignments
- Regular communication with families and staff in form of weekly newsletters
- Technology infrastructure is strong
- Commitment to the use of cycles of inquiry for school improvement

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources: Areas of Strength

- More focus needed on increasing racial consciousness in the classroom and on campus
- More focused supports for students “in the middle” - not within additional course offerings, but more internal classroom tier 1, tier 2 support.
- Continued growth of AVID
- Development of *one* clear Learning Management System to help support student tracking
- Continued reflection and refinement of site goals based on SLO’s
- Use of student voice in decision making and staff training
- Development of instructional leadership model to promote staff involvement in decision

making for school

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: *Evaluate how effectively the school uses current education research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
All first/second year teachers participate in the California Teacher Induction program and many faculty members participate as mentors/providers.	TUHSD Mentor Program
Social Studies is tying curriculum to students' issues in order to make it relevant (CRT)	In our courses, AP, CORE, electives
Emphasis on project based learning in most science courses (marine bio, physiology, LE, Phun, CE	In all courses
Math Real Life Application Problems	In all courses
NGSS Alignment (science)	

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

B1.2. Indicator: The School has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2.Prompt: *Determine the extent to which 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, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
AP courses are taught in accordance with College Board approved curriculum and are kept up to date by examination of the course syllabi as approved by UC and submission of new syllabi as necessary.	<u>TAMALPAIS HIGH SCHOOL- AP/HONORS/SPECIAL PROGRAMS</u>
Social Studies electives are all A-G approved	Aligned with UC requirements
WL Courses (all electives) are A-G approved	In courses of study
WL programs align with ACTFL standards	In courses of study
PE aligns with the standards set by CAPERD	
3 years of lab sciences are a graduation requirement	
3 years of math requirements = CSU requirements	

Outcomes and Standards

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
IEP goals are updated quarterly to reflect growth and expectations to help students do their best.	<u>Special Education website</u> SB 359

Placing students informed by intro assessments in math	Algebra Skills Survey
Learning progressions is the same for all PhUN classes at Tam	NGSS--LP is embedded in NBSS progression
AP Exams: students can be compared to students across the US	This aligns with Mission Statement
Social Studies teaches communication skills	Completed artwork prompts (skeletons and reflections)
Art Curriculum targets Grad Profile #5, #3, #4	

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent there is integration among the disciplines and career technical programs.*

Findings	Supporting Evidence
Core program promotes interdisciplinary work in 9th and 10th grade Social Studies and English courses.	Core release day collaboration notes
Math problems with different types of applications--ie: science engineering; business economics, medicine, etc	Algebra: <ul style="list-style-type: none"> • Money savings, exponential equations • Solving linear problems: ie: velocity, distance and time • Areas • PALL Trajectory (parabolas)
AVID	Geometry: <ul style="list-style-type: none"> • Explaining patterns with math or triangles • Distances to “Bs (not sure if this is right) • Circles to “Bs (not sure if this is right)
APES--draws on history, politics, economics, social issues to explain decisions made about environment	PreCalc: <ul style="list-style-type: none"> Explaining repeating and non-repeating patterns with the interpretation of geometric and algebraic techniques
PE Units that incorporate elements of science and social issues	
Science in ceramics	AVID utilizes curriculum from other courses as resources for teaching learning strategies
Study of anatomy in art regarding proportions	

	Proportional Figure Sculptures
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Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, 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.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>AVID program- works with feeder schools to find and support students who would benefit from the AVID program in high school.</p> <p>Guest speakers in classes like Street Law, Psych, World History</p> <p>Anecdotal graduate interviews</p> <p>Bridge the Gap--tutoring and organizational support for students</p> <p>AVID: guest speakers, experiential learning, field trips, tutoring, 10K degrees</p> <p>Environmental Studies is partnering with SEI and Mill Valley Refuse to get our recycling collected</p> <p>Winter Art Fair--Bus/Invite feeder school districts to see the fair to plan for arts enrollment</p>	<p>Tam High AVID website</p> <p>Bringing in community resources</p> <p>How well did Tam prepare you for college?</p> <p>Art Fair and Elective Signups</p>

B2. Equity and Access to the Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs --Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for all career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Junior conferences - Counselors meet with all juniors in the Spring to make sure they are on track for graduation as well as their post-secondary goals such as college (verify on track with A-g) 4 Year Plan for counseling Computer Programming AIM CTE: <ul style="list-style-type: none">● Global Studies● Scholarships● Experiential Learning● Drama=Non Audition Internships Urban Planning Theatre Tech Pros Applied Tech Electives	When do I see my counselor? Career Day for Auto Readiness/Diagnostic Tests in Math

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that include real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>The school master schedule is built with the goal to provide access for all students to college prep, A-G courses.</p> <p>AIM</p> <p>CORE:9th/10th Grade English/SS over two years builds relationships</p> <p>CORE team promotes community service opportunities for 9th and 10th graders</p> <p>Urban Planning</p> <p>Financial Planning in Econ</p> <p>Applications: Auto Tech</p> <p>Fitness, Health, and Nutrition content in PE</p> <p>Street Law--Field trips to the court house, San Quentin, and the police station</p> <p>AP Classes are open to ALL who are interested</p>	<p>Tamalpais High School master schedule</p> <p>Student Emmys</p> <p>Jobs/Internships</p> <p>CORE planning documents</p> <p>Applied Tech Shop Work</p>

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Counselors visit 9th grade Social Issues classes to talk about the transition to high school, host junior (January) and senior (September) parent nights, and participate in many of the school informational events such as Thriving at Tam, the ABCs of AP and Honors Classes, Bayside/MLK Registration Night, and 8th Grade Registration Day.</p> <p>Surveying students for effectiveness</p> <p>THF</p> <p>CTE: Parent info meetings and 1 to 1 meetings with junior parents</p> <p>Families volunteer (judge debates, mock trial chaperone field trips)</p> <p>504/IEP plan review by administration, students, parents, SpEd and regular ed teachers</p> <p>Parents help with community service days and school clean up</p>	<p>Counseling webpage</p> <p>Alignment with school goals according to student needs</p>

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>College and Career Center helps students and parents to navigate plans post graduation, find job and community service opportunities, and to learn more about the college process and alternative ways to finance higher education.</p> <p>Special Ed Team facilitates IEP meetings for</p>	<p>College and Career Center website</p>

graduating students to help with transition Counseling presentations in 9-12 about post High School pathways (ex: A-G requirements and community college Weekly emails to parents from CCC Articulation with COM--college credit Advanced Placement Specialized programs--CTE, AIM, WISE Mentoring	Meeting notes with ID redacted Advisory Committee of Industry Professionals Guest Speakers Visiting pro-expert artists: modeling
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ASC WASC Category B. Standards-based Student Learning: Curriculum

Summary, strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the schools ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student needs):

In compiling this data, staff at Tam noticed a number of patterns and also developed many questions that connect to our identified critical student learning needs: literacy, numeracy, and racial consciousness.

Within the lens of equity, which connects to racial consciousness, we do a nice job as a school of providing curriculum for students heading to a four year college. Courses that appeal to a wider section of students are lacking, specifically focusing on career ready for students.

How are we doing in allowing our students to see themselves in the curriculum? How about Spanish for Spanish speakers? This speaks to literacy within our English Learner population.

