

SELF-STUDY VISITING COMMITTEE REPORT (Draft)

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Tamalpais High School

700 Miller Avenue

Mill Valley, Ca 94941

Tamalpais High School Union District

March 27-30, 2022

Visiting Committee Members

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NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).
3. The gathering and analyzing of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.

The staff at Tamalpais High School engaged many stakeholders, including parents, members of the community and students in the self-study process. Tam's Unity Vision, along with the goals outlined in the district's LCAP, provide very clear expectations for students. Throughout the self study process, the staff analyzed multiple data sources; however, the data sources were limited due to the lack of standardized testing results for the 2019-2020 school year. Tamalpais High School has clearly aligned their schoolwide learner outcomes with the district's LCAP and has outlined an accountability system for their action plan.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): ☒ Highly Effective ☐ Effective ☐ Somewhat Effective
☐ Ineffective

Narrative Rationale:

The staff at Tamalpais High School collaborated with multiple stakeholders in their effort to provide a thorough and accurate description and analysis of the school's current program and has identified and aligned schoolwide areas of strength and growth.

Chapter 1: Progress Report

- Synthesize any significant developments since the last full visit and their impact on student learning.
- Briefly describe the action plan/SPSA implementation process and how the school monitors progress.
- Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.
- Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

Tamalpais High School has undergone significant changes since their last full self-study in 2015. One of the most significant changes has been increased enrollment. According to the self-study, enrollment has increased from 1420 to 1660, which marks a 17% increase. The increased enrollment has provided a number of challenges in regards to the use of space on campus, including classroom spaces and parking. The increased enrollment has also created opportunities for additional course offerings as well as increased offerings within the school's athletic department. Additional course offerings have included courses in engineering and computer programming as well as an auto shop and Conservatory Theater Ensemble. The increased enrollment has also led to concerns with the school's budget. One of the most notable effects of the budget issues was the cancellation of the teacher leadership model that was previously in place.

Tamalpais High School has also experienced significant turnover within their administrative team. The current Principal has been in place for the past six years, in the two years before that there were three different interim principals. In the years following the last self-study there were a total of nine individuals to cycle through the three Assistant Principal positions. The current administrative team has been in place for the past three years, providing stability to the school's administrative team. The self-study also references significant changes regarding district level administration, most notably, the district's Superintendent, who has been in place for the past four years.

Since their last self-study, Tamalpais High School has committed to a focus of 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.”* In an effort to support this initiative, the students and staff along district level leadership have engaged in a variety of activities that have included professional development, the creation of an Ethnic Studies Course, increased resources for English Learner support and the development of additional programs that engage families and the community.

Along with nearly every other school in California and across the country, Tamalpais High School was greatly impacted by the COVID 19 pandemic. Students at Tamalpais High School were engaged in distance learning for nearly 12 months. In the spring of 2021 students returned on a hybrid model that has them on campus for part of the time and on distance learning the other part. The move to distance learning as a result of global pandemic resulted in Tamalpais High School moving to a 1-1 Chromebook Mode. All students returned to full, in person learning in the Fall of 2021. Since then, many resources have been allocated to identifying and addressing learning loss that may have occurred as well as addressing the various social-emotional needs of students that have presented as a result of the pandemic.

Tamalpais High School identified four goals following their last self-study. The first goal focused on ensuring core instruction and supports for all students by providing core instruction that is culturally relevant, engaging and differentiated and creating and maintaining a classroom culture and school environment where students and teachers feel safe, valued and connected. Since that time there have been increases for students with low socio-economic status as well as African-American students and Hispanic students in both the ELA and Math portions of the SBAC tests. An intervention specialist counselor position was created and there have been professional development opportunities for teachers that focus on culturally relevant teaching.

The second goal focused on ensuring supplemental instruction and supports for some students by providing supplemental core instruction for students who were in need. This has led to the implementation of 120 weekly minutes of tutorial minutes of tutorial support periods for targeted intervention. The number of students who meet A-G requirements has increased to 80% over the past five years; this includes an increase of the number of low socio-economic students who meet A-G requirements. According to the self-study, there have been increased opportunities for teachers to collaborate as well as deep data dives during staff meetings. Tamalpais High School has also seen increased participation in the school’s AVID program and is offering an AVID course at all four levels.