There is evidence of many approaches and styles in regards to curriculum. Lots of projects going on to make the curriculum accessible to all.

A recurring theme is that of rigorous and relevant content. Teachers work to make their lessons relevant and accessible, an example being the presence of project based learning activities.

Current education research seems to be lacking- it is present but could be more developed in the day to day staff meetings and PD opportunities.

Prioritize the areas of strength and growth for category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Very strong curricular support for college bound students (literacy and numeracy)
2. Strong desire to do well by our students- a culture of achievable success. (literacy and numeracy)
3. Lots of resources available (funding) for hands-on materials and other curricular supports. (literacy and numeracy)

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. Collaboration both within 9-12 and with feeder schools.
2. Curriculum to support our non-college bound students.
3. Culturally competent curriculum based on current education research

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

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

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the*

college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed the decision.

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Students are engaged in a variety of ways across disciplines. A-G is the norm for all students so that upon graduation they are eligible for a 4-year college/university if they so choose.</p> <p>AVID--Interactive readings</p> <p>BTGCP</p> <p>College and Career Counseling</p> <p>Teachers differentiate for students so that all students have choice and can still access higher learning opportunities</p> <p>3-Course sequence in science for all students</p> <p>Apply incentives to join classroom discussion</p>	<p>Encourage rigorous course enrollment</p> <p>Tutorial Process Collaboration</p> <p>Open enrollment in most honors and AP courses</p>

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of student in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Teachers across disciplines highlight curriculum expectations. In many classrooms across campus, teachers provide pacing guides and daily objectives in order to help students stay on track.</p> <p>Rubrics</p>	<p>Some teachers provide calendars with daily objectives on their Canvas account</p> <p>Use of textbooks, apps that highlight the objectives</p> <p>Homework assignments reinforce daily</p>

Standards based grading	objective
Canvas and Google Classroom	Counselors speak to individual classes about college requirements
<ul style="list-style-type: none"> Help establish expectations and deliver rubrics 	Results from PSAT, SBAC, and SAT

C2. Student Engagement through a Variety of Strategies and Resources 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 creative and critical thinking skills, and applications.

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings: What we are doing	Supporting Evidence: How we are doing it
Teachers participate in various professional development opportunities and use that knowledge in their instruction and curriculum development.	Fall of 2021 some teachers participated in the Northwest Conference on Teaching for Social Justice
Lead by Learning Program focuses on collaborative inquiry to support equity efforts and foster a greater sense of student belonging, voice, and agency.	Lead by Learning
PhUn teachers rock at scaffolding resources and providing in multiple languages	Study Guide (bilingual) Study Guide Key Directly prepare students for test

<p>Shows we move toward social/collaborative learning</p> <p>Visible Thinking Strategies</p> <ul style="list-style-type: none"> ● Circle of Viewpoints ● See, think wonder ● Think, puzzle, explore ● Claim, support, question <p>PLTW (Project Lead the Way)</p> <ul style="list-style-type: none"> ● Engineering and Computer Science 	<p>Flexible Seating</p> <p>Instructional coaches offer monthly high leverage practice workshops</p> <p>Think-Pair-Share (visible)</p> <p>Apps such as DESMOS for math, Formative Apps, Gimlet for vocab, Quizlet for any subject</p> <p>Allow student for evidence of learning</p>
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Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well representative student work demonstrates how students think, reason ,and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>Ninth grade controversial topics debate</p> <p>AP Spanish does a project investigating problems that exist at Tam</p> <p>Essay questions guide entire unit and acts as summative assessment</p> <p>Student Guided/Interest Based Lessons</p> <p>PLTN Projects in Engineering and Computer Science</p>	<p>Debates take place during finals week of fall semester</p> <p>Tam Campus</p> <p>Connected to every lesson, every day</p> <p>CTE:</p> <ul style="list-style-type: none"> ● Small Stage Projects--55 nights of shows ● Student Written, Chosen, Produced, Managed ● Interface with the Public

	<ul style="list-style-type: none"> • Authentic Assessment: BPL
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Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels of depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunity to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>In Journalism, The Tam News is student-run and student-produced which encourages students to constantly evaluate and develop the course.</p> <p>Geometry--writing proofs</p> <p>SpED students learning life skills</p> <p>PBL (performance assessment)</p> <p>Creating a Paris Cyber World</p> <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • PBL 	<ul style="list-style-type: none"> • The Tam News • Students applying for jobs, practicing life skills in the community • Bio Med • Freshman Controversial Debates • Online Sites

Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities as job shadowing, internships, apprenticeship programs, community projects and other real world experiences that have postsecondary implications.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • The school offers many opportunities that engage students in career preparation activities. Information about these is available through the College and Career center. • • College/Career counselor came to ELD Class • • AIM Documentaries • • Greg Davidson (internship coordinator) • • SUNY \$ Pilot City integration with CS classes-internships • • Architecture Interviews with Professional Designers and engineers • • Students are learning “How to Adult” Workshops • • Geometry 3-D Box Activity • • Econ--incorporation job descriptions as appear in class readings • • CTE Non Profit Student Board 	<p>College and Career Center website</p> <p>Tutorial Workshops Daily Lessons</p> <p>Weekly meetings and 150K operating budget Student-Run, manage community outreach</p>

ACS WASC Category C: Learning and Teaching

Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identify major student learner needs)
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<p>In compiling this data, staff at Tam noticed a number of patterns and also developed many questions that connect to our identified critical student learning needs: literacy, numeracy, and racial consciousness.</p>

<p>-A clear area that stands out for staff is course-alike team collaboration. This collaboration looks different in many departments but many pockets of staff members are planning and delivering curriculum in lock step. This speaks to great literacy, numeracy and racial consciousness for all students because teachers are working together to create lessons that will address these areas of focus.</p>
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<p>-Tam teachers have developed a number of different approaches to scaffolds including many that are technology based.</p>

<p>-There are many options to support all students. College and career readiness programs: academic (AIM, AP, SpEd, ELD, Success Networketc.) and extracurricular (BTGCP).</p>
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<p>-Supports provided for students by classified and non-teaching faculty certificated staff on campus.</p>

Prioritize the areas of strength and growth for Category C

Category C: Learning and Teaching Areas of Strength
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| <ul style="list-style-type: none">● All students involved in challenging and relevant learning. We offer a variety of programs to support our heterogeneous student population.● Use of technology on campus (1:1 with chromebooks, use various programs and apps to scaffold and support student learning)● Majority of staff is empathetic and accommodating - even more people than in previous years (still room for growth to hopefully make this ALL staff)<ul style="list-style-type: none">○ Asking kids more personal questions about how they are doing○ Asking kids have one adult if they feel comfortable with on campus○ Evidence has been strong○ Grading policies |
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Category C: Learning and Teaching Areas for Growth

- Student access to career awareness, exploration, and preparation. We have Tam News, Auto, Computer Programming, AIM, etc, but they are all sheltered within the campus. We could expand through district-offered ROP courses, however students don't know that this is an option. We could increase student access to/awareness of ROP to support this goal. Could also be expanded by creation of academies or pathways and would extend what we are already doing with AIM and Applied Tech.
- Support programs (AVID, Success Network, etc.) are wonderful, however are via invitation or application. There is a group of kids "in the middle" who could benefit from extra support but may not have a space or be eligible for some of the programs that are offered
- Strengthen (more effective as a group) department meetings - need leadership and expectations of follow-through
 - Time for nuts and bolts
 - Communication about all the things are going on (for example - Social and Environmental Justice Academy)