The third goal focused on providing intensive instruction and supports for some students by providing intensive and targeted supports for students who are not successful academically. The teachers at Tamalpais High School adopted common online learning platforms, Canvas and Google Classroom, and there have been efforts to support AB 104, the state law designed to provide opportunities to the students most affected by the COVID 19 pandemic to graduate high school by meeting the minimum state requirements as well as the ability to take a “pass/no pass” option for courses during the 2020-2021 school year. The school has also provided access to alternative courses through a variety of different providers and a math credit redemption

program.

The fourth goal focused on providing opportunities and access to grade level instruction, higher level courses and college and career options. In an effort to address this goal, Tamalpais High School developed a master schedule committee made up of teachers and administrators for the purpose of developing a master schedule that ensures equitable access to courses. The school has also employed a full time college and career specialist to offer support for students as they explore college and career options. Students at Tamalpais High School now have access to college courses and the number of seats available in AP courses has increased. There has also been professional development that focuses on cultural responsiveness.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): X Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

It is evident that the staff at Tamalpais High School followed the recommendations from the 2017 self study and subsequent visit and addressed additional needs that were identified since.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

Tamalpais High School is a comprehensive high school located in Mill Valley, California. The school currently serves 1596 students from three communities in Southern Marin County; Mill Valley, Sausalito/Marin City and Bolinas/Stinson Beach. Of the 1596 students 69% are White not Hispanic, 11% are Hispanic, 4% are African-American, 9% are Asian and 7% indicated Other. Currently, 8% of students qualify for free and reduced lunch and 2% are English Learners. Tamalpais High School has experienced significant growth, nearly 17% since their last WASC visit in 2015. According to the self-study, Tamalpais High School experiences significant support from their parents and the community as has formed relationships with local businesses and the local community college.

Tamalpais High School provides numerous programs for students, starting with the CORE Program that places students with the same English and Social Science teachers in their ninth and tenth grade years. This provides students with opportunities to develop strong academic relationships and teachers opportunities to work collaboratively and develop interdisciplinary lessons. Other programs at Tamalpais High School include AIM (Academy of Integrated Humanities and New Media), AVID (Advancement Via Individual Determination), CTE (Conservatory Theater Ensemble) and Applied Technology. The school is also in the process of piloting a Social and Environmental Justice Program for tenth, eleventh and twelfth grade

students. In addition to these programs, Tamalpais High School provides Academic Workshop classes that are designed to provide supplemental instruction as well as Acellus online A-G course and Edgenuity for students who are in need of remediation or would like to complete courses at their own pace. Tamalpais High School has also developed programs to assist students from feeder schools as they transition to the high school and programs as well as programs to address educational inequity.

Tamalpais High School's Schoolwide Learner Outcomes include Collaboration, Critical Thinking, Cultural Competence, Communication, Creative and Independent Learning and Character. According to the self study, the major student learning needs included: ensuring effective core instruction and supports for all students, providing intensive instruction and supports for all students and providing all students the opportunity and access to grade level instruction, higher level course offerings and college and career options in the 21st century.

According to the most recent California Dashboard data, students at Tamalpais High School were 51.9 points above standards in English/Language Arts and 12.3 points above standard in Math. 71.7% of student were college and career ready and the graduation rate was 97.6% with 79% of students meeting A-G requirements. School climate data indicated that the suspension rate was 3.5% and the expulsion rate was 0.1%

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion* and all the indicators within each category; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength (if any)
 - Highlight the growth areas for continuous improvement (if any)
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are

addressed. Add any additional reflections based on the criterion.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: 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, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: 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.

Visiting Committee Comments

Tamalpais High School has posted their vision statement on their website and in their Single Plan for Student Achievement. However, the self-study references their Unity Vision that was created by stakeholders in 2017 and states:

Tam is a very special place because we are a group of diverse individuals united by our shared experiences. Our actions and words create an inclusive environment in which all students are accepting of everyone. We demonstrate in all of our actions integrity, empathy, respect and community.

In addition to the mission and unity vision Tamalpais High School addresses their district's LCAP goals which include:

1. *Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities*
2. *Improve learning outcomes for all students while narrowing the opportunity gap among student groups.*
3. *Improve communication and relationships with community and stakeholder groups.*
4. *Cultivate resilience, independence, and social emotional growth in all students through a comprehensive system of intentional focus on building community where trauma is met with compassion and each individual feels safe, valued and known.*
5. *Eliminate predictability of current outcomes of our students of color, ELL, and socio-economically disadvantaged students by removing the opportunity gaps in our system.*

Students, parents, and other stakeholders have access to the school's mission and vision statement as well as the LCAP goals through a variety of methods and the site goals are posted on every staff meeting agenda.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): ☒ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

Tamalpais High School has a clear vision and purpose that supports student achievement. This is evident by their graduation rate and A-G completion rate

A2. Governance Criterion

To what extent does the governing board a) have 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?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

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

Visiting Committee Comments

The Tamalpais Union High School District School Board website provides information regarding school board meetings as well as information for how members of the community can comment on board policies. School Board meetings are held at least once per month. The school board includes student representatives to ensure that student input is included in the district's decision making process. School board meeting agendas are regularly shared with stakeholders. District staff meets regularly with different bargaining units to review responsibilities of each group and site level administration meets regularly with district level administration. School Site Council Meetings are held monthly, which provides parents and other stakeholders the opportunity to receive important information regarding Tamalpais High School.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): ☒ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

District administrative staff is very supportive of Tamalpais High School. District leadership recognizes the need for increased articulation with feeder middle schools and is willing to take steps to address the need.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does 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?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive 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.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: 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.

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

Visiting Committee Comments

Beginning in the 2021-2022, Tamalpais High School formed a new version of their Instruction Leadership Team. The team is made up of representatives from each department. The purpose of the team is to review data and make decisions regarding course offerings, master scheduling, professional development and staff meeting schedules. Attendance and grade data are reviewed at both full staff meetings and department level meetings. During these meetings, staff is able to discuss what is effective and what changes should be made. Tamalpais High School has also begun to collaborate with Mills Scholars. This collaboration has led to teachers being trained in the Cycle of Inquiry, which is another effort to provide staff with the tools necessary to make decisions based on data. Tamalpais High School has collected stakeholder input through a variety of methods including through the district's LCAP process and through the School Site Council. In an effort to meet the identified needs of students, a bell schedule has been created to provide tutorial periods each week.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective X Effective Somewhat Effective Ineffective

Narrative Rationale:

The staff at Tamalpais High School recognizes the need to increase the use of data to inform decision making and has expressed the desire to be allotted additional time to meet in departments for the purpose of analyzing data to provide intervention and drive future instruction.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a 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?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff 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.

A4.2. Professional Development and Learning: 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.

A4.3. Measurable Effect of Professional Development on Student Learning: 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

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

A4.5. Communication and Understanding of School Policies and Procedures: 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 of leadership and staff.

Visiting Committee Comments

The visiting committee found evidence to support the implementation of the “new to Tam” induction program for teachers. First year teachers reported feeling supported and knowledgeable about what to expect at their new work site.

Professional development strategies utilized at Monday staff meetings support the school leadership’s ideas of inclusion and equity. However, the teaching staff repeatedly reported that they felt it was difficult to feel engaged because it is too scripted and does not provide time to reflect with peers. Teaching staff admitted that there is a need for staff to cover these topics, and

would like to see more staff-led PD.

Professional development options that are provided to teaching staff to fulfill their independent development hours appear to be appreciated by staff. Staff also voiced that the ability to seek their own professional development was appreciated. Department teams reported that the benefit to student performance and well being from all PD strands was apparent to them once some new strategies were implemented.

Staff: Qualified and Professional Development that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective XEffective Somewhat Effective Ineffective

Narrative Rationale:

Tamalpais leadership and staff recognize that they strive to develop their skills and abilities as educators for both academic and social emotional needs of their students. Even with some of the growing pains that were expressed, it is apparent to the VC that staff and administration are working towards improving their craft.

A5. Resources Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

A5.2. Practices: 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.

A5.3. Facilities Conducive to Learning: 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).

A5.4. Instructional Materials and Equipment: 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.