Category D: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> Standardized test scores including CAASPP and AP tests Single Plan for Student Achievement (SPSA) Grading Period Data <p>We don't think we are strong on this. This is an area for improvement.</p> <p>In math--algebra skills survey is used to determine placement</p> <p>Use Smarter Balance Scores to identify trends at site and in district</p> <p>Parents need more reporting</p> <p>Need more alumni data, 2-3 years out. Drama tracks this</p> <p>10th grade districtwide essay</p> <p>Success Network</p>	<ul style="list-style-type: none"> Dashboard indicators (absenteeism, suspension rates, EL progress, graduation rates, etc) Staff/Department meeting data dives

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> NGSS task force to ensure aligned curriculum at grade level bands 	<ul style="list-style-type: none"> NGSS task force Core program release days agendas

<ul style="list-style-type: none"> ● 9th and 10th grade core program <p>Common curriculum across math courses</p> <p>Common homework and assessments across math courses</p> <p>Department collaboration content team</p> <p>Vertical articulation between content/course and grade levels--align requirements for subsequent courses with content covered in prerequisite courses</p> <p>Collaboration in subject alike teams in science, Phuh, LE, etc</p> <p>Science aligned with NGSS standards in Phun, LE, CE, but also in some upper division, ie, marine biology</p> <p>Drama team--Tam Drama program closely aligned with Redwood/AW--replicated them in the 90's</p> <p>Articulation is desperately needed across Applied Tech departments across the district</p>	
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Monitoring of Student Growth

D1.3. Indicator: The staff has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career- readiness standards, including the basis for which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career- readiness standards, including the basis for which students' grades are determined and monitored.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> ● Counseling and administrative teams 	<ul style="list-style-type: none"> ● DFI lists

<ul style="list-style-type: none"> track DFI list at grading periods • Graduation Rates - • A-G completion monitoring • Use of online grading systems <p>In some classes, standards such as NGSS are communicated to students. These standards are tied to learning activities and not only articulated to students, but are also listed on each activity and aligned for each unit on Canvas or other LMS</p> <p>Some teachers have done standards based grading and some upgrading for years</p> <p>Incorporation/Implementation fo PLTW (project lead the way) curriculum and assessments in the computer science and engineering courses</p> <p>Use SB359, Algebra Kids Survey and Eco Exams to monitor student mastery</p> <p>Reflective goal setting in 4 year sequential program</p> <p>CTE--Student Self Evaluation Exit Survey each year</p>	<ul style="list-style-type: none"> • CA Dashboard Data • Canvas / Google Classroom • Synergy / ParentVue
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Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative process that the school leadership, and instructional staff use to review and assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • District Department Task Forces • 9th/10th Core Program <p>VAPA left out of current task forces, release days, and reflection. We are on top of curriculum development though</p> <p>Teacher Collaboration Time</p> <p>Applied Technology should be included in discussions around school to career and college readiness</p> <p>This is an area for improvement. We need this schoolwide rather than in isolated pockets. Schoolwide agreements</p> <p>Math content teams meet frequently and discuss all aspects of discussion</p> <p>Core (teams and grade level)</p>	<ul style="list-style-type: none"> • Math Task Force Agenda • NGSS Science Task Force • Core Release Days

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resources allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and resources allocations demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the the online opportunities, professional development of the staff, and the resources allocations to support student achievement and their needs.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • Success Network monthly meetings to review data of student achievement • Beyond Diversity professional development for all staff • Gen Ed student access to academic workshop courses 	<ul style="list-style-type: none"> • Master Schedule • 70% of staff trained in Courageous Conversations • VIS program • Success Network Slide Deck/ Agenda

<ul style="list-style-type: none"> ● Edgenuity credit redemption ● Full VIS Edgenuity program <p>CORE collaborations around writing, reading, and speaking</p> <p>CORE collaborations around community building</p> <p>There is some PD on subject specific topics, but I would appreciate more math specific PD opportunities</p>	<p>CORE matrix of common goals and assessments</p> <p>Student writing samples</p> <p>Increased achievement in core classes</p> <p>Controversial Issues Debates</p> <p>District PD needs to improve. We need more out of district PD options</p> <p>Workshop on math strategies for Algebra Foundations and Algebra</p>
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D2. Using Assessment to Monitor and Modify Learning in the Classroom 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.

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> ● AP classes, enrollment and pass rate ● Exploration of equitable grading practices (standards based grading / ungrading) <p>Teachers use formative assessments that address multiple learning modalities using backwards planning</p>	<ul style="list-style-type: none"> ● Master schedule ● AP Data ● A-G courses have comprehensive unit or final exams meeting Common Core State Standards ● Departmental agreements on students' ability to retake exams ● Performance Tasks in NGSS science

<p>Art critiques with targeted skills, prompts</p> <p>Technique proficiency tests: ie: throwing a cylinder</p>	<p>Classwork, homework, group projects, tests, quizzes, oral presentations</p> <p>In-class journal work as formative work provides low-stakes opportunities to access curriculum</p> <p>Feedback to digital art portfolios</p>
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • Use of online tools to provide quick and individual student feedback • Lead Learner Cycle of Inquiry to examine how students are learning in each classroom • (Staff use of assessments to inform new lessons) <p>Apply backwards planning to scaffold instruction to lead into assessments</p> <p>Differentiation layered in as necessary to meet individual needs</p> <p>Formative assessments are graded flexibly to allow students to learn at their own pace</p> <p>Metacognition via student self-reflection</p> <p>UBD</p>	<ul style="list-style-type: none"> • Use of unit pre assessments • Big Ideas • Kahoot • Lead Learner Meeting Agenda <p>Objectives to be assessed are communicated to students at the start of a unit (students receive review guides or practice tests at the beginning of a unit)</p> <p>Self evaluation on unit learning goals</p> <p>Quiz grades adjusted if students do better on the unit test</p> <p>Homework graded for completion, but comments provided</p>

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. 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 and monitoring of student progress based on teacher and student feedback.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none">• Frequent student meetings with Counseling team meetings to discuss graduation requirements / A-G requirements / college and career ideas• 10,000 degrees and Compass programs• Subject matter teachers discuss progression of courses <p>Students create ongoing art portfolios and teachers give feedback</p> <p>Guest artist presentations--real world art career and how they got there</p> <p>Explicitly tell students what they will be learning in each unit and lesson. Check in every class period verbally and by circulating in the room while students are working</p> <p>Often tell students how the skills and content they are learning help them develop intellectually and emotionally</p>	<ul style="list-style-type: none">• Counselors have 4 year road map :Freshman meet and greet / sophomore small group / junior and senior individual meetings• Teacher / counseling advising students on course progressions / selection• Guiding question posted on board in many classrooms <p>Digital Portfolios</p> <p>Teachers are readily available to provide extra help during tutorial periods</p> <p>Students feel safe expressing confusion or the need for help since there are positive teacher-student relationships</p> <p>Open dialogues with students “why do I need to learn this?”</p> <p>Consistent use in CORE of teacher-generated writing expectations</p> <p>Several teachers formerly taught in higher-ed,</p>

	so they are able to project subject continuity to college
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ACS WASC Category D: Assessment and Accountability

Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identify major student learner needs)

In compiling this data, staff at Tam noticed a number of patterns and also developed many questions that connect to our identified critical student learning needs: literacy, numeracy, and racial consciousness.

Collaboration is seen at Tam in different content areas. These forms of collaboration are strong and support our students to develop their literacy, numeracy, and racial consciousness. This includes our CORE program and CORE release days.

There is a clear desire to have collaboration be more school-wide, which was also seen in category C. The staff members and departments with strong collaboration are excellent, and it would be wonderful to see that kind of collaboration spread across the school rather than only be seen in pockets. More collaboration would allow for more common assessments, perhaps even at a district-wide level.

The use of Edgenuity is seen as very helpful by staff, it frees up scheduling and allows for school-wide modification.

Prioritize the areas of strength and growth for Category D

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Strong desire to be collaborative; structured collaboration in CORE/Lead by learning/math content groups do work well
- Student supports- WISE mentoring, bridge the Gap, peer mentoring, Success network, Link Crew
- Well-intentioned and supportive staff.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth
<ul style="list-style-type: none">• Collaboration is going well, but could be even better. It would be wonderful to have collaboration on a school-wide and district level.• Better articulation in courses and across the district/at a site (using common assessments, etc); take away variability.

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

E1. Parent and Community Engagement Criterion

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

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking needs and online students.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • Monthly but separate PTSA, Tam Boosters, Tam High Foundation and Tamalpais Site Council meetings, consisting of families, staff members, community members support fundraising efforts and materials/equipment purchases. • Monthly Success Network meetings with community program partners to review student data • Incoming Family/student outreach • Parent Campus Tours • Community Supported Club mentorships • Success Network Resource Nights • Parent Information Nights • Connecting with and communicating with non-English speaking families through the use of the language line 	<ul style="list-style-type: none"> • AP/ Honors Information nights • Booster Meetings Agendas • PTSA Agendas • Site Council meeting Agendas • 8th grade Parent Information Nights • Back To School Nights • Open House • Transition IEPs • Instagram / Social media use to share information • ParentSquare • Bolinas/Stinson Parent meeting • Marin City specific family outreach • On call interpreting services

E2. School Culture and Environment Criterion

The school provides a) a safe, clean and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Safe, Clean and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g. School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none">● Emergency plan and procedures shared with all staff and students● Emergency kits provided in all classrooms● Fire, Earthquake, Disaster, Lockdown drills are conducted on a regular basis to train all staff and students on the proper procedures required in real emergency● Covid safety protocols posted as needed● Student Resource Officer● Internet Use Policy Contract for all students <p>Facilities are extremely old and in need of updating. A Facilities Master Plan is underway to identify upgrades needed. Administration use of discipline matrix to provide consistency to discipline. Students coming back from virtual schooling are struggling with behavior and are in need of additional supports.</p>	<ul style="list-style-type: none">● Staff Handbook● Student handbook● Regular emergency preparedness drills● Emergency drill infographics in classrooms● Yearly participation in “California Great Shakeout”● Discipline Matrix● Need of more balance in facilities upgrades ie central air, space, heat, etc

High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for all students in an environment that honors individual differences. Determine how effective school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of restorative practices, celebrations of students' backgrounds and ethnicity and other information or practices that support a caring, learning environment.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • Over 50 ASB clubs available to all students • Link Crew • Wise Mentors • Access to AP/Honors courses • Tam Unity Days • School counselors • BACR therapists • 5 days a week Wellness Center • Attendance Policy (Tardy Tank-Detention) • Bridge the Gap College Prep support for students - focusing specifically on students from low socio-economic backgrounds. • Case Review Team meetings with teachers, counselors and administrators to review students of concern • Art Department holds high standards but is warm and caring for all students. • Regular communication between counselors and teachers regarding student emotional state and offer of supports in classroom • Professional development opportunities focused on equity teaching practices, racial consciousness, and culturally responsive teaching. • Use of restorative practices when dealing with discipline concerns • Affinity based groups to support students of color succeed academically and socially. 	<ul style="list-style-type: none"> • Link Crew • Counseling Webpage • Wellness Webpage • ASB webpage • ASB clubs • “Students of concern” list from teachers to Case Review Team • Better attendance data! • Increased acceptance to colleges • Supportive environment in and out of classrooms • Lower suspension rate • Discipline matrix • Student engagement in Tam Unity Days, athletic events and other student life activities. • Universal screenings • Just Say Know and Tobacco cessation workshops in lieu of traditional discipline with substance use. • Narratives of Color Group • Young Scholars • Art department student showcase highlighting backgrounds, interests and individuality.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none">● PD planning committee consisting of administrators and teaching staff members meet to plan PD opportunities and meeting agendas● Consistent communication is achieved with weekly newsletters from principal to both staff and to families● Monthly staff meetings with CircleUp to address conflict, heal harm and build relationships amongst staff● TamUnity awards for both staff and students celebrate individuals that have shown school values through action. <p>There is frequent communication between school leadership with teachers and stakeholders and between teachers and students and with students to students. There are weekly newsletters to staff, to families, daily bulletins for staff and students, weekly informational slides for students as well full school access to Gmail suite.</p>	<ul style="list-style-type: none">● PD committee agendas● Farr-Cyde● RedTail Review● CircleUp agendas● TamUnity Awards● Daily Bulletin● Tutorial ASB slides● Staff surveys regarding holiday changes to bell schedule

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g. master scheduling and course enrollment).*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none">● Monthly Success Network meetings to review student achievement data● Regular review of course enrollment data by Master Scheduling committee● Master schedule committee also reviews any prerequisites needed for AP/Honors courses in order to eliminate these if possible to promote more equitable access for all students● One dedicated EL paraeducator available for EL students who need additional assistance in general education classrooms.● Para educators assist with Special Education students within both the SPED and General Ed classrooms. <p>Tam High continues to work with an equity consultant, Deborah McKnight, to identify and address institutional barriers that exist at both the district and site levels. Tam High continues the work to remove racial monuments that limit access or success for our underserved population of students. In addition to this work that carries through the majority of staff meetings and PD opportunities, our site has focused Professional Development opportunities over the past 5 years on equitable teaching practices and now have approximately 70% of our staff trained in Courageous Conversations - Beyond Diversity.</p> <p>Many departments provide direct outreach to feeder schools to ensure access through</p>	<ul style="list-style-type: none">● Master schedule committee● Classroom Para Educators● Fee waivers for AP/PSAT available● All Chromebooks available free of charge for all students● Home Hospital / Independent study options available● VIS- fully virtual academy available to all interested students● Accommodations made with or without 504/IEP needs● TUHSD Equity Non-Negotiables● Site Equity Teams● District Equity Teams● .6 FTE provided to counselor to examine and impact the overrepresentation of students of color in SPED.● Tam Music teacher working at small feeder school● SOAR● Removal of Honors entrance tests in math or science● Special schedule consideration for core academic classes for identified students● Ongoing staff development!