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

Visiting Committee Comments

Tamalpais High and the district utilize modern accounting practices that are acceptable in the state of California for use by public school systems. Teachers and staff report that their material needs are adequately met.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): XHighly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

There was no evidence that expenditures, requisitions, purchase orders, etc. in any way negatively impacted staff.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Visiting Committee Comments

<Enter text here>

Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

<Enter text here>

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- There is commitment from the administration and teaching staff to ensure equity and access for all students particularly students of color, English language learners and students with low socioeconomic status.
- Staff is qualified and knowledgeable in their respective subject areas
- Tamalpais High School provides many opportunities for stakeholder involvement.
- Induction of new teachers who are new to Tamalpais High School, including new teacher handbook.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- There is a need to improve articulation with feeder middle schools.
- Solicit staff input regarding professional development: planning, content and implementation and feedback
- Continue to develop Instructional Leadership Team in effort to meet the identified needs of the staff and solicit feedback on its implementation.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus Group Meetings with Staff
- Meeting with community stakeholders
- Self-Study
- Meeting with district office staff

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: 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.

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

B1.5. Community Resources and Articulation and Follow-up Studies: 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. .

Visiting Committee Comments

In order to ensure new teachers are able to effectively implement rigorous instruction, Tam places all first and second year teachers in the California Teacher Induction Program, using many faculty members as mentors. Experienced teachers are also expected to use current educational research, as is evidenced by the social science department's implementation of student's issues via Critical Race Theory. The science and math departments utilize project-based learning and real-life application problems while aligning with current state and national standards.

Tamalpais high school's graduation requirements are more rigorous than the state minimums in order to have more students graduate with the a-g requirements. Tam requires three years of lab science and three years of math, compared to the state requirements of two years. This science requirement meets the CSU suggestion, and the math requirement gets the students closer to the CSU recommendation of four years. All of the World Language and Social Science electives are described as a-g compliant, although the course catalog does not designate Ethnic Studies as thus. The school offers twenty-nine honors and/or Advanced Placement courses, taught using College Board-approved syllabi, and the test scores are used to corroborate that the concepts and skills remain aligned with the College Board.

Tamalpais High School uses introductory assessments to place math students at the correct level. All Physics of the Universe sections, an introductory laboratory science class required for all ninth graders, align their learning progressions for consistency, but must do so on their own time.

IEP goals are updated quarterly. Art curriculum targets Grad Profiles of Cultural Competence, Communication, and Creative & Independent Learning.

Many of the core departments at Tamalpais High School integrate and align their subjects. Ninth and tenth graders are placed with the same English and social science teachers over a two-year period, so that reading and writing skills and content can be shared and reinforced. Core teachers are given the same prep period and can map out a two-year skill progression. The teachers used to be given release days to collaborate, but now use their prep period. Math, PE, ceramics, and art all utilize concepts and practices to reinforce science curriculum. Tamalpais has a well-established AVID program, focusing on college-readiness, including tutoring in many of the core academic subjects. In addition to AVID, they use after-school programs like Bridge the Gap, 10K Degrees, and run Compass (College of Marin Providing Access and Supporting Success) during Tutorial time. The Wise Mentoring program has worked well, and plans to be strengthened next year to train advanced students in how to tutor other students, then will be sent out to classes in need.

The tutorial class period was scheduled to be moved from midday to after 7th period prior to the pandemic, so this is the first full school year it has been implemented. Students and staff feel like less work is completed at the end of the day, so it will be moved back to the middle of the day next year.

There is not as much coordination with feeder schools as there was in the past. The math department used to have release time to work with feeder districts, but that hasn't been done as much now that different districts use different textbooks. Because 80% of the students come from one feeder (Mill Valley District), students from other, smaller schools sometimes experience a difficult transition. Because these schools represent different racial and socioeconomic student groups, this disparity reflects the school's stated equity focus.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): ☒ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

Tamalpais's graduation requirements are much more rigorous than the state minimum, ensuring students leave the school much closer to a-g compliant than many other schools in the state. Teachers, particularly of younger students, coordinate instruction and skill progression to provide the skills required to succeed in higher grades and beyond high school.