<p>knowledge to programs including drama, music, fine arts and journalism. These departments often times create projects to build a bridge between middle and high school.</p> <p>Students Organized Against Racism (SOAR) is a student led club that has also been a class at Tam that works to address racism on campus and provide education to both students and staff.</p>	
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Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2. Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> ● Counselors review all incoming students' cumulative folders to look for students with any red flags or additional follow ups as needed. ● Academic workshop classes available to SPED and Gen Ed students ● Algebra Foundations course is available for students working below grade level in math to support their foundational understanding in order to support their long term success in meeting A-G and graduation requirements. ● Students may be found eligible for 504 accommodation plans or Individual Education Plans to address their individual needs. ● SART meetings are held with counselors, families, students and administrators to support student 	<ul style="list-style-type: none"> ● Master Schedule ● Algebra Foundations syllabus ● Attendance contracts ● TUHSD website showing Tamascal and San Andreas ● IEPs ● SART ● 504 plans ● Dual Enrollment ● AVID ● 97% graduation rate ● TOSAs ● New position: Senior Director of Inclusion, Instruction and Intervention ● Full time college career counselor and center ● Data Evaluation and goal setting meetings ● Student to peer mentoring and support ●

<p>attendance.</p> <ul style="list-style-type: none"> • TUHSD has alternative schools for students who are not finding success in the comprehensive schools. • SPED/EL/Success Network teachers information days. • Multiple Full staff PD opportunities that focus on building relationships in the classroom and other culturally responsive teaching practices. • High Graduation Rate shows success • Success Network Mentorship program couples students from underserved population. These mentors provide frequent and comfortable check ins to monitor progress and provide students an opportunity to build meaningful relationships with caring adults on campus. • The school district is engaged in a robust full year research and development program to develop a more effective MTSS model at Tam High. This work involves a Senior Director and three full time Teachers on Special Assignment in a one year position. 	
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Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementations of the multi-tiered support systems impact student learning and well-being.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<ul style="list-style-type: none"> • Seven period day allows students to take a variety of classes • Credit recovery options available online and through grade redemption programs • AP/Honors courses available 	<ul style="list-style-type: none"> • Master schedule • BTGCP • Success Network Agendas • AVID • Academic Workshop classes (SPED and Gen Ed)

<ul style="list-style-type: none"> ● BTGCP available as a support for students from underserved populations. This program provides academic support along with mentoring and food everyday after school. ● 120 minutes/ weekly of tutorial support for all students. ● 4 levels of AVID ● Student to student support provided through Link Crew and Wise Mentoring 	<ul style="list-style-type: none"> ● Link Crew ● Wise Mentoring ● MTSS counselor position ● Full Time Wellness Center ● 5 days / wk BACR counselor
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Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learning outcomes, academic standards, and college- and career- readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings: What we are doing	Supporting Evidence: How we are doing it
<p>More than a quarter of our students are student athletes. Student athletes must maintain a 2.0 GPA to be eligible to participate.</p> <p>Over 50 ASB clubs</p> <p>Our English Language Learners take the ELPAC every Spring and these scores are available to teachers and are explained by the EL department teachers to offer</p>	<ul style="list-style-type: none"> ● Tam High Athletics Website ● ELPAC testing/scores ● ELD classes ● Master Schedule ● Offering Alg Foundations and Geometry A. ● ASB website ● AIM ● CTE ● Global Studies Program ● Art Fair Senior Show

individualized information to teachers about their students.

The Academy of Integrated Humanities and New Media (AIM) is an exciting two-year program serving 11th and 12th grade students. The goal of AIM is to prepare students to excel in college and the world of work, emphasizing the academic, professional and technological skills students need to succeed in high school and beyond. AIM teachers employ strategies that promote meaningful learning and the acquisition of professional skills. These strategies include:

Personalization. Because AIM is a two-year program, AIM can personalize education by creating meaningful and sustained relationships among students and adults.

Integrated Studies. Social studies and English curriculum are organized around common themes to help students make connections and to provide relevance between subjects.

Flexible Scheduling. Our three consecutive blocked periods allow for creative and flexible use of time, conducive to project-based learning.

Professional Experts. Experts in media and technology fields work with our students to teach them professional skills and create high-quality products.

Real-world Application. Students research in the local communities and beyond and present their work in public exhibitions such as student film festivals.

Industry-standard Technology. Students work on Macintosh G5s and Final Cut Pro Studio.

Applied Tech program integrating computer programming, engineering, architecture.

Global Studies opens up the world of exchange, travel, and language immersion to Tam High Students. Spanish students have the opportunity to spend two weeks studying in Pamplona, Spain. French students can participate in a family exchange in Orthez,

- MV Fall arts mentorships
- Experiential Field Trips
- College courses and credit dual enrollment
- Guest Artist Program for CTE
- Auto Shop

<p>France. In addition to these Global Studies trips, Tam students and staff have traveled to England, Scotland, Italy, Cuba, Ireland, Washington DC and New Orleans.</p> <p>Course pathways for math and science</p> <p>Conservatory Theatre Ensemble (CTE) is an award-winning theatre education program at Tamalpais High School. Since its founding in 1976 as a student-run theatre company, CTE's mission has been to provide a comprehensive, sequential theatre arts program which takes full advantage of the educational value of theatre for the benefit of all interested students.</p>	
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ACS WASC Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identify major student learner needs)
<p>In compiling this data, staff at Tam noticed a number of patterns and also developed many questions that connect to our identified critical student learning needs: literacy, numeracy, and racial consciousness.</p> <p>As a school, we offer a lot of ways for students to get involved in activities</p> <ul style="list-style-type: none"> • There is a barrier to entry for some activities but overall many that the school offers are available to all. <p>There are many different support systems for students but teachers are wondering how students are informed or made aware of these supports. Student awareness of these programs can</p>

impact our school focus on literacy and numeracy.

When you break down who is involved in the parent engagement section there is a low participation rate. No more than 100 parents actually participate in PTA. So the meetings may be happening but a large portion of parents/guardians are not attending.

We haven't done campus tours since Covid. Pre-Covid this did have a high turnout.

20 clubs have parent outreach but we have thousands of parents! How can we better connect with these parents and get them involved?

Prioritize the areas of strength and growth for Category E

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

- Parent engagement and support is high. The programs that parents run fill the gaps of things that the district may not provide.
- Our support programs around mental health for students are strong and we provide teachers with support to incorporate mental health into their curriculums.
- Programs that have a leader or head are great at supporting students.

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

- Develop a system of communication between support programs and classroom teachers - use time to meet as support teams and also in vertical alignment teams so that we are regularly communicating about what students need, and streamline the sources of information that help teachers navigate all the options for students.
- Focus on safety - drills that happen more timely and more regularly, and also modernize buildings that are the most outdated buildings that prevent students from accessing classes.
- Embed regular data analysis activities into staff meetings so that we are sure to know how the programs are working and who they are working for.

Chapter Four: **Summary of Identified Major Student Learner Needs**

Our Process in Identifying Our Major Student Learner Needs

Focus groups met a couple of times during the Fall of this year to discuss prompts and indicators for the five areas of focus. Our groups were unable to meet during the 2020/21 school year due to the focus on online instruction and prioritizing the safe transition to in person learning in the Spring of 2021. Each of the groups summarized their findings and identified strength and growth priorities within each of the categories.

Tamalpais High School staff are committed to creating more equitable outcomes for our students as they are prepared for college and career. Our staff are committed to helping our students become more literate, critical thinkers and problem solvers. In addition, it is agreed that it is our responsibility to increase the racial consciousness of both students and staff in service of student success in a safe and supportive school environment.