B2. Equity and Access to Curriculum Criterion

To what extent do 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Variety of Programs — Full Range of Choices: 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 career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

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

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

Visiting Committee Comments

Based on surveys of students indicating a large (80%) college-bound population, Tamalpais High School acknowledges that more of its classes and programs are focused on college preparedness than career exploration. However, students have a number of technical opportunities. They have a successful Auto Tech program that the District is pursuing a grant to update and revamp. In addition, Tam has a fully functional woodshop, photo class with darkroom, ceramics and art classes. The Academy of Integrated Humanities and New Media is a two-year Social Science and English program, focusing on technological and documentary film skills. The Conservatory Theater Ensemble (CTE) is a four-year comprehensive drama program that covers all aspects of drama production, including technical work.

For college preparedness, the school master schedule and graduation requirements are built with the goal of providing all students access to completion of a-g requirements. The AP Classes are open to all who are interested. They have some pre-requisites, when necessary, but have tried to eliminate as many barriers to entry as possible, including most entrance exams. Their AP numbers increased after removing entrance exams, but teachers have not noticed a decline in preparedness. According to the website, counselors see each student at least once a year: both a "transition to high school" presentation in 9th grade Social Issues class and an individual "meet and greet" and sophomore conferences. Counselors present to students and hold a parent night in January of their Junior year to go over graduation requirements and pacing. However, none of these encounters are 1-on-1 and students are responsible for arranging their own 1-on-1 meeting if they have questions about their educational path. The counseling department has a QR Code students can scan to arrange meetings.

Parents also collaborate with staff and students through the Tam High Foundation (THF), which provides monetary support for academic and extracurricular programs through parental contributions. The Special Ed department also coordinates with parents and staff while preparing and updating IEPs and 504 Plans. The College and Career Center helps students and parents plan for post-graduation issues, including job opportunities and ways to finance higher education. They send out weekly emails to parents, students, and staff through ParentSquare. Tam also

articulates with the College of Marin so students can earn college credit while taking certain classes.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective X Effective Somewhat Effective Ineffective

Narrative Rationale:

Tamalpais offers a wide range of college and career-preparatory classes. They are in the process of increasing access to AP and Honors courses. Communication and articulation with feeder schools and graduates can improve.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum (if any):

- Tamalpais's graduation requirements are much more rigorous than the state minimum, including a wide-ranging college and career-preparatory classes, ensuring students leave the school much closer to a-g compliant than many other schools in the state.
- Students find their teachers to be experts in the classroom, passionate about their subjects, and providing rigorous, relevant instruction. Many teachers coordinate and update their curriculum to coincide with student skills and interests, often on their own time.
- Tamalpais exhibits flexibility to experiment with things like the schedule and class-entrance requirements, and are willing to honestly assess the results and adjust practices to provide the best path for their students to succeed.

Growth Areas for Continuous Improvement for Curriculum (if any):

- Provide more opportunities for teachers to collaborate, particularly among department members with different prep periods, during Monday meeting time.
- Develop ability to disaggregate a-g completion and other metrics by targeted subgroups in order to better identify and implement equitable education.
- Improve communication to students about the availability and variety of programs and opportunities during and after the school day.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- CORE Classes and PhUN Coordination
- Student and Staff Interviews
- Self-Study
- Classroom Observations

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

C.1: Based on many classroom observations, the majority of students are involved in the work being done in the classroom, with teacher intervention to keep everyone on task when necessary. 2 AP classes (languages) observed, on task and practicing actual AP exam tasks in the target language. All classes observed had daily and weekly objectives posted and followed.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): xHighly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Robust material presented by teachers and practiced by all students. Teachers check often for understanding and provide extra support when necessary.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1. Teachers as Facilitators of Learning: 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 technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

C2: All teachers use technology to facilitate learning, citing efficiency and helping students become ready to be 21st century citizens. Collaborative class-groupings (9/10th grades: core History and English, 11/12th grade AIM: Academy of Integrated Media: Social studies, English and media (produces award-winning documentaries) delve into current events and personally relevant issues. The Bio-Med program was developed in response to students wanting a more in-depth class to lead to studying medicine, internships.

The student newspaper is also a great opportunity for work with current events and relevant issues.