Areas of Strength Matrix

Organization

- Tam Unity Mission in service of cultivating a more inclusive community.
- Strong supports for all new teachers through the New Teacher Mentor Program focused on current teaching strategies to support more equitable learning outcomes for students with dedicated on site coaches.
- Development of equity centered community supported programs such as Success Network to support students in service of achieving school goal of increasing the achievement of all students while accelerating the growth of students of color, students with low SES, English Language Learners, students in Special Education and foster youth.
- Creation of Master Schedule committee to increase access to courses and supports for underserved student population along with identifying and removing barriers to honors and AP courses.
- Campus-wide use technology through the Chromebook 1:1 program.
- Wide variety of Professional Development opportunities focused on equity and culturally responsive teaching practices.

Curriculum

- Reduction of barriers to AP/Honors courses through allocating resources to align work of the Master Schedule Committee with site goals that allow for equity and access to a wide variety of courses to all students, particularly our underserved student population.
- Strong selection of rigorous curricular offerings and supports for college bound students (~40 AP course sections)
- Growing English Language Development Program

Instruction

- Barriers have been identified and removed in order to allow for more equitable access to a wide selection of offering including approximately 40 AP course sections and strong enrichment/ electives programs.
- Strong focus on equity based professional development opportunities for all staff.
- Universal use of technology campus wide with 1:1 Chromebook program
- Strong experiential learning opportunities for students including project based learning, field trips and global studies program.
- On site coaching support for all new teachers focused on site and district equity goals and instruction.

Assessment

- In response to needed support for students “in the middle” and based on data, the AVID program has grown to cover all 4 years.
- Collaborations for common curriculum and assessment have occurred in the Science department with the transition to NGSS.
- CORE model provides a model of collaboration with 9th/10th English and Social studies teachers in reviewing evidence of student learning in service of . This model also exists in 11th and 12th grade with the AIM program and the new Social Environmental Justice Academy (SEJA).
- Evidence of student learning assessed in a variety of ways in the classroom. Grades are not solely determined based upon summative assessments in the form of tests and quizzes.
- High Graduation Rates

- Lead by Learning monthly staff meetings with guided cycle of inquiry looking at evidence of student learning.
- Monthly review of Success Network Student data that has been disaggregated and used to determine individual supports needed for students and additional supports Tam can put in place to support the larger underserved population of students.

School Culture

- Students have access to a wide variety of social/emotional programs and support through various support providers and programs including BACR counseling and our robust Wellness center and program.
- Strong parent/community support through Tam High Foundation, PTSA and Tam Boosters.
- Strong peer to peer support in AVID, Link Crew, Wise Mentors.
- Community programmatic support in Success Network.

Areas of Growth Matrix

Organization

- Aging campus facilities in need of modernization and upgrades.
- Disaggregated data on student success is not readily available at the classroom / department level as there aren't common benchmarks or other assessments.
- Need to develop a more organized multi-tier system of support for all students.
- Development of data to better understand and examine the outcomes of Equity focused professional development plans.

Curriculum

- Increase opportunities for professional development focused on specific standards-based instruction. Tam currently does not have a systematic approach that allows for staff and students to know specific learning outcomes tied to standards and therefore are unable to answer the question, "*How do we know?*".
- Increase support for and growth in culturally competent curriculum based on current educational research
- Increase support for ELD students *within* the general education classrooms.

Instruction

- Increase opportunities for more consistent vertical and horizontal collaboration and articulation in service of developing common assessments, benchmarks in order to better review evidence of student learning and support student success.
- More consistency regarding equitable grading practices and policies school wide.
- Need for more targeted interventions in the classroom based on standards aligned assessments in service of identifying student knowledge gaps.
- Need for more career pathway programs and opportunities for all students.

Assessment

- Increase the visibility of daily learning outcomes in classrooms and what this will look like for students in order to better assess how successful the learning is.
- Need for more equitable grading practices and policies site wide.
- Increase articulation in course alike teams at site and across the district in creation and implementation of common assessments and benchmark assessments.
- Further development in the practice at looking for evidence of student learning in service of providing more targeted instruction and intervention to students. Better collaboration is needed first to create these common assessments.

School Culture

- Need for development of better communication between support providers and the classroom so that teachers may better be suited to support the individual needs of the student.
- Need for development of data and analysis of disaggregated data in service of further understanding of how support programs are working and who they are working for.
- Increase the level of engagement with a more diverse set of parents/guardians and families to increase students' academic success.
- Need to continue the racial consciousness amongst all students and staff in order to address racist and/or biased incidents in and out of the classroom.

IDENTIFIED MAJOR STUDENT LEARNER NEEDS

Below are the identified major student learner needs at Tamalpais High School

Major Student Learner Need #1: Students need academic achievement growth opportunities.

Goal: To increase the academic achievement for all students while accelerating the growth of students of color, students with low SES, English Language Learners, SPED students, and foster youth.

- As a school community, we are committed to helping our students become more literate, critical thinkers and problem solvers. We have observed a clear performance gap between student sub groups across curriculums and our performance in ELA and math standardized testing has reflected this same pattern over the past several years, showing little to no change (with exception of our EL student population). As a school, we need to focus particularly on these identified student subgroups with targeted interventions identified from common assessments across all academic disciplines.

Major Student Learner Need #2: Students need a school environment that is racially conscious and inclusive.

Goal: Tamalpais High School will provide and promote an environment that supports the social, emotional well-being of students while focusing on the increased racial consciousness of all students.

- Tam High strives to provide a safe and inclusive learning environment for all students to find academic and personal successes through the Tam Unity Vision: *Tam is a very special place because we are a group of diverse individuals united by our shared experience. Our actions and words create an inclusive environment in which all students are accepting of everyone. We have a lack of judgement of our peers. We are supportive and respectful of others despite and because of differences. We help one another when someone is in need, regardless of our social group or status. We work together in different situations to ultimately better the school climate. We demonstrate in all of our actions integrity, empathy, respect and community.*

Tam High continues to see incidents of racial biases on campus and in classrooms. Tam is committed to providing social, emotional and academic supports and educational opportunities for students through culturally responsive teaching strategies, curriculum, supports and restorative practices.

Major Student Learner Need #3: Students need intentional and strategic intervention support.

Goal: Tamalpais High will develop a professional environment that will allow for meaningful collaboration in the service of intentionally and strategically using evidence of student learning to implement and monitor a multi-tiered system of support with targeted interventions.

- Data shows that while many of our students are finding academic success, our students that are struggling will benefit from targeted Tier 1 and Tier 2 interventions. As a staff, we must first collaborate with one another to create common assessments in order to more effectively answer the question, “how are my students doing?” This evidence of student learning will be used to provide a more systematic approach to supports and interventions to increase the achievement of all students while accelerating the growth of our students of color, EL students, students from low socioeconomic backgrounds and our students in our special education program.

Chapter Five

Schoolwide Action Plan

Goal A: Tamalpais High School will increase academic achievement for all students and accelerate academic growth of students of color, students with low SES, English Learners, SPED students, and foster youth.