Global Studies program, which in the past has sent French students to Paris and Pao, art students to Florence and Rome, journalism students to Cuba, water polo team to Hungary to play and practice, has been in hiatus since the pandemic. Staff would like to see this be resumed.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): ☒ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

All teachers use technology to enhance their curriculum, including but not limited to online offerings, google tools, student research from multiple sources on the internet.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching (if any):

- Collaborative classes (CORE for 9th and 10th graders, AIM and SEJA for 11th and 12th graders) are very effective for learning as well as for relationship building that continues throughout the high school years
- Many teachers, even several by name, identified as very caring and approachable by all students. These teachers treat students as a whole person, and care about them as such, not just interacting with the student as their math/science/language/etc. student.
- Excellent academic readiness of students for the next step after high school, including collaborative program(s) with College of Marin (COM).

Growth Areas for Continuous Improvement for Learning and Teaching (if any):**Areas for Growth:**

- Students who mentioned that not all teachers are open/welcoming/kind were usually students of color, so the goal would be to increase the ability of all teachers to treat all students as a whole person, so they are true student advocates and not just playing lip service to supporting the student as a whole person.
- Increase number of teachers and staff on campus to be people of color
- Increase student access to career awareness etc: increase ROP and expand “academies or pathways” This is a challenge with the teenage demographic: when the “pathway” to a career seems easier or less work than the academic track, the teen might shut doors (not take academic required courses) they might end up wanting/needing in the future.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Interviews with Focus Groups (teachers), students and staff
- Multiple classroom observations and spontaneous questions of teachers
- Spontaneous interviews of students as moving about the campus

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY**D1. Reporting and Accountability Process Criterion**

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In 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.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

THS staff do not feel that their assessment process is one of their strong areas overall, however, there are departments where the assessment process is strong. The math department uses common assessments in their courses and uses the results to drive instruction. Core department Task Forces are given release days to align curriculum, assignments and assessments including the 9th and 10th grade Core Program. The science department recently spent time aligning their courses to the NGSS standards. The counseling team tracks DFI data, graduation rates and A-G completion. Standards based grading happens in some departments though not consistently throughout all courses. THS has identified that the assessment of programs needs to happen schoolwide rather than in isolated pockets.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective ☒ Somewhat Effective Ineffective

Narrative Rationale:

Assessment is used to analyze and report student progress in isolated pockets and needs to be implemented schoolwide.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: 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

Visiting Committee Comments

Teachers at THS use formative assessments to drive instruction. Students are given many opportunities to demonstrate their knowledge and skills in multiple ways. Feedback is provided to students on their work. Teachers are available during Tutorial periods to work with students individually. Counselors meet with students in a systematic fashion in order to provide

appropriate advising for course enrollment and college and career counseling. Students also receive feedback in art class both in the middle of a project and at the end. In theater, students provide and receive feedback through drama journals and evaluations.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective X Effective Somewhat Effective Ineffective

Narrative Rationale:

Departments have developed effective assessment strategies with which learning in the classroom is monitored and modified.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability (if any):

- Specific departments at THS have been identified as having strong collaboration practices which enable the departments to use assessments to drive instruction.
- CORE teams and Task Forces are given release days to align curriculum and create common assessments.
- The counseling department tracks DFI grades, graduation rates and A-G completion rates.

Growth Areas for Continuous Improvement for Assessment and Accountability (if any):

- Common assessments need to be developed in order to analyze and report student progress schoolwide.
- As State data becomes available again, a systematic process needs to be developed to analyze and report the data to all stakeholders.
- Protected collaboration time needs to be built into the school calendar so that teachers have the opportunity to develop common assessments, analyze data and use the data to drive instruction.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Interviews with Focus Groups (teachers), students and staff
- Classroom observations
- Informal conversations with teachers and students

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Visiting Committee Comments

Tamalpais High School staff has indicated that there is parent engagement for the regular involvement of those parents who wish to be involved. They have a PTSA, Tam Boosters, Tam Foundation, and Tamalpais School Site Council. There was an indication that there were about 100 parents who were routinely involved pre COVID but they admitted that there is a need for higher parent engagement since there are over 1600 students on the Tamalpais High School site. A meeting with a group of 13 parents indicated that they were given many forms of communication and chances to participate in committees and activities. They saw the principal as being a positive influence on the students and staff. This group of parents also acknowledge the work of all the teachers to provide relevant and rigorous instruction to their students to prepare them post high school.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): X Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Tamalpais has strong parent support to help with raising funds for their various programs that require additional funding.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: 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.