<p>Rationale for Goal:</p> <p>We will focus on the needs of our students of color, low-SES students, English Learners, SPED students, and foster youth to increase academic success for our marginalized youth and all students through improved instruction, curriculum, and classroom practices.</p>	<p>Measurements:</p> <ul style="list-style-type: none"> Students from the following populations (EL, SpEd, Foster Youth, low-SES and students of color) will have fewer D, F, I each reporting period. Students from the following populations (EL, SpEd, Foster Youth, low-SES and students of color) will have improved math and English CAASPP scores over the next five year. Students from the following populations (EL, SpEd, Foster Youth, low-SES and students of color) will have fewer San Andreas transfers over five years.
<p>Evidence of Success:</p> <ul style="list-style-type: none"> Number of students with D, F or I, not disproportionately students of color, students with low SES, English Language Learners, SPED students, and foster youth.. Number of students transferred to San Andreas for credit-redemption is not disproportionately students of color, students with low SES, English Language Learners, SPED students, and foster youth. 	<p>Means to Monitor Progress:</p> <ul style="list-style-type: none"> D,F, I data CAASPP data San Andreas transfer rates data Graduation rates A-G eligibility rates

Objective & LCAP Alignment	Action Steps	Resources and Materials	Timeline of Progress	Responsible Persons
A1: Build relationships with each student to best identify how to meet their	<ul style="list-style-type: none"> Continue relationship building focus in every class with every 	Use of Youth Truth/CHKS or other measurement tool to gather student input on their relationships with	<p>January 2022- May 2024</p> <p>Relationship building PD</p>	<p>Teachers</p> <p>ILT (Teacher Leaders)</p>

<p>academic needs.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>student.</p> <ul style="list-style-type: none"> • Develop a restorative practices approach to school culture that allows for skills and focus on relationship building as a top value in the school culture. • Provide professional learning opportunities on building relationships in class to create a meaningful and connected learning environment for all students. • Identify kids <u>early</u>, then set them up with the resources they need to succeed (See WASC Goal C) • Identify barriers to learning. Provide intervention resources as needed (See WASC Goal C) • Recognizing students who need class time for practice and direct support from the teacher and provide instruction as needed. 	<p>staff.</p> <p>Professional development workshops.</p> <ul style="list-style-type: none"> • Learning partnerships • Antiracist teaching • Teaching while White • CircleUp • EMR workshops 	<p>opportunities Fall 2022 and Spring 2023</p> <p>Identification of students needing additional tiered supports by R1/R4</p> <p>Admin/Counselor progress checks with identified students at R2, S1, R5, S2.</p> <p>Ongoing intervention supports and review of progress biweekly - at Success Network/Case Review Meetings</p>	<p>Administration</p> <p>All staff</p>
<p>A2: Using high</p>	<ul style="list-style-type: none"> • Identification 	<p>Tier One Instructional</p>	<p>Tam Admin</p>	<p>Ed Services</p>

<p>impact tier one instructional practices, teachers will use cycles of collaborative inquiry to improve instructional practices to increase academic success and student engagement and connectivity.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<p>and training in high impact instructional practices (HIIP) for all teachers.</p> <ul style="list-style-type: none"> ○ Ensure math HIIP training. ● Use of HIIP in all classes to implement tier one instruction. ● Use of antiracist instructional practices in all classes. ● Use of a collaborative cycle of inquiry around HIIP to improve instruction. ● Targeted use of HIIP with students identified needing tier one support. ● Monitoring of students to engage other HIIP to support learning if needed. ● Use of student feedback data to ensure engagement and connectivity. ● Analyze student work and student experience as a regular part of data analysis during collaborative inquiry. 	<p>Tool Kit Including AVID WICOR strategies and ELD strategies (See Tam 4ward MTSS Goal 3)</p> <p>CI Cycle(Lead Learners model)</p> <p>Monitoring of students academic improvement (grades)</p> <p>Monitoring of student engagement and connectivity data.</p> <p>Professional development workshops.</p> <ul style="list-style-type: none"> ● Collaborative Learning Team norms and working outcomes development. ● HIIP Instruction ● AVID WICOR ● Antiracist teaching ● Teaching while White ● Collaborative Inquiry- Lead Learners ● ELD strategies 	<p>Monthly course alike collaboration times as scheduled in yearly PD calendar.</p> <p>District early release days - October/February - to present HIIP.</p>	<p>Administration Teachers</p>
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<p>A3: Align curriculum to support antiracism, student access, and relevance to student lives.</p> <p>LCAP #1 LCAP #2 LCAP #4 LCAP #5</p>	<ul style="list-style-type: none"> ● Collaboration between teachers to update and align curriculum across course alike through the development of common assessments to be given and monitored for all students. <ul style="list-style-type: none"> ○ Identify essential learning outcomes and proficiency scales for each course. ○ Use an equity audit to monitor curriculum alignment. ● Update all curriculum to include an active antiracist perspective in all classes (see WASC Goal B) ● Include local and relevant context to curriculum to ensure all students to feel connected to content and to see applicability in their lives. ● Develop 	<p>District Course of Studies.</p> <p>State framework and standards.</p> <p>Localized content for student engagement</p> <p>Professional development workshops.</p> <ul style="list-style-type: none"> ● Collaborative Learning Team norms and working outcomes development. ● HIIP Instruction ● Antiracist teaching ● Teaching while White ● Collaborative Inquiry-Lead Learners <p>A Curriculum Equity Audit Tool</p>	<p>January 2022- May 2024</p>	<p>Ed Services</p> <p>Administration</p> <p>Teachers</p> <p>ILT</p>
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	<p>common assessments and pre-assessments to be used by all teachers with students in all classes. Data to be used in collaborative inquiry for both instructional inquiry and curriculum alignment across classrooms.</p> <ul style="list-style-type: none"> • Identify the books and texts needed to support aligned curriculum and culturally relevant texts, use core pairings to collaborate on strategies effective for such students. • Bi-annual collaboration meeting with main middle school partners to align curriculum vertically. 			
<p>A4: Support low-SES families and those of BIPOC students to eliminate the barriers to success. Specifically, the barriers to consider include...language,</p>	<ul style="list-style-type: none"> • Identify what the barriers to success are and make them known to the stakeholders • Periodic outreach by administrators and counselors including check-ins before 	<p>Compensation for data entry tracking contact with families.</p>	<p>Outreach: Sept. and January</p> <p>Admin & Counselor communication at beginning of R2 and R5.</p>	<p>Counselors</p> <p>Teachers</p> <p>Classified</p> <p>Administrators</p>

financial disadvantage... LCAP #3	<p>BTSN, open house, and spring scheduling</p> <ul style="list-style-type: none"> ● Counselors and Admin support teachers to identify and then provide targeted interventions for students of color and low SES students. 			
<p>A5: Development of a school-wide academic culture that supports all learners.</p> <p>LCAP #1 LCAP #2 LCAP #5</p>	<ul style="list-style-type: none"> ● Common academic behavior norms in all classes (regarding cell phone/ Chromebook use, etc.) ● Common approach to attendance monitoring and building positive attendance behavior. ● Use of AVID WICOR strategies across classes to build a common set of academic skills for all students. ● AP and advanced coursework open to all students with support provided. ● Collaboration amongst departments and administration 	<p>Professional Development: AVID strategies</p> <p>An attendance monitoring and improvement plan</p>	<p>Attendance Plan Pilot begins R5 2022. May 2022- Evaluate August 2022 Adopt system with modifications</p>	<p>Teachers</p> <p>Administrators</p> <p>Counselors</p>

	to develop meaningful professional development that centers diversity, equity and inclusion through district LLT plan.			
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Goal B: Tamalpais High School will provide and promote an environment that increases the racial consciousness of students while supporting the social, emotional well-being of students.