E2.2. High Expectations/Concern for Students: 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.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an

atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

A tour of the campus indicates that Tamalpais High School keeps a clean, orderly environment that nurtures student engagement. In recent years with a deduction of custodial staff by 40%, it has been harder to maintain the campus. They have a few places on the campus where students can congregate and converse. They have implemented a 1:1 Chromebook rollout so each student has their own Chromebook to use. They have access to the internet to complete assignments in each of their classes. Upon examination of students working on assignments, it appeared that students were nurtured through the learning process to complete their assignments.

Tamalpais High School has several programs that help to support school culture and there are high expectations for students. There are over 50 ABS clubs, Wise Mentors, Link Crew, Tam Unity Days, Wellness Center. Access to school counselors as well as BACR counselors for academic and social emotional health. After interviewing several students, there is a consensus that the students feel that the staff is caring. They also felt that they had several choices of ABS clubs. Many students interviewed said that they loved the fact that they had a Wellness Center on campus so they could go and take a break or ask to see a counselor if they were in crisis. Students also have access to an academic counselor who tracks the same group of students for their whole 4 years.

Tamalpais offers professional development to their staff. There is a consistent weekly email communication sent out by the principal to all staff. There is a monthly Circle Up meeting that all staff attend to address the racial disparity on campus. Tam Unity also gives awards to teachers and students who have shown value through actions

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): ☒ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

Tamalpais provides a variety of programs to support student academic, social and emotional needs.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

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

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

Teachers at Tamalpais High School have eliminated prerequisite classes so that all students have access to the Honors and AP courses. Teachers feel this has had a positive effect on students who traditionally would not have taken a placement test. Tamalpais has addressed the multi-tiered support strategies that students can utilize like the AVID class as well as tutorial classes. They also have a program called COMPASS which partners with College of Marin in helping students take college classes and pay for their tuition for the first two years. Students are assigned a tutorial class and then they are allowed to access any of their teachers in order to get academic support. Special Education students are all assigned an academic workshop class with their special education teacher so they can receive more support for their academic classes. General education students may choose to take an academic workshop class for academic support. 10K Degrees and Bridge the Gap are after school tutorial programs that help students be academically successful. After meeting many students on campus, they did feel that they have a voice in their own academic, social and emotional well being. They can access their school counselors for academic help as well as social emotional help. They are also allowed to go to the Wellness Center which is run by a licensed counselor to talk to one of them if issues arise that require more counseling intervention.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): ☒ Highly Effective ☐ Effective ☐ Somewhat Effective ☐ Ineffective

Narrative Rationale:

Students feel that most staff members at Tamalpais High School support them in all aspects of their personal, social-emotional and academic achievement.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

- According to all stakeholders (staff, students, parents, district employees), the Wellness Center is a positive attribute to the Tamalpais High School Community. The center is committed to working with students who need help with counseling services or who are

in crisis. Everyone interviewed had nothing but positive comments to make about the Wellness Center.

- Tamalpais High School offers several ways to academically support their students.
- Tamalpais High School offers over 50 different ASB clubs that students can choose to participate in.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

- Despite Tamalpais High School's efforts at including all students, some students expressed that they did not feel included by either staff or students. They shared that there was a disconnect with school culture for them and that they were not always understood by their teachers and or peers.
- Staff did not always feel respected when information and data was withheld from them by the administrative team. They felt that they were not being respected for the professionals that they are. They wanted more PD that was relevant to their needs. Veteran teachers did not want to attend PD that targets newer teachers. They expressed an interest in learning new and relevant information that would continue to help them grow as teachers and grow as a cohesive department to help support each other.
- According to their own report, Tamalpais High School administration recognizes that there is still a lot of work to be done on racial equity. Student and staff interviews verified that they still notice issues of racism.
- Staff expressed an interest in bringing back department meetings so they could help steam line their programs and classes so that teachers who teach the same subject are all covering the same material.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Classroom/campus observations
- Interviews from the various focus groups: parents, teachers, staff, students, and administration at both the site and district levels
- Self study report

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. The staff at Tamalpais High School is committed to providing equity centered and community supported programs designed to support students of color, students of low socioeconomic status, English language learners, students with disabilities and foster youth. The Tam Unity statement and master schedule committee are two examples of steps that have been taken to support these efforts.
2. Students at Tamalpais High School have access to a variety of courses that are designed to meet requirements for graduation and entrance into a UC or CSU, as well as courses designed to support students who may struggle (Academic Workshop Classes and Tutorials). Students also have access to courses that could lead toward career readiness. Students also have the opportunity to take college courses while enrolled.
3. Tamalpais High School provides a variety of resources designed to address students' social emotional needs. The Wellness Center is staffed by two full time employees and at least eight mental health practitioners who are contracted to provide services throughout the week. Students can choose to visit the Wellness Center on their own or can be referred. This is meeting a critical need for increased mental health services that resulted from the global COVID 19 pandemic.
4. Tamalpais High School receives support from the local community through the TAM foundation, their PTSA and TAM Boosters. Staff and stakeholders indicated that the support was not only financial but included volunteer hours for a number of different initiatives.
5. Tamalpais High School is a very welcoming environment, evidenced by formal meetings and informal interactions with students, staff members and members of the community. All stakeholders expressed that people campus-wide were kind, helpful and respectful.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

Goal 1: 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. According to the self-study and through meetings with various stakeholders, it is evident that the staff at Tamalpais High School is working to address this issue. The visiting committee agrees that this is an area for continuous improvement.

Goal 2: 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. Tamalpais High School provides a variety of programs and resources for students designed to address their social emotional needs and demonstrates a commitment to ensuring equity and access for all students.

Goal 3: 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. Based on focus group meetings, as well as meetings with district and site level administrators it is evident that there is commitment to this goal. The introduction and development of a site level Instructional Leadership Team should address this goal.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

1. The visiting committee recommends that Tamalpais High School develop a system for collecting, sharing and using disaggregated data to identify areas in which students need support and to drive future instruction. This may include standardized testing data, common assessments and additional local data identified by the staff. The system that is developed should include dedicated time for staff to meet for the purpose of interpreting and adapting instructional practices. The self-study addressed this issue and it was supported by meetings with stakeholders.
2. The visiting committee recognizes that there is a need for articulation with feeder middle schools, particularly smaller schools, to assist students with their transition from middle school to high school. Site level administrators should work with district level administrators and the Instructional Leadership Team to develop methods to articulate with feeder middle schools for the purpose of providing a smooth transition of students from middle school to high school.
3. The visiting committee recognizes the efforts by Tamalpais High School to address issues regarding diversity, equity and inclusion amongst students and staff. The staff continues to address this by engaging in professional development related to this subject. The administration and the Instructional Leadership Team should continue to partner in this work, collect appropriate data and follow up as needed in order to place diversity, equity and inclusion at the center of student and staff experience.

Chapter 5: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan
- Evaluate the school improvement issues:
 - The effectiveness of the action plan to enhance student learning and support the identified major student learner needs
 - The level of commitment to accomplish the action plan, schoolwide and systemwide
 - The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)
 - The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.

The schoolwide action plan for Tamalpais High School identified three major areas for improvement. These areas include:

- 1) 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,
- 2) 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,
- 3) 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%. The action plan is aligned with the district's LCAP goals and has built in mechanisms to monitor the progress.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): ☒ Highly Effective ☐ Effective ☐ Somewhat Effective
☐ Ineffective

Narrative Rationale:

The action plan for Tamalpais High School includes clearly defined schoolwide learner outcomes that are supported by their identified major student learner needs and are designed to meet academic standards as well as expectations from the district's administration.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): X Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The action plan for Tamalpais High School is aligned with the identified major learning needs and is designed to support high expectations for all students. The action plan specifically addresses African-American and Latinx students and the efforts to increase A-G completion rates for each group.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): X Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The staff at Tamalpais High has exhibited the capacity to monitor and implement the schoolwide action plan and the district level administration has expressed the desire to support these efforts.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)	X			
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)	X			
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)	X			
Acceptable progress by all students	X			
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need	X			
Capacity to monitor and implement the schoolwide action plan/SPSA	X			

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): X Highly Effective Effective Somewhat Effective Ineffective

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Vision and Purpose (A1)	X			
Governance (A2)	X			
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Staff: Qualified and Professional Development (A4)		X		
Resources (A5)	X			
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)	X			
Acceptable progress by all students	X			
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need	X			
Capacity to monitor and implement the schoolwide action plan/SPSA	X			