Rationale for Goal: If instructional staff build an environment that supports the social and emotional well-being of students, then there will be an increase in equitable experiences for all students as well as improvement in student learning.	Rationale Evidence: Tamalpais High School's student population is predominantly white and middle to upper class and experience school within this dominant culture. Students of color continue to experience harm on Tam's campus through racially biased incidents in and out of the classroom.
Evidence of Success: <ul style="list-style-type: none"> During the evaluation and reflection process during each Cycle of Continuous Improvement, teachers report trying new strategies, approaches and angles. Admin, teachers and counselors adopt practices that have worked for other teachers and abandon those that have fallen short. 	Means to Monitor Progress: <ul style="list-style-type: none"> Staff meeting debriefs Staff responses in Healthy Kids and YouthTruth Surveys Staff reflection regarding progress Student feedback Number of reported racial incidents

Objective and LCAP Alignment	Action Steps	Resources Needed	Timeline of Progress	Responsible Persons
B1: Develop and foster a culture of antiracism on campus in all aspects of campus life. LCAP #1 LCAP #2	<ul style="list-style-type: none"> Provide campus activities that promote and celebrate the culturally diverse and the social-emotional well being of our diverse demographic of students 	Circle Up Education Utilize current student organizations to plan Utilize wellness for planning Funds for these school	August- May 2022-2024	Administrators Teachers Classified Staff Counselors Students

<p>LCAP #4 LCAP #5</p>	<ul style="list-style-type: none"> ○ Tutorial: school wide workshops and activities ○ Experiential learning opportunities beyond the classroom ○ Inclusive recruitment of all students into campus organizations /activities. ○ Support the development of specific programs/ev ents that will focus on and celebrate the diversity of our campus and surrounding communities . ○ Provide affinity spaces in organizations for students to connect within similar students. <ul style="list-style-type: none"> ● Develop a restorative practice approach to school culture that provides for student ownership and leadership in addressing racial incidents in a restorative and just manner. 	<p>wide activities</p> <p>Anti-racist audit tool</p> <p>TUHSD Anti-Racist Classroom Walkthrough Tool</p> <p>TUHSD Anti-Racist Instructional Tool</p>		
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	<ul style="list-style-type: none"> • Develop systematic approach to report racially motivated or biased incidents that occur on campus <ul style="list-style-type: none"> ○ Revisit the protocols on how students and staff can report racial incidents so it's clear. Publish the data so everyone can see it. Follow up. • Audit of school policies and practices that allow for an application of antiracist and equity principles to be applied to all aspects of school systems, structures, and institutional knowledge. • Actively encourage more diversity representation in positions of leadership at Tam High and on committees for both students and staff. • Continue to strengthen summer bridge programs with smaller feeder schools to support the smooth transition of student from middle school to high school 			
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<p>B2: Curriculum development in targeted courses on racial consciousness for students at every grade level.</p>	<ul style="list-style-type: none"> ● NEW - 9th grade Core seminar (ethnic studies/world cultures/social issues) AND redesign of Social Studies curriculum to create antiracist and ethnic studies driven courses. ● Professional development on culturally responsive pedagogy including AVID materials. ● Revise reading lists to ensure representation of BIPOC authors. ● Counter narratives are specifically identified and named as such. ● Continue to use real world events to generate lessons in CORE/social studies and literature that harness the energy of current affairs ● Expand our Social & Environmental Justice/Action Academy to include other core/elective subjects ● Conduct a curriculum audit across each department to analyze current materials, instructional practices using district equity audits and rubrics in all subjects and disciplines ● Development of restorative practices 	<ul style="list-style-type: none"> ● Collaboration amongst staff to align curriculum and pedagogy ● Resources for more diverse materials <ul style="list-style-type: none"> ○ AVID ○ NEP ● Equity Audit Tool 	<p>January 2022-May 2024</p>	<p>Teachers</p> <p>Administrative Team</p>
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	into classrooms to provide for inclusive and restorative approaches to racial and other forms of discrimination incidents.			
B3: Professional development opportunities for all staff to build a deeper racial self-consciousness (as reported by staff) capacity to handle racial incidents with students and the use of culturally relevant and equity-minded pedagogy (as reported by student input).	<ul style="list-style-type: none"> • All teachers and staff will understand their own racial identity and consciousness and how one's racial understating impacts their classroom practices and relationships with students • All staff will knowing act with clarity and timeliness when racism takes place on campus, in class, and within our school community • Teachers will audit grading policies to determine if these policies perpetuate expected inequitable outcomes and will work to develop more equitable grading practices 	Professional development opportunities in Courage Conversations, Teaching While White, CircleUp SOAR Scenarios, Epoch Education RIR protocol cards Book: Grading for Equity – Joe Feldman Self Assessment Tool	January 2022-May 2024	Administrators Teachers All Staff ILT Equity Team representatives
B4: Students will report fewer incidents of overt racism / discrimination and microaggressions.	<ul style="list-style-type: none"> • Develop and share reporting protocols and procedures • Use of restorative circles for school wide conversations to discuss racism, microaggressions and school community expectations including white allyship 	CircleUP SLAM with Dr Watson	January 2022-May 2024	Administrative Team Teachers Counselors Specific Student Groups (SOAR, BSU, SOC, Link Crew, Leadership)

	<ul style="list-style-type: none"> • Provide anti-racism training for all students in leadership programs • Develop system to increase student voice on campus in both English and Spanish 			
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Goal C: Tamalpais High School will implement the Tam 4ward Multi Tiered System of Support Plan to intentionally and strategically use evidence to support students academically, social-emotionally, and behaviorally that will increase the graduation rate of our students enrolled in Academic Workshops and AVID and will increase the UC A-G eligibility of African American students from 50% to 85% and Latinx students from 46% to 85%.

Rationale for Goal: Data shows that many of our students that are struggling will benefit from targeted Tier 1, Tier 2 and tier 3 interventions. These students tend to be over-represented in English Learners, Special Education, Foster Youth, and students of color.	Measurements: <ul style="list-style-type: none"> • D,F and I data. • Students repeating coursework for graduation • Graduation rates among minoritized students. • Transfer rates to alternative programs.
Evidence of Success: <ul style="list-style-type: none"> • Reduction in D, F, and I grades in R3 and R6 • Students report the use of tier one supports in all classes. • More students A-G eligible without remediation. • Students report higher rates of positive socio-emotional health in CHKS and other survey data. 	Means to Monitor Progress: <ul style="list-style-type: none"> • Notes in Synergy (Student Contact Log) • Student-reported reflections on supports • Evaluation of newly adopted interventions • Report of a-g requirement satisfaction
Tamalpais High School will implement the Tam 4ward Multi Tiered System of Support District Plan. (See Tam 4ward MTSS Plan link) In the implementation of the Tam 4ward MTSS plan, there will be specific implementation processes taken at Tam High School to ensure this goal is met, measured, and students are improving in the indicators identified above.	